

**PROJECT-BASED INSTRUCTION FOR THE APPROPRIATION OF THE
STRATEGIC FRAMEWORK IN 5 NON-CERTIFIED MUNICIPALITIES OF
RISARALDA**

JAIRO ANDRÉS JIMÉNEZ GHISAYS
CRISTIAN JHOVANY QUITIÁN CASTRILLÓN

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
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CRISTIAN JHOVANY QUITIÁN CASTRILLÓN

Trabajo de grado presentado como requisito para obtener el título de licenciado
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Asesor:

Profesor Enrique Arias Castaño

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES

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RESUMEN

El objetivo de este estudio es analizar cómo la metodología basada en proyectos afecta el desarrollo de la segunda lengua, así como también promover el trabajo en grupo entre los estudiantes e incrementar los niveles motivacionales frente al aprendizaje de la lengua inglesa. Este proyecto nace de la necesidad de encontrar nuevas maneras de enseñar la lengua y crear nuevas estrategias que sean innovadoras y productivas para los estudiantes en términos de mejora de sus habilidades receptivas y productivas. Además, este proyecto se centra en 5 diferentes municipios no certificados de Risaralda con el fin de guiar a los profesores de nuevas herramientas de la enseñanza de la lengua inglesa, así en este caso en particular, se escogieron dos estudiantes de la licenciatura en lengua Inglesa para hacerse cargo de un municipio en particular, es decir, la Virginia donde se encontraron dos instituciones interesadas Nuestra Señora de la Presentación y Pedro Pablo Bello.

De esta manera, dos estudiantes ayudados de un equipo de trabajo y el profesor y director Enrique Arias se encargaron en desarrollar este proyecto de la siguiente manera: desarrollaron los planes de clase para que los profesores de dichas instituciones los pudieran ejecutar, guías para ayudar a los profesores a implementar la metodología basada en proyectos, y finalmente como recolectores de datos y analistas de los mismos.

Además, Se utilizaron dos tipos de recolección de datos durante este proceso que fueron reflexiones de los profesores y grupos de enfoque en donde se trataron los temas correspondientes al mejoramiento de la lengua y las actitudes de los estudiantes frente a la metodología. Así, los resultados encontrados señalan que la implementación de la metodología basada en proyectos afectó de manera positiva aspectos como el desarrollo de la lengua extranjera, incrementó los factores motivacionales y promovió las habilidades de trabajo en grupo.

ABSTRACT

The aim of this study is to analyze how the project-based instruction methodology affects language development as well as promoting group work among students and increase motivational levels towards the English language learning. This project stems from the need to find new ways to teach the language and create new strategies that are innovative and productive for students in terms of improving language skills. In addition, this project focuses on five different non certified municipalities of Risaralda in order to orient teachers about new tools for the English teaching, so in this particular case two undergraduate students from the Licenciatura program were selected to be in charge of one municipality, as la Virginia Risaralda where two institutions Nuestra Señora de la Presentación and Pedro Pablo Bello were interested.

In this manner, two students, aided by other colleagues and the professor and director Enrique Arias, had the role of designing lesson plans which teachers of these institutions could implement; also they were guides to help teachers to implement the project-based instruction methodology, and finally data collectors.

In addition, two types of data collection were used during this process. They were reflective logs and focus groups in which issues about topics related to language development and students' attitudes towards the methodology were discussed. Thus, the results indicated that the implementation of project-based instruction methodology affected positively areas such as the foreign language development, the increase of motivational factors, and the improvement of group work skills.

JUSTIFICATION

The process of learning a second or foreign language (L2) comprises multiple opportunities and advantages from the point of view of cultural enrichment, amelioration of inter-communicative competences for the economically-open contemporary societies, yet characterized by their diverse linguistic nature, access to state-of-the-art scientific research, efficient overcoming of the existing digital divide among nations as well as cooperative social integration. (UNESCO, 2005)

One of the major advantages resulting from acquiring communicative competences in L2; and specifically in English, for the practical purposes of this project, is the integration among nations. Such integration fosters changes in cultural skills via the means of language interaction. According to Parra (2013), the relation between language and culture is highly positive as participants must reflect upon their own beliefs, culture, behaviors and attitudes in order to develop a set of social and mental skills to be able to interact and communicate with people with different cultural backgrounds.

Another highly relevant aspect concerning the learning of a second language, and more specifically the English language, is the possibility of accessing world-wide state-of-the-art scientific knowledge. According to the UNESCO Statistical Institute of Quebec INRS (2000), 46,6% of the total world scientific publications included in the Science Citation Index (SCI) were developed by The United States, United Kingdom and Canada.

Therefore, during the last decade, there has been an incipient initiative from the Colombian ministry of education to provide opportunities for the learning of English, as this language has undoubtedly positioned as the international Lingua Franca of science, businesses and technology. In this order of ideas, there is a national interest to become a more competent nation via the improvement of communicative competences in English in order for citizens to apply for better job

opportunities, strengthen scientific national production and increase academic mobility.

Accordingly, the Colombian ministry of education, the regional educational secretaries and a number of companies from the private sector, have designed and presented a project under the name of “Programa nacional de Inglés 2015 - 2025, *Colombia Very Well*” which seeks to improve and strengthen the teaching and learning of English throughout the country. In other words, to promote English teaching and learning via a thoughtful and proper training process of the Colombian EFL teachers from public schools. Such training would require EFL teachers to be equipped in terms of the use of Information and Communication technologies (ICT's), as well as an updating professional process in terms of the most functional pedagogical-didactic models that they should incorporate in their learning environments.

As a whole, the project “Programa nacional de Inglés 2015 - 2025, *Colombia Very Well*” is aimed at standardizing the minimum levels of accomplishment in terms of English proficiency that high schools students should reach nationwide as well as strengthening and supporting regional projects in EFL.

Nonetheless, despite the previous and current efforts to improve the teaching and learning of EFL in the country, research results provided by the Banco de la República (2012), concerning the level of English proficiency in Colombian High school students, have shed light on the fact that just 11% of the students in public schools have a proficiency level in English that can be considered higher than a CEF B2 level. These results reflect the ample extent of the challenge that Colombian education system must face in the teaching-learning of EFL and how the implementation of new methodologies need to impact positively and efficiently learners' language development.

Bonilla (2012) emphasizes on the need for Colombian educators to go through an instructional paradigmatic-shift; in that sense, EFL teachers should

reconsider their cultural beliefs in terms of how the English language should be taught. This process entails an analysis of the cultural background and affective filter that stimulate the beliefs, ideas and imagination that help teachers and learners create an adequate teaching-learning environment. Another relevant aspect highlighted by Bonilla is the need for redefining teacher roles aimed at fostering educational changes so that the population of Colombian high schoolers can develop adequate civic and academic skills as those required by contemporary societies; that is to say, encouraging and stimulating students' innovation, intercultural and critical thinking skills. Finally, teachers should build strategies in their lessons favoring reflection tasks, in which students can express different points of view and exhibit creativity in order to enhance the teaching-learning process.

One of the main problems in the instruction of English as a foreign language is that education has promoted teacher-centered classrooms where students are not involved and therefore, it may have repercussions on a low level of motivation; this problem could be solved with the implementation of a project-based instruction which according to Kaohsiung (2009) is an essentially learning strategic system that combines different complementary educational principles to improve the instructional process, specially aimed to promote and optimize the process of student-centered learning in collaborative contexts.

In view of all these issues as well as the increasing necessity of developing English language competences; a methodological shift for the teaching of English as a foreign language should be considered, going from traditional teacher-centered approaches to learning and learner-centered classrooms. In that sense, authors as Rousová (2008) indicates the idea that whereas the traditional theories of teaching represent learning from books, learning words and utterances in isolation and learning through repetition, modern approaches introduce learning through experience. Consequently, studying English does not necessarily focus on syntactic accuracy or competency in grammar usage; instead, it should be focused in providing opportunities to students to use language meaningfully for

communication and acquire 21st century skills. Therefore, our proposal intends to implement project-based Instruction which is a learner-centered methodology where learners can interact using the target language for real communication, and exploit their creativity and foster their critical thinking skills, in order to identify the impact that it has on the learners' English development.

In that sense, project-based Instruction offers several advantages that may help Colombian education to solve the problems mentioned throughout this justification. Solomon (2003) states that (PBI) is an approach based on the achievement of projects different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations. In other words, PBI is a teaching method in which students gain knowledge and skills by collaborative work for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Therefore, project-based Instruction is an approach which can have an important impact on a Risaralda's context on the grounds that it establishes the learner as the principal actor of his/her own knowledge and activate learners' autonomy and cooperative skills throughout the development of projects (Heguy, 2006). These skills are highly relevant, as Ravitz et.al (2012) state as they are becoming essential for new world citizens in 21st century. In addition, the 3 stages proposed by Moss et. al (1998) in order to execute the project, give participants the opportunity to learn how a project is structured and what kind of behavior and type of communication is expected from them. PBI also provides enough spaces where learners can interact with each other in a meaningful way in order to negotiate ideas: as Fried-Booth (1986) highlights, organizing projects is an effective way to create opportunities for L2 learners to develop their abilities in the target language by interacting and communicating with each other in authentic contexts. Therefore, as it can be appreciated, PBI can provide Risaralda's high-schools with the tools needed to promote learners who can work in group, who can visualize how to develop a project and who can negotiate and discuss ideas in a positive and constructive way.

Therefore, “Project-based Instruction for the appropriation of the strategic framework in the Institutions of 5 non-certified municipalities of Risaralda” is established as a project which attempts to systematically document the impact of PBI with regard to English language development in high-school students ranging from 6th to 11th grade with support from Gobernación de Risaralda and the Grupo de Investigación de Lingüística Aplicada (GILA). Through the development of this project, it is expected to raise awareness on the importance of being proficient in English as a foreign language, vision that is pursuit by the Risaralda’s government in its attempt to become a bilingual department.

Finally, the reflection of this project will revolve around three categories taking into consideration not only the strengths found during the project implementation but the challenges as well. In that sense, the first area of reflection will be professional growth, as it is aimed to analyze the impact of the methodology not merely on the students but also in the researchers’ skills to plan lessons; secondly, students’ responses in regards to the implementation of this specific methodology and thirdly, linguistic outcomes that is a key area of reflection inasmuch as it will provide information about the project results in relation to one of the objectives planned with this study as it is the language development.

OBJECTIVES

General Objective

To identify the impact of Project- Based Instruction on the learning process of English as a foreign language in high schools of 5 non-certified municipalities in Risaralda.

Specific Objectives

1. To foster and activate learners' involvement and motivational components toward English.
2. Instruct and guide the in-service teachers in the implementation of the PBI methodology.
3. To foster group work skills by the implementation of the PBI methodology.

CONCEPTUAL FRAMEWORK

The project presented is structured under a theoretical framework based on the constructs of language development and project based instruction (PBI). It intends to expose how non-traditional methodologies such as PBI enhance the learning and development of the English as a second/foreign language in some particular contexts.

Language development

Initially, it is important to state that foreign language development necessarily requires a conscious instruction process in which a number of psychological functions such as awareness, attention and motivation are identified as stated by Schmidt (1995).

Moreover, the success in the second language development is considerable attached to factors such as intrinsic and extrinsic motivation, attention, involvement towards the instructional process and awareness of the L2 purpose in social or academic, as Ryan and Deci (2000) pointed out. In other words, and according to Krashen (2003), the process is highly affected on whether an affective filter gets to emerge in learners' cognitive schemata or not. This being the result of psycho-behavioral characteristics and responses promoted in a given English language learning environment, as well as the result of certain adopted pedagogical and methodological dispositions of an EFL instructional process that might result in learners' anxiety and inhibition.

As Krashen (2003) states, an ideal learning environment for foreign language development; EFL in this case, would be therefore one in which negative affective factors are diminished by providing students with a motivating, engaging and learning-centered environment. That does not contribute to the emergence of inhibiting anxiety factors in learners due to its thoughtful pedagogical

considerations in terms of learning needs and effective usage of comprehensible input and sufficient opportunities for contact with the L2. In addition Spada and Lightbown (2006) state that while successful learners have been found, in general, to be quite motivated, the opposite has not been found. Unsuccessful language learners are not necessarily unmotivated, there may be other reasons explaining their lack of success. For example, they may simply not have had sufficient opportunities to have contact with the L2.

In the same line of analysis, Tomasselo (2003) comes to the conclusion in the research study *Constructing a Language: A Usage-Based Theory of Language Acquisition*, that language accuracy in learners develops from meaningful language use. Thereupon, closer examination to the aforementioned arguments presented by different authors along this chapter could shed light on the fact that language development in terms of EFL instruction comes to be when motivating and comprehensible input, in addition to cognitively demanding tasks of higher order thinking skills are encouraged within a cooperative and constructivist learning environment related to useful social purposes.

The previous claim dealing with how to successfully develop and improve English language competencies, and for the practical purposes of this project the pedagogical and methodological approach to be adopted in the learning environment of teaching English as a foreign language is supported by Krashen's creative construction and comprehensible input theories as well as Long's integrationist view and the conceptualization of affective factors developed by Spada and Lightbown. Therefore, the following pedagogical approach is to be adopted and developed for English language instruction within the framework of this project, due to it will most likely offer the opportunities for language development under the terms that have been already discussed in the chapter.

Project-based instruction

Project-based instruction is not a new approach, instead it may have been part of many periods in history; there are even authors who consider it may be related to the ancient Grecian period where Socrates guided his disciples from an indirect question toward a systematized scheme of inquiry in which the philosopher would participate as a facilitator to find the answer (Orig-n.d). However, a more recent origin is granted to John Dewey (1916) who boosted his belief that “education is not a mere means to ... a life, education is ... life.” which means that education and learning should be based on real-life situations for learning how to live. Such theoretical background helps to better comprehend Blumenfeld et al. (1991) definition which states that PBI is an engaging perspective where learners are motivated by a driving-question which will lead pupils to develop several skills such as asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts.

PBI is an approach based on engaging projects which promote learners' interest and curiosity and which challenge learners to find solutions to complex problems and/or develop products (Moss et al 1998). Such definition determines that PBI is an oriented-goal approach; however, as Thomas (2000) states PBI does not only focus on the outcome, but on the process itself as the projects require learners to develop 21st century skills related to “design, problem-solving, decision making, and investigative activities. Interestingly, Stanford University, after having started implementing PBI in its courses, has also made its contribution in terms of helping define PBI as an approach which fosters authenticity, cooperative learning, group communication, the use of reasoning, decision-making and self-assessment strategies (Stanford University, 2001)

According to Boumová (2008) project-based instruction is a 21st century approach far away from teaching traditional methods where the learners are recipients to be fulfilled and the interaction is teacher-centered characterized for

being "...a functional procedure which focuses on skills and areas of knowledge in isolation." On the other hand, "project-based instruction activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices." (Project-based Learning Handbook, 2006, p. 3). Hartman et al. (2013) draw from Savery (2006) the inspiration that PBI is an approach that stimulates learners' strategies and pragmatic skills so as to conduct a research applying theory and practice to solve the driving question or problem.

Phases in PBI

Bearing in mind the three-phased PBI description by Moss et al. (1998) and the six-stepped procedure presented by Barret (2005), the characterization of PBI will now be presented.

Phase 1. Selecting topics. Steps 1 & 2: 1) The problem or the driving question to be solved is presented to the learners 2) The learners analyze the problem in the research groups and through discussion they define what the problem is, what skills, subjects and knowledge they will need, and they agree on a possible action plan based on their background knowledge. This phase is extremely crucial as it is necessary to engage the learners in the project by giving them autonomy to decide how they will achieve the aim.

Phase 2. Making plans and doing research Steps 3 & 4: 3) The learners consolidate their action plan and start conducting research. It is important that the learners have some literacy of how to do research by taking advantage of libraries, databases, the web, knowledgeable people and observations. 4) They show what they have investigated to receive some peer-feedback and have some guidance from the tutor.

Phase 3. Sharing results with others. Steps 5 & 6: 5) They present their solution or "artifact". Learners should have agency in deciding how to present it and it should be presented to people genuinely interested in the problem, even

and especially, the community to make it more authentic and engaging. 6) Reflection stage. All the participants review the new knowledge and reflect about the process to raise awareness.

Benefits

There are many advantages attributed to PBI (Fragoulis, 2009); nonetheless, we recognize four of those benefits as the most relevant ones as they are interconnected directly or indirectly with secondary profits. These main benefits are students' active role, collaborative learning, use of technology, and development of problem-solving skills.

Students' active role: The Project Based Learning Handbook (2006) defines PBI as an active exploration of knowledge and learners' capacities. The handbook also explains that students have an active role in PBI as learners plan, design, research, propose, evaluate and implement based on their own ideas; this possibility of making decisions make learners feel ownership of the project which is relevant to sustain motivation and feel important. This motivation for discovering and creating makes learners "become engaged builders of a new knowledge base and become active, lifelong learners" which is highly relevant in a 21st century where we need to be non-stop learners.

Collaborative learning: Heguy (2006) argues that PBI is a learner-centered approach which gives the learner an active role in his/her learning process; therefore, it implies that the learner must develop autonomy skills to work actively without the constant supervision of the teacher. Heguy (2006) also believes that this autonomy becomes in individual responsibility with the learning process as the learner has to become independent and must find the most suitable way to succeed; the author concludes that this individual autonomy and responsibility is guided by PBI into a collaborative and cooperative learning process. The fact of being autonomous means to learn to exchange experiences with the project group in order to know more about them and their abilities.

Fernandez (2001) cited by Heguy (2006) notes that autonomy does not mean isolation, but it is intrinsically connected to the concept of social commitment; consequently, the connection between autonomy and communication must have repercussions on cooperation as decisions are taken through group negotiation.

Use of technology: As it was mentioned in the justification, one of the purposes of the UNESCO is to reduce the digital divide between northern and southern countries; therefore, the use of technology in current methodologies becomes imperative. In addition to global needs, PBI Guide (National Academy Foundation, n.d) describes how the use of technology in PBI provides several benefits in the learning process such as “project authenticity” as projects outcomes are usually tangible products for real audiences; “student engagement” as learners have the chance of participating to create the curriculum based on their interests and goals; “active learning” as learners can interact through the net to solve problems, to communicate, to discuss, to create and to build their digital intelligence; “rigorous communication skills” as projects in PBI are integrated tasks involving reading, listening, writing and speaking; and “practical life skills” such as collaboration, decision making and critical thinking. Thus, the use of technology in and out of the classroom must not be accidental at all, but it must be a deliberate and careful calculated tool in order to have the best results from it.

Problem-solving skills: Projects in PBI make learners use high-order thinking, communication and problem-solving skills in order to find out the solution to a given problem. National Academy Foundation (n.d) states that “PBI is an effective strategy for teaching complex skills such as planning, communicating, problem solving, and decision making” when teacher provides enough support in skills such as “inquiry learning, effective technology use, metacognition and workplace skills”. The teacher’s and classmates’ role is highly relevant in this context as Lev Vigotsky stated, the learner will achieve his/her real potential if s/he is scaffolded through the zone of proximal development; hence, for an improvement in the learner’s cognitive process, peers, and teacher has a fundamental role.

PBI provides the opportunity for social interaction among learners and the teacher; nonetheless, the social interaction is not enough for the achievement of high-order thinking skills such as problem-solving and critical thinking. It is necessary the inclusion of demanding problems or tasks as the ones that learners in PBI have to face. Blumenfeld (1991) is clear when he states that “the prevalence of low-level tasks contributes to students’ lack of understanding of content and process and poor attitudes toward learning and schooling” (p. 371); consequently, PBI offers both the complex tasks and the social interaction which are necessary for the learners’ cognitive development.

Teacher’s role

In Project Based Instruction, as it is mentioned before, the students work in groups through a variety of resources in order to decide how to approach a problem and what activities they should pursue. Learners need to gather information from a variety of sources; for that reason, according to Solomon (2003) during the course of this process the teacher’s role is to guide and advise, rather than to direct and manage the students’ work. In addition, the teacher also has an important role which is to provide learners resources that help them investigate and find relevant information for their project.

Another important role is the role of designer, as Harmer (2009) states, the best teachers are those who think carefully about what they are going to do in their classes and who plan how the teaching and learning process are going to be organized; therefore, teachers must prepare the lesson plans, that according to Milkova (2010) are defined as the instructor’s road map of what students need to learn and how it will be done effectively during the class time. Besides, lesson planning makes the teacher to think beyond; as Scrivener (2005) claims, planning a lesson is an essential thinking skill since teachers have to be prepared for any problematic situation before starting the class. However, as PBI is a learner-centered approach, Milkova suggests that it is important to be flexible and ready to adjust the lesson plan, taking into account students’ opinions. This idea is also

explained by Egenrieder (2010) who claims that the facilitator needs to plan ahead a driving question which will lead learners to accomplish both the school's curriculum and exploration on their own interest. In this regard, the facilitator needs to be flexible on the grounds that learners may want to have reorientations or to change their topic; this is important because learners need to keep their motivation and autonomy to reorganize their ideas is one way of giving them the opportunity to be responsible for their decisions.

Relation PBI - Language development

As Beckett (2002) states, it is important to provide learners with enough opportunities to practice the target language in the classroom since that sort of output can benefit language development. This affirmation is also claimed by Swain (1985) in the results of her evaluation of Canadian French immersion students' learning, in which she points out the relevance of language output in foreign language development; this led her to propose that L2 learners need to produce comprehensible output through meaningful interaction. In order to produce comprehensible output, Swain (1985) concludes that students need a variety of communicative opportunities where they could engage in meaningful negotiation and interaction.

As it was stated previously, language development is also considerably affected by factors such as learners' motivation and their involvement in the instruction process; in that sense, methodologies such as project based instruction establish some benefits in terms of language development, regarding relevant factors such as learners' motivation and the opportunities to use the foreign language. Therefore, authors as Adderly et al. (1975) point out the importance of a methodology based on projects since it provides the chance for intrinsically motivating students to learn, fostering problem-solving, and developing independent and cooperative working skills. It is also believed that PBI allows students to develop critical thinking and decision making skills and engage in-depth learning of subject matter. In terms of language output, Ribé and Vidal

(1993) state that PBI provides opportunities for comprehensible output and integrated language teaching; thereby, project-based instruction prevent students from learning from the teacher and textbooks and from focusing on language skills.

In accordance to the phases explained above, it is possible to conclude that PBI is an approach based on long-term projects which are the “meaningful units of instruction” (Blumenfeld, 1991, p. 370) where the problem is a mechanism to foster cognitive development (Strang, 1967) and a “vehicle for the development of clinical problem solving skills” (Barrows, 1996). These problems must be authentic and purposeful in order to engage the learners in the research process where the teacher is seen as a tutor rather than a controller. Furthermore, as Ravitz, et al. (2012) point out, these projects should allow learners develop autonomy, responsibility and, as previously mentioned, some of the 21st century skills such as critical thinking, collaboration, communication, creativity, innovation, self-direction, global and local connections, and use of technology.

Related studies

In order to have a more detailed perspective of how project based learning can contribute to language development, it is important to analyze the following research papers since they are oriented toward the same idea of the current project. They will provide a primary inquiry and its respective findings with regard to the use of the PBI approach in EFL classrooms; from this, useful theoretical basis to argue on the validity of the proposal will be expanded and nourished.

Research study conducted in Greece

The first research to be analyzed is the project conducted by Tsiplakides (2009), which deals with the implementation of project based instruction in the teaching of English as a foreign language (TEFL). The researcher is concerned about the methodological changes that the implementation of PBI in TEFL classes

implies; in that sense, he draws from Levy (1997) the idea that the role of the teacher is affected, since he/she must act as a facilitator and a guide rather than a dominant or controlling authoritative figure. This idea is also based on the fact that the responsibility of the learning process moves from the teacher to the learners due to it becomes more cooperative, and in that way learners must move from working alone to working in groups.

In addition, it is also pointed out that through projects, learners can increase their cooperative skills and group cohesiveness since they are involved in group work most of the time; finally, the work by Levine (2004) is cited in order to argue another benefit of PBI, and it deals with the idea that through this approach, learners have opportunities to use language in purposeful communication for authentic activities, it means that interaction among learners increases and as motivational consequence they will improve their speaking and listening skills. Thereby, the research was conducted with the purpose of unveiling how PBI contributes to foreign language development, critical thinking, motivation and social skills; in that sense, the project not only have cognitive aims but also emotional and psychomotor ones as well.

The research, that lasted six months and had students working on the project for two hours each week, took place in a Greek school with a subject population of fifteen sixth grade primary school students, aged 11-12 years, from a village in the prefecture of Achaia; two teachers got involved as well, one being an experienced teacher in the implementation of modern teaching methods and the English teacher being the second. Participants were asked to develop a project, the topic was chosen by the whole group and they decided to work with "local history". After the groups were consolidated, learners started to develop the project that included a gathering of information stage, which consisted in searching for a variety of related data, interviewing people and collecting articles. Then, they had to select the appropriate information in order to present their final products.

By the end of the implementation stage, most of the learners improved in all four language skills, their speaking and listening skills, in particular, had the greatest improvement; this finding is related to the fact that students developed their communicative competence to a greater extent, but exhibited less improvement in their grammatical competence. Some students did not present considerable improvement in terms of language proficiency; nonetheless, they showed amelioration in some behavioral traits such as participation, motivation and self-esteem. On the other hand, there were also certain methodological difficulties during the implementation by way of unfamiliarity with group work, uneven levels of participation and commitment, among others; notwithstanding, the most striking difficulties were rooted to the fact that some students did not use the target language for communication at the beginning of the process but rather their mother tongue. Moreover, due to the time span of the project was too long some students lost motivation in the project.

The implementation of this inquiry is highly relevant to our proposal since it can support the idea that a learner and language user can improve his/her language skills given that PBI renders students with the opportunities to practice their understanding on the learning material by interacting and communicating with their peers in the groups. Learners do not memorize concepts, but undertake a process of collaborative and self-directed discovering. In other words, they have a chance to practice their understanding on the learning material with project-based instruction. The study is also helpful due to it provides information about the possible difficulties that facilitators could encounter in an EFL classroom when PBI is intended to be implemented, for instance: loss of motivation and code-switching to the Ss' mother tongue when these are not directly monitored.

Research study conducted in Turkey in an EFL classroom

Similarly, another research project was carried out by Baş (2011), this one being aimed at understanding the cognitive and affective impact of PBI; namely, the learning and behavioral schemata that are developed in learners under EFL

project based instruction. The researcher argues about the importance of implementing project based instruction into the classroom; drawing from Moursund (1999) the idea that PBI proposes different classroom activities and that these should be student-centered, cooperative and interactive. It implies a new methodology and the development of skills and competences such as collaboration, topics' discussion and an increase of learners' participation. Baş (2011) also explains that PBI implementation is significant due to it provides opportunities to face real life situations and to investigate about them; in that sense, he cites the works developed by Blank (1997), Harwell (1997), Dickinson et al. (1998) and Westwood (2008) where they make emphasis in the idea that "project- based instruction is an authentic learning model in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom." In addition, the researcher argues that PBI is still in the developmental stage and that in that way, there is not sufficient research able to state with certainty its effectiveness; therefore, through his study he considers he can provide a close link between PBI and language development.

In order to develop this inquiry, the researcher got involved in a Turkish high school in Nigde with a group of 60 ninth graders during the years of 2010 and 2011. The participants were divided in an experimental and control group. A pre- and post-test experiment undertaken during randomly assigned classes to the experimental and control groups was employed to examine the effects of the treatment process in the study. It was possible to determine that the initial findings of such English academic achievement Pre-test presented no significant differences between the experimental and control groups in terms of their academic achievement scores in the English lesson; hence, it can be said that both groups exhibited quite similar pre-learning levels. Following the same route, the scores related to the attitude Pre-test were also very even both for the experimental and control groups.

Whereas project-based learning was applied to the experimental group, textbook-based instruction was developed with the control group. And even when

the entire students of the two groups (experimental and control) were exposed to the exact same content for the same class-length (45-minute class sessions) and were provided with an equal amount of instruction for a four-week period, the results in the English Proficiency post-test showed that students in the experimental group had reached a higher achievement level compared to those in the control group. The experimental method, which was project-based instruction, was more effective than the instruction based on student textbooks in the control group. In addition to the academic achievements, the experimental group also expressed positive behavioral attitudes towards learning English, the students seemed rather happy to have been interacting in English through project-based instruction because they were able to progress at their own pace and, at the same time, contribute to others' learning process in such a supportive and encouraging learning context. Therefore, results also suggested that the students in the experiment group had reached higher attitude scores compared to those in the control group since the experimental method applied had enabled the students to develop positive attitudes towards the English lesson.

The findings of the research synthesized here are considerably relevant to our proposal since they support the idea that language development can take place through the implementation of PBI; the findings also raise awareness on the fact that not only PBI deals with the improvement of academic achievement, but also with the learners' behavioral attitude levels as well. This study contributes to the research idea in the sense that it presents the information by contrasting the results of two different groups (control and experimental), such technique is quite helpful for it evidences the level of improvement that has been achieved by each group after having worked with PBI.

Research study conducted in Thailand.

Another related study regarding project-based instruction was conducted by Poonpon (2011), it deals with the implementation of PBI in an English classroom aimed at improving the English skills and the learners' language usage for specific

purposes; in that sense, the researcher highlights the theory from Moss & Van Duzer (1998) in which PBI is conceived as an instrument to contextualize learners as if they were to face real-life problematic situations and solve them. It presents as its definitive goal the fact that learners can improve their English skills while using them in real contexts, fact that would consequently imply purposeful communication both in and out of the classroom, where genuinely meaningful language learning is achieved via collaborative tasks. The author also reports from Solomon (2003) and Willie (2001) that PBI is focused on learning by the means of students-centered, interdisciplinary, and integrative activities in real contexts.

In that sense, PBI deals with the role of the teacher as a facilitator who encourages participation, cooperation and leads students to use language during the class as well as in real life contexts beyond the classroom setting as it has previously been mentioned. In addition, Poonpon (2011) claims that over the years, the strategies have changed and currently PBI has been adopted and focused on communicative language teaching which facilitates the learning process in order to improve the communicative competences. Therefore, the implementation of PBI in English classes is intended to render important outcomes due to the fact that it helps learners develop and improve their English skills on the grounds of authentic real-life communicative needs.

In that order of ideas, the research population was integrated by 47 students, 36 females and 11 males, majoring in Information Science and enrolled in an English course at a Thai university during the second semester of the 2009 academic year. They received 45 hours of English classes during the semester and the course was designed according to their academic needs.

According to the researcher, the data collection method was based on oral and written presentations conducted by the students that would lead the teacher to know how learners were improving in terms of the usage of the target language. The data collection process was analyzed through transcripts of student's interviews and observation of their performance in the 4 communicative skills in

English. Findings suggested that the outcomes were very successful in view of the fact that most of the learners said that the program was an useful tool to acquire the target language, so they felt comfortable with the final results as their language skills were enhanced; nevertheless, some learners felt that they needed more input in order to improve their 4 skills through PBI.

Concretely, the study was designed to enhance learners' English language skills; thereupon, this research is interrelated to our research proposal bearing in mind that the implementation of PBI helped to enhance learners' language development. Furthermore, the usage of authentic material in the learning process when taking into account the learners' needs in the field of their professional lives represents an interesting course of action from which the intended project could be implemented. From a similar perspective, this study helps to analyze what components were successfully accomplished or not, and resulting from such analysis improve the general project implementation in order to have better outcomes in future research attempts based on project based instruction.

METHODOLOGY

Context

The project entitled as *The implementation of project based instruction for the appropriation of the strategic framework in 5 non-certified municipalities of Risaralda* was carried out in conjunction with the gobernación de Risaralda and the group GILA of the Universidad Tecnológica de Pereira. In order to do this, the project was conducted with high schoolers whose range of age were approximately between 11 and 20 years old, with the support and guidance of the in-service teachers of the English subject, the directives of each institution, and the guiders of this project.

As this project was aimed to be implemented in five different municipalities of Risaralda, one of those municipalities was la Virginia where there were two public schools enrolled, they were institución educativa Nuestra señora de la presentación and Pedro Pablo Bello; for that reason, it is relevant to mention the specific characteristics of each one.

Institución educativa Nuestra señora de la presentación

This is a public school which is located in the rural area of la Virginia municipality. English teaching at this school was being oriented by the standards “el reto la guía 22”; and promoting the development of the linguistic, sociolinguistic and pragmatic competences; following methodologies such as task based instruction. Moreover, the English subject at this school required 5 hours per week and one of those hours was focused on this project implementation. Finally, the schedule of the school had too many activities that made miss classes owing to the fact that school had to respond for other extracurricular activities.

Participants

In this project, there were three types of participants which were students, in-service teachers and project guides; each participant had a specific role; that is why, it is important to talk in detail about it.

This school implemented the methodology proposed with a pilot group for each grade of high school; it means that if there were two groups of 7th grade, only one was exposed to the project implementation. Therefore, the students involved in this project were 249 high schoolers, divided into 161 women and 88 men whose range of age went from 11 years old to 18 years old. Besides, based on what the in-service teacher analyzed, the students, based on what the in-service teachers expressed during the first meeting, were in A1 or A2 English level according to the common European framework. On the other hand, the students preferred kinesthetic activities, visual, and also auditory activities. Moreover, they also enjoyed topics related to their needs and interests like sports, taboos, politics, countries, etc. Something relevant to mention was that they did not usually work in groups and it was challenging for them so it became a limitation.

Additionally, there were two in-service teachers who guided the classes and it is important to mention their teaching profiles; in order to keep their names confidentially; they were going to be named as teacher 1, and teacher 2.

Teacher 1 had a degree as Spanish and audiovisuals teacher from the UTP University. What was special of this teacher was that even when he had not an English teaching degree, he spoke English very fluent and accurate due to he completed an English course at the Centro Colombo Americano; besides, he had completed the British council courses and he was part of the teachers' team who was in the immersion plan in San Andrés. Teacher 2 had a degree in modern languages from Universidad de Caldas, also she had completed the up-date courses of the British council; something relevant to mention was the fact that she spoke in a very structured way and with good fluency.

In that sense, these two in-service teachers had as role to implement the classes proposed by the lesson designers and also to send a reflection about the implementation in each group.

Institución educativa Pedro Pablo Bello

This is also a public school and it is located at the urban area of la Virginia Municipality. The English teaching in this school is oriented by the standards “El reto la guía 22”; and promoting the development of the linguistic, sociolinguistic and pragmatic competences. This school for the English language instruction followed teaching methods such as the audiovisual and the natural method as well as project and task based learning. Additionally, in the English subject matter, the school had as its main objective to foster the English language learning as a stepping stone to prepare students for the competitive world we currently live in. Finally it is also important to mention that this school orients 3 hours of English per week and that in its syllabus described the conceptual, procedimental and attitudinal skills that each student should achieve at the end of each academic period.

This school had some limitations in different aspects that hindered the learning process. Firstly, even when the technology at the school was good enough for this project, the learners at home did not have the same fate because some of them did not have computer or internet connections; in that sense, the limitation deals with the fact that most of the students had to develop their tasks at school since they did not have the chance to do them outside the school. Secondly, the time provided for the English language instruction was not enough to implement this project and continue with the regular classes of the English subject matter. Finally, as the school had to deal with different cultural activities, meetings, and a vast list of commitments the regular implementation of the project was affected in its progress.

Participants

As this project was implemented in 5 courses of the secondary level, excepting 7th grade, the participants were 132 students, divided into 78 men and 54 female whose range of ages went from 11 years old to 19 years old. Even when the school followed the standards of la guia 22 el reto, the students, based

on what the in-service teachers expressed during the first meeting, were in an average of A1 or A2, English level according to the common European framework. On the other hand, the students interests were more focused in activities that challenge their particular needs, they did not usually work in groups so they preferred to work alone. They enjoyed activities that used their imagination; for example, imaginative companies or products.

In this school, there were three in-service teachers who were responsible to conduct the project; that is why, it is important to mention their teaching profiles. In order to keep their names confidentially; they were named as teacher 1PP, teacher 2PP and teacher 3PP.

Teacher 1PP had a degree in Spanish and literature from the Universidad Tecnológica de Pereira and he did the English courses at the ILEX institute; in the other hand, Teacher 2PP had a bachelor in modern languages and had done courses with the British council and finally the Teacher 3PP had a degree in Spanish and audiovisual communication, she did an English course in the language center ten years ago. In this order of ideas, teacher 1PP and 3PP were in charge of 6th grade, even when these two teachers did not have a degree in English, they had done English courses that helped them to guide the class for this specific grade. On the other hand, the teacher 2PP who was more proficient in English than the others was in charge of the upper grades of the secondary level; that is to say, from 8th to 11th grade.

Researcher's role

Now that it has been talked about the students and the in-service teachers as participants of this project, it is relevant to mention the role that the two students en charged of this project had; therefore, their roles can be specified as lesson designers, data collectors and guides for the in-service teachers since even when they did not have a direct participation in the implementation of the project inside the classroom, they were the ones who designed the lesson plans for the in-

service teachers and they followed the process through the analysis of the reflections.

Thereby, it is relevant to know about how the implementation was conducted and how the classes were structured; that is why, in next section, it is going to be brought to discussion the principles that guide the design of the classes and lessons, taking into account its general and specific structure.

Design

General design

This project was developed with the purpose that the members of the public educational institutions, (students as well as teachers and directives) appropriated the strategic framework of their particular institutions while they developed their skills in the English language. Through the development of this project, it was expected to raise awareness on the importance of being proficient in English as a foreign language, vision that is pursuit by the Risaralda's government in its attempt to become a bilingual department.

In order to do this, lesson designers followed the six steps proposed by Barret (2005) which are integrated in three phases designed by Moss et al. (1998). The first phase consists of two steps that correspond to the problem statement and the action plan that students developed to solve the problem. This phase initiated when the teacher establishes a problem which needs to be solved throughout a project. To develop that project students needed to create a group in which they had to define what the problem is, skills required, necessary knowledge, and they agree on a possible action plan that contributes to the project development; this phase is extremely crucial as it is necessary to engage the learners in the project with a topic which can be interesting for them and by giving them autonomy to decide how they would achieve the aim.

The second phase could be defined as the key stage to carry out the project inasmuch as it is when students started developing the corresponding

research, the information analysis and the project progress so as to present the final product. In this phase, different tasks were included such as providing appropriate information that could help students in the project process like the strategic framework, discussions about the different elements of it, and its importance as well as the vocabulary and the grammar required to develop the final product. Therefore, in this phase students should collect the necessary information to conduct their project to share their drafts and in that way they could receive feedback on their processes.

Finally, the third phase is related to the presentation of the final product and the reflection. Arguably, in this phase students must show the entire process they had done; that is to say, the outcome regarding the assigned strategic framework element. It is relevant to say that a reflection stage was included in this phase since it provided the students with the opportunity to express their thoughts about the project and the process itself with the teacher and their peers. It is also important to mention the model to be followed in the planning of each lesson; that is why, next section the principles that guide the designing of each one, are going to be elaborated more in detail.

Specific design

Taking into account what it is said above, the process also had specific characteristics that guided the lesson design; that is to say, approaches such as translanguaging were used during the project implementation since each lesson contained activities that followed this approach. It is important to highlight the fact that translanguaging activities are not similar to code-switching; that is why, as Garcia and Wei (2014) state, translanguaging differs from the notion of code-switching in the sense that the former refers not simply to a shift between two languages, but it is the analysis of one concept in two languages. In that order of ideas, each lesson is aimed to present at least one translanguaging activity.

On the other hand, the ESA procedure, proposed by Harmer (2009), also guided our lesson designing; that is to say, the elements engage, study, and activate could be evidenced in the lessons. However, as this procedure is flexible and it does not only follow a straight arrows sequence but boomerang and patchwork sequences as well; each lesson could have different structure since the three elements (ESA) could occur in a different order, depending on the main focus of the lesson. At this point is relevant to mention the resources that were used during this project implementation. In order to see an example of a lesson plan, see appendix 1.

Resources

In that order of ideas the following materials were used to guide the teaching and learning process. Firstly, the lesson plan that leaded the teacher throughout the pedagogical sequence in which the teacher had specific procedures so as to develop the lesson; on the other hand, the teacher could make use of tools such as computers and video beams in order to show video clips and any kind of visual support, websites and/or slides. In addition, in a physical way, the teacher could provide handouts and worksheets to work on readings, diagrams and different kind of activities. Moreover, students collected information about their projects using all the technological devices which were available such as tablets, mobile phones and computers; also the use of non-technological aids such as books, photocopies or articles. The information collected was shown using posters or slides on the presentation stage. Finally, more traditional resources such as the board and markers were also used in order to carry out board activities and as support for the teacher's explanations.

The designers of the units and lesson plans needed to have anticipated solutions to possible problems such as lack of video beam, computer, or any other technological devices; therefore, the use other kind of tools such as board, markers, photocopies, posters, books were proposed in advance with the aim to solve this kind of difficulties.

Reflection

With the purpose of reflecting on this project implementation; it is important to start talking about the general features that guided the reflection process such as the characteristics, stages, and types of reflection and then to explain the methods that helped us to collect the data.

In that sense, the main purpose of the reflection was to identify if the project-based methodology could be useful to enhance the English language skills. Moreover, taking into account the characteristics of reflection; it can be said that the reflection were deliberate since it should be done through an in-depth analysis of the information collected. Another characteristic of the reflection is that it was purposeful inasmuch as it was intended to analyze results in terms of linguistic outcomes, students' responses towards the methodology and finally professional growth. The reflection is also structured since it is oriented to know specific features of the project implementation and it was done to improve over the process. In that order of ideas, the reflection methods for this project implementation were the reflective logs and the focus groups; in that sense, it is relevant to describe each one of them.

Reflective logs: Crown (2010) defines reflective logs as an analytical record about what it has been done in the teaching practice in order to identify, analyze and explore the new ideas which have been implemented. Crown also states that to recognize our weaknesses requires high thinking-order skills and that to identify our strengths may be even more complex; therefore, when he declares that “the more reflective practice you engage in, the easier it becomes!” he means that reflection skills need practice so as to be improved. This reflection log needs to consider different elements such as the actions carried out, the values and feelings involved, the thoughts fostered by the implementation, self-awareness to understand our own strengths and weaknesses, empathy to understand other viewpoints and finally, motivation which is how we support ourselves and others.

Reflective logs were used in this project to collect data from the in-service teachers about the implementation of project based instruction in the classroom. They reflected upon the learning and teaching experiences promoted by the use of the new methodology, feelings which determined what went well and what needed improvement, and conclusions to detect what the in-service teacher would do different for a next time. One reflective log was written per week by the teacher and they were collected periodically in order to have a constant reflection and make necessary adjustments during the process.

Focus groups: This consists in an interview which was conducted at the end with the in-service teachers with the purpose of analyzing the impact of project based methodology regarding language development and the strategic framework appropriation.

According to Marczak and Sewell (n.d) focus group is a method in which a group of people is brought together to discuss about a common topic of interest; it can be a valuable method for our project since as Marczak and Sewell propose, it “provides a means of evaluating existing programs”. Namely, through this method, the information collected provided us with a primary insight of the effectiveness of the implemented methodology. The teachers were asked about reflective aspects such as: What did go well? What aspects need improvement? How did students feel during the process? What were the aspects that students felt they improve the most? What were students’ thoughts about the methodology implemented? In that sense, the intention of this method was to know the teachers perceptions in relation with the project.

RESULTS

Professional growth

This section will reflect on the impact that the project implementation had in the professional development of the teachers in charge. Also this section will discuss the different teaching outcomes that the implementation had and how it improved the teaching process; in order to do this, the data collected as the reflection formats and interviews will be considered as a means to know teachers' perceptions.

Firstly, lesson planning is presented as the first result. The use of lesson plans for teachers' implementation contributed to their development as professionals because it permitted to enhance different results in students and classes' outcomes. Thus, the following idea refers to the possibility of having organized classes by the use of lesson plans.

Lesson planning as a tool to be organized in class.

Taking into account the reflection formats, in-service teachers expressed that they found significant the use of lesson plans as a means to be organized. When the activities were taking longer than planned, the lesson guided teachers to know how much time they had to spend in each activity; in that way, they could keep the class control.

According to Harmer (2009) the best teachers are those who think carefully about what they are going to do in their classes and who plan how the teaching and learning process are going to be organized. Thereby, teachers expressed that the organization of lesson plans was a relevant aspect since it provided them with the opportunity to know the time that each activity required as well as to keep students' attention and motivation. Besides, in the reflection formats in-service teachers said that lesson plans helped them to know the activities and their order.

N.S.P T 4 R-1 L 7

Se comenzó la clase, los estudiantes estaban un poco predisuestos, sin embargo en el transcurso de la misma se fueron organizando, algo que encontré significativo fue poder utilizar el plan de clase para llevar la clase de una manera más organizada ya que permitía saber que paso seguir con una secuencia lógica para no perder el control de la clase

Based on the previous sample taken from a reflective format, teachers expressed that they became aware of the importance of planning organized lessons since it could be used to know the order of the activities to be implemented during the class and the time that each activity must take. Milkova (2010) suggest that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. In order to plan a lesson, it is needed to identify the learning objectives for the class and designing appropriate learning activities. Thus, teachers found interesting the fact of following classes' sequences.

N.S.P T 4 I-1 L 81

Algo que me pareció más chévere fue que las clases se vieron organizadas, porque esos lesson lo ayudan mucho a uno a saber cuáles son las secuencias de la clase, entonces de esa manera nos ayuda a ser más organizados

Taking into consideration the idea described above, lesson planning is a key factor that provides the opportunity to think about class' sequences that fosters organization. Furthermore, in-service teachers expressed that throughout the implementation of the lessons, teaching and learning process became more bearable. As Harmer (2009) claims, teachers are responsible for planning their classes and guide the activities prepared previously in their lesson plans with the aim of having an structured class; hence, the fact of following a written lesson plan, was found significant for in-service teachers as it contributed to guide their classes and be organized. In order to continue discussing about the aspects found

during the implementation; the second finding will refer to the importance of lesson planning regarding the implementation of productive teaching sequences.

Lesson planning as means to implement productive teaching sequences.

Teachers reported that following a structured teaching sequence was productive for them so as to achieve a general final objective. The in-service teachers reported that the application of the lesson plans were interesting and they could take advantage of them to make the activities more meaningful; thus, this kind of lesson formats were considered for teachers as a tool that enabled them to have more productive classes.

N.S.P T 5 I-1 L 126

Muy bien, la aplicación de los planes de clase fue interesante ya que permitían que el proceso de enseñanza fuera más estructurado y productivo por el uso de secuencias de actividades encaminadas a la obtención de un objetivo general

The comment above highlights the possibility to be more structured and productive but also deals with the fact of achieving general objectives by the use of lesson planning. As Milkova (2010) states, specifying concrete objectives of learning will help a teacher to determine the kind of teaching and activities that will be used in a class, while those activities will define how the teacher will check whether the learning objective has been accomplished. Therefore, one important factor at the time of planning is to have general and specific objectives; in that way, each activity must be coherent with the achievement of those aims taking into account the designing of structured teaching sequences to have more productive classes.

P.P.B T 2 I-1 L 302

Pues a mí algo que me gustó fue las secuencias que tenían los lessons, porque se veía una coherencia entre el objetivo final y el desarrollo de las

actividades para alcanzar ese objetivo, y de esa manera fue un trabajo productivo.

As it was said, the sequences of the lessons were a key factor in order to obtain general and specific aims that each lesson contains; furthermore, teachers said that the development of the activities had a logical order and so it provided them the chance to have more productive classes. Harmer (2009) states that having teaching sequences improve not only the class organization but also the learners' attitude towards the class; hence, the teacher may organize the class with a logical sequence as a means to have more effective teaching outcomes. Thereby, the empowerment of the lesson plans was a positive fact highlighted by teachers since it was found interesting the way that they were designed with their regarding sequences. Similarly, the following finding will reflect on the fact of predicting possible problematic situations by the use of lesson plans.

Teachers' awareness about the importance of predicting possible problematic situations through lesson planning.

By the analysis of the reflection formats, it is evident that the item of anticipated problems in the lessons helped teachers to predict what they had to do in different possible situations that could happen in the classrooms. In that way, they agreed about the importance of having different action plans that could help them at the moment of implementing the lessons.

P.P.B T2 R-5 L 174

Considero importante el uso de planes de clase, ya que permiten estar un paso adelante en cuanto te obliga a predecir posibles situaciones de clase y a la vez tener posibles soluciones para dichos problemas, como puede ser la aplicación de diferentes actividades según el momento de la clase.

The idea above makes emphasis on the importance of lesson planning; as Richards (1998) argues, the success of English classes, it is to be aware about

different behaviors that occur during the lesson for that reason teachers need to have different solutions planned in order to avoid those problematic situations. Hence, teachers learnt different teaching techniques one of them was the implementation of lesson plans because even when they prepared their classes, they were not that structured and there were items that they did not consider; therefore, they realized that predicting possible problems by the use of lesson planning encouraged them to think in detail about the class.

P.P.B T 1 I-1 L 297

Es que a pesar de que uno si planea sus clases, tal vez no lo hace de manera tan detallada ni muchas veces no se tienen en cuenta aspectos como los que ustedes enunciaban allí como los posibles problemas y sus soluciones, entonces de cierta manera te hace pensar más sobre la clase como tal

Taking into account the previous excerpt; it can be said that teachers gained awareness of what designing a lesson plan implies since there are several factors that must be considered with the aim of conducting a well-structured class; however, most of the time aspects such as the possible problems that a teacher can face during a class are not estimated but with the project implementation they realized on the importance of considering this factor at the time of planning. Scrivener (2005) claims that planning a lesson is an essential thinking skill as teachers have to be prepared for any problematic situation before starting the class. Hence, be prepared before the class starts is crucial to predict different solutions to any problematic situation that can occur during the session thus, it can be said that planning a lesson is not just to create activities to be developed during a class; but rather it implies to think beyond.

Teachers were challenged to find strategies that foster students' group work.

In service teachers expressed in their reflections that with the implementation of the PBI methodology, they increased their ability to use different techniques to enhance students' group work.

As Thomas (2000) expresses, one of the principles of the project based instruction methodology is the collaborative and group work; however, sometimes students and teachers' perceptions about this kind of work are not positive; especially because teachers have had experiences that make them prefer to create activities that students can do individually. Thus, motivate students to work in groups was not an easy process since teachers received constant students' concerns at the time of grouping, completing tasks and do activities in groups. This situation became a challenge for them as it is illustrated in this sample taken from an interview:

N.S.P T 4 I-1 L 88

Pero el trabajo en grupo fue interesante, porque fue como un reto hacerlos a ellos trabajar así; entonces uno tenía que buscar como diferentes técnicas para que los estudiantes se motivaran, pues muchos querían trabajar solos.

As teachers mentioned on their reflections, it was difficult to make students work in groups; it is in that point when teachers needed to be creative and reflective in order to apply strategies that help them to create an adequate learning environment in which students feel motivated and responsible not only for themselves but for what they do inside a learning group. As Heguy (2006) argues, PBI is a learner-centered approach which gives the learner an active role in his/her learning process. Therefore, it implies that the learner must develop autonomy skills to work actively without the constant supervision of the teacher.

N.S.P T4 R-2 L 24

Para esto pude recurrir a diferentes técnicas y estrategias como por ejemplo actividades grupales diferentes al proyecto donde los estudiantes

resolvieran problemas en conjunto, además también se implementó el plan de acción donde cada estudiantes tenía un rol dentro del grupo”

Taking into account the previous sample, it can be said that teachers found in the fact of student's group work, a challenge that encouraged them to think about strategies to deal with it. Hence, as Barret (2005) proposed, the first phase of the implementation of project-based instruction consist on delegating functions and creating an action plan, this was taken into consideration by lesson designers and it was implemented by in-service teachers so as to make students responsible for their actions inside a group and developing autonomy skills that became individual responsibility with the learning process.

On the previous paragraphs it was discussed about those topics that teachers found positive; however, it is also important to mention those aspects that were not that positive; in that sense, time management is presented as one of the most striking factors that teachers had to deal, during the implementation.

The time planned in lessons was not always enough to complete all the activities.

A difficulty that the teacher noticed was the time management owing to some activities took longer than expected. Based on what the in-services teachers reported on the reflection formats, they expressed that time was a difficulty that they found because there were many activities planned for a single class. Thereby, samples as the following were repetitive in teachers' reflections during the first weeks of implementation.

P.P.B T2 R-2 L 241

La realización de esta actividad me toma más de lo planeado

When the lesson was planned, it was done to be carried out in one hour class; however, as Celce-Murcia (2002) states, time management can be

challenging for teachers since it cannot be always accurately predicted how long a certain activity will take. There are different situations that can affect the time such as indiscipline, distractions, time for grouping and basically classroom management items as it is mentioned in the reflection made by this teacher.

P.P.B T 3 R-8 L 102

Los tiempos se hacen cortos para socializar los lesson por cuestiones de manejo de grupo

As Milkova (2010) expresses, a teacher needs to be flexible and ready to adjust the lesson plan when time is not enough in order to cover the most important activities focusing on what seems to be more productive rather than sticking on the original plan. Therefore, it is important for teachers to plan over the plan when the activities take longer than expected. As it is mentioned in the previous sample, teachers reported as one of their repetitive problems, the fact of implementing the whole amount of activities proposed in the lesson plans since there are external and internal factors such as the classroom management which can affect directly the normal implementation. Therefore, the time planned for each activity is an issue to be considered for both; lesson designers and in-service teachers must be aware of the importance of plan a coherent amount of activities regarding the time, and implementing different strategies to avoid exceeding the time planned per activity.

Students' responses

This section will revolve around those aspects found in relation to the students' responses; thus, findings such as students' motivation, group work and some challenges will be discussed. First, it is going to be brought to discussion the students' motivation towards the project implementation and the causes that affected in a positive way this factor.

Students' positive motivation towards the project implementation.

By the analysis of the reflections and the interviews, one aspect found when in-service teachers were asked regarding the student's responses, was the positive attitude and motivation shown by their students during the project implementation. Hence, when teachers were asked about the students' reactions they expressed that they were enthusiastic and very active.

P.P.B T 1 R4 L 49

Muestran mucho entusiasmo para salir al tablero a realizar alguna parte de la actividad

This kind of comments, as the one presented above, were repetitive during the project implementation. As Gilakjani (2012) expresses, motivated learners are every "teacher's dream" since they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges; besides, they do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. Consequently, the fact of having motivated students was an important factor for this project implementation because based on their motivation the project could be done in a more enjoyable way.

P.P.B T 2 R-2 L 177

En este grupo también se evidencia la actitud positiva hacia el proyecto por parte de los estudiantes

As the teachers mentioned above, students were motivated; in consequence, they were more committed to complete activities in front of the class. One important aspect to motivate students was to plan activities that they could enjoy such as warming up activities, games and in general, ludic tasks so as to make more playful and practical activities.

N.S.P. T 5 R-5 L 60

Con entusiasmo y motivación... las actividades planteadas presentaban una dinámica más activa y práctica para los estudiantes.

Taking into account the reflections made by the in-service teachers, it can be said that students were motivated to work on the project and under the project based instruction methodology since they enjoyed the classes and the games proposed; it affected in a positive way their participation. This result agrees with Stoller's (2006) idea that considers PBI as a methodology that encourage motivation and positive attitude towards learning. Furthermore, this fact of students' motivation could be considered as a consequence of the implementation of a range of activities whose purpose was to maintain students' interests and make classes not that traditional; therefore, in the following paragraph this idea is going to be developed more in depth.

The implementation of ludic classes so as to keep students' motivation.

As Boumová (2008) states, Project-based instruction is a 21st century approach far away from teaching traditional methods, it is considered to be an attractive methodology for students since it includes activities that made more ludic classes. One of the aspects taken into account at the time of planning lessons was to find the way that students kept their motivation toward the project implementation; thus, the use of games, role-plays, group discussions were used as a means to keep students' interest and to make classes more active.

P.P.B T 1 I-1 L 276

Los muchachos lo disfrutaron porque hubo clases muy lúdicas, muy activas, por las representaciones, por el trabajo en grupo, por las discusiones, las actividades en que recorrían todo el salón retroalimentando el trabajo de los demás grupos, estuvo bueno porque se hicieron cositas diferentes, que buscaban hacer la clase, como fuera de la clase tradicional.

Hence, the use of varied activities was effective since it achieved its purpose of changing classes' routines and foster more active and ludic classes. Therefore, as the teacher mentioned in the previous excerpt, the project had playful and active activities that made the class less traditional. This idea is also mentioned by Solomon (2003) that considers PBI as an approach based on the achievement of projects different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations. Consequently, the idea of implementing games and dynamic activities at different points of the class had also the aim of making more enjoyable classes; so it is rewarding when teachers expressed in their reflections that students liked the project and that in general terms the methodology was found attractive.

P.P.B T 2 R-1 L 139

Me comentaron que en general les había gustado esa forma de enseñanza y que el tiempo se les había pasado rápido

As it was said before, the project based instruction methodology was appealing enough for some students as it made the class more enjoyable and thus they could feel in a learning environment that motivates them. In this point, it has been discussed the positive attitude shown by the students that made part of this implementation; besides, a factor such as the use of different activities to keep students' interest towards the project has been mentioned; similarly, another factor that affected students motivation is going to be brought to discussion in next paragraph.

The fact of being related to the UTP increased students' motivation.

Activities such as games and the implementation of ludic activities are strategies that can affect students' motivation; however, according to Ryan and Deci (2000) it can have an effective or ineffective impact and this kind of motivation is presented due to a direct action. In the other hand, there are other

factors such as the intrinsic motivation that as Ryan and Deci state is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. Thereby, the fact that students got motivated due to the project was conducted by UTP students can be considered as an intrinsic motivation since students moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. One in-service teacher expressed in the reflective log the fact that students enjoyed to be related with a project conducted by UTP students.

P.P.B T1 R-6 L 83

También les gusta sentirse relacionados con la UTP.

This kind of comments can be presented as an unexpected finding, as it was said before, it is a reaction presented as an intrinsic motivation factor; nonetheless, it is important to highlight this fact as an important situation that contributed to the project and provided the chance to create a such a good environment to implement it.

P.P.B T1 I-1 L 304

Entonces ellos de cierta manera al saber que era de la UTP le prestaban mayor interés.

The samples above highlight the possibility that students' motivation increases due to the project was conducted by UTP students; thus, this motivational factor is presented as a crucial one since as Ebata (2008) states, motivation in language-learning plays a vital role. Similar to other types of learning, foreign language learning does not take place in isolation as various factors are involved when it comes to foreign language learning, one of which is motivation, (Guilloteaux and Dornyei, 2008). According to Ebata, motivation produces successful second language (L2) communicators by making them self-confident. Moreover, it can lead learners to continue learning even after they fulfill a specific goal. Thereby, the fact that students were intrinsically and extrinsically motivated

was important and it helped to the development of the project as it made easier the implementation process. In next paragraph, another finding such as group work will be discussed taking into consideration the in-service teachers' perceptions regarding the implementation of group activities and the students' responses towards this kind of work.

Students improved their skills for group work due to the project implementation.

One of the aspects to take into consideration at the time of implementing the project-based instruction methodology is to develop group work. Tsiplakides (2009) draws from Levy (1997) the idea that with project-based instruction the responsibility of the learning process moves from the teacher to the learners due to it becomes more cooperative, and thus learners must move from working alone to working in groups. Accordingly, group work is considered a principle of PBI; however, making students work in groups is challenging since they are not used to.

P.P.B T2 R-2 L 166

Todavía se presentan algunas dificultades con respecto al trabajo en grupo ya que no están acostumbrados a trabajar en grupos tan numerosos.

Similarly, in-service teachers reported in their first reflections that some difficulties were found at the time of making students group in work and it is precisely due to the lack of exposure to this kind of activities; therefore, it is normal that some students get relaxed and avoid their responsibility inside the group.

P.P.B T2 R-4 L 215

También se evidencia mejor armonía en los grupos de trabajo aunque aún hay quienes no quieren hacer nada

According to what the in-service teachers expressed; in the 4th week of implementation it was already evident a little improvement in terms of group work, but some difficulties were still noticed; this result has close relation to what Tsiplakides (2009) reported in a similar study. He states that at the beginning, the most serious problem was related to the fact that students were not familiar with group work and some students dominated the work, while others did little work.

P.P.B T 1 I-1 L 286

Pues en mi grupo sí se vio un cambio, porque yo me puse que día a pensar en esos informes que envié antes, y se ve que los estudiantes se integraron más, sobre todo por ciertas actividades como en las dramatizaciones, las discusiones y demás así que ese problema se fue superando.

Analyzing teachers' reflections and the interview, it can be said that it was a significant improvement in terms of students' group work, since at the beginning they reported that it was difficult to make students work and problems such as lack of responsibility were evident; however, the implementation of some activities such as role-plays and discussions were important to create a positive environment inside students' groups. The following findings will be related to the challenges that teachers found during the time of implementation.

Students' attention was reduced when they had to read too much.

The in-service teachers reported as a difficulty, the fact that in the lesson plans there were readings that became such long reading that students lost their interest and attention. As Roby and Ford (2005) state, "when an activity is uninteresting, dull, boring, routine, tedious, arduous or irrelevant, amotivation may develop." It means that if an activity does not engage or stimulate the student then it is very possible that the student will be disconnected. Thereby, teachers expressed that they had to modify readings in order to do them more interesting for learners.

N.S.P. T 4 I-1 L 87

A mí me pareció bien, de pronto apáticos cuando veían lecturas tan largas, aunque yo primero se la hacía larga, pero ya después la que repartía en el grupo era por partes.

When teachers were asked about the adjustments that they would do to the project, they proposed to do shorter readings with a specific message as a means to keep students' interest.

N.S.P T 5 I-1 L 123

Por ejemplo los textos más cortos, con un mensaje claro que los deleite, cuando es tan largo pierden el interés

Consequently, taking into consideration the previous excerpt it can be said that for future implementations it must be critically considered the fact of preparing activities that motivate students; in that case, readings must be developed taking into account students' interests; as Bigelow and Zhou (2001) express it is a crucial factor for class success to propose activities that engage learners. Therefore, readings must be prepared to be shorter and with specific purpose in order that students can take advantage of them. In the other hand, while the current result deals with a challenge presented during the whole project implementation; the following finding will revolve around those students' responses that were not that positive, presented just during the first weeks of implementation.

Students' lack of motivation during the first weeks of implementation

Based on the information collected, teachers expressed that at the beginning some students were not that motivated to participate on the project, at the point that when the project was proposed some students seemed to be indifferent to it; as it is mentioned in a reflection made after the first class implemented.

P.P.B T 2 R-1 L 152

Los estudiantes de grado 10 tuvieron una actitud indiferente con respecto a la nueva metodología, no mostraron ni interés ni desaprobación, simplemente se dedicaron a seguir las instrucciones dadas.

Then, as the in-service teachers expressed in their reflections, another factor that affected students' responses was the thematic proposed, since at the beginning students had an indifferent attitude towards the new methodology. As Dornyei (2005) points out, motivation is often enhanced when instructor connects course content to students' personal interest, this idea can be explained as the topics mentioned on the strategic framework were not linked to the interests of the group; however, as it is mentioned in the next sample, there was an improvement with this issue.

P.P.B T 3 I-1 L 306

Pues normal, ellos los veían como un proyecto en el cual tenían que trabajar, como le digo al principio fue duro trabajar en grupo e implementar los temas del PEI, sin embargo se fue mejorando en eso.

Taking into account the previous excerpt, it can be said that group work and the thematic proposed were a fact that at the beginning was not that interesting for learners; however, according to Dornyei (2001) project based instruction, among other potential benefits, encourages motivation, fosters group cohesiveness, increases expectancy of success in target language and reduces anxiety; thereby, once students got used to the project they could see it from a different perspective and the negative responses shown during the first weeks changed; as it was explained in a previous finding related to the students' positive motivation towards the project.

Linguistic outcomes

This section will reflect on the linguistic outcomes that the study had in terms of enhancing productive skills and listening. In addition, this section will

discuss the findings and theory. Thereby, it must be discussed how this project helped learners improve their communicative skills and it will be contrasted with the results of some similar studies.

PBI methodology helps learners improve speaking and writing skills.

Taking into account the in service-teachers reflections and interview, they expressed their ideas about the outcomes that the PBI methodology had, for that reason they agree about the benefits that learners obtained; namely, productive skills had a positive development due to learners started speaking and writing in a better way. As Beckett (2002) states, it is important to provide learners with enough opportunities to practice the target language in the classroom since that sort of output can benefit language development. Based on this idea it is important to provide learners with the chance to use the language so as to increase the opportunities to enhance the productive skills.

P.P.B T1 I-1 L 293

Pues en un principio utilizaba más español pero después, se pudo utilizar más inglés, lo mismo por parte de los estudiantes, empezaron a utilizar más el inglés de forma oral, al igual que de forma escrita.

As it was said before, learners started to use and produce more English than Spanish at the end of the implementation. As Levine (2004) argues one of the benefits of PBI, is that, provide learners with opportunities to use language in purposeful communication for authentic activities, it means that interaction among learners increases and as consequence, they improve on their speaking and listening skills.

N.S.P T5 I-1 L127

Las actividades propuestas como role-plays, debates y demás me gustaron ya que promovieron la habilidad de speaking

Taking into account the previous excerpt; it can be said that learners accepted those activities such as role-plays and debates as they encourage the language usage and fostered the development of the productive skills, specifically speaking skills.

P.P.B T2 I-1 L 279

Pues de pronto yo creo que lo que más se trabajó fue la parte oral, porque normalmente no se practica se trabaja más gramática, pero con este proyecto sí les tocó hablar más.

As it is evident in the previous sample, taken from a reflection made by a teacher, it can be said that the oral part was the most developed since students had the chance to work more on speaking than in grammatical issues. Besides, in-service teacher appreciated the impact of the methodology into the English classes and how it affected the learners in different aspects. As Boumova (2008) expresses, project-based instruction is a 21st century approach far away from teaching traditional methods where the learners are recipients to be fulfilled and the interaction is totally teacher-centered. Consequently, going from traditional methodologies to modern teaching approaches, such as project based instruction, it can be noticed that the students' responses towards this teaching model, was affected in a positive way as the participation in the target language increased.

Thereby, throughout the implementation to the PBI methodology learners improved their productive skills. As Poonpon (2011) claims PBI has been adopted and focused on communicative language teaching which facilitates the learning process so as to improve the communicative competences. The same author in a similar study, reported that the methodology had significant benefits in terms of speaking and writing improvement; moreover, learners became more risk takers. These ideas have close relation to the aspects found in the current research as it also was noticed a significant improvement in terms of speaking and writing skills.

As in the current finding was discussed about the improvement of the productive skills, writing and speaking, by the implementation of PBI methodology;

the following paragraph will bring to discussion a similar result that deals with the idea that project-based instruction also helps to improve one of the receptive skills as it is listening.

Improvement of the listening skill by the implementation of Project- based instruction.

Throughout the implementation of PBI methodology not only productive skills were affected, but also listening has an important role due to the fact that at the end of this study learners understood better what the in-service teacher said in the foreign language. Consequently, there are some similar studies, as the one conducted by Tsiplakides (2009) that shows PBI methodology as an effective one to improve language skills since by the end of the implementation stage, most of the learners involved on that study improved in all four language skills, but listening skill, in particular, had the greatest improvement. Thus, the project implementation had also a significant finding in relation to the listening skill improvement.

P.P.B T2 R5 L 260

También cuando les hablé en inglés les explique sobre la visión, y los estudiantes mostraron más comprensión que otras veces

As it was evidenced above; in-service teachers reported that learners improved one of their receptive skills, in this case listening, as they were able to understand the topics explained.

N.S.P T5 I-1 L1 89

Exacto, por ese lado creo que el proyecto sirvió porque me exigió más a hablar inglés, y así los estudiantes va mejorando su habilidad de listening también.

The previous idea ratified that PBI methodology had a significant contribution for the improvement of the listening skill; in-service teachers agree about the positive English results. Similarly, Poonpon (2011) expressed that over the years, the strategies have changed and currently PBI has been adopted and focused on communicative language teaching which facilitates the learning process in order to improve language competences, thereby, with the PBI methodology students are more exposed to the target language as teachers also increased the communicative scenarios and provide students with the chance to be in constant contact with the language.

N.S.P T5 I-1 L 108

El listening porque se trabajó bastante, ellos ya entendían muchas cosas y se notó una mejora para entender ideas en los audios e igualmente cuando unos les hablaba.

When one of the teachers was asked about the language skills that had more improvement; he expressed that listening had the most successful results as learners were able to comprehend the information and general ideas. In a similar study, Baş (2011), also reflects on the importance of PBI methodology so as to improve listening skills, since students who were exposed to this kind of teaching reached a higher achievement level compared to those students who did not belong to the experimental group. Hence, PBI provides students with the opportunity to be more exposed to the foreign language and thus they can improve their listening skill.

IMPLICATIONS

In this section it will be explained the implications presented during this study, taking into account what we learnt by the implementation of this project. Besides, it will be presented some suggestions for further similar projects.

During the project implementation, there was a stage in which we had a role of lesson designers; during this stage we found challenges that made us improve in terms of lesson planning. Even when we had had experience on preparing classes, this process was different because lesson plans had to be designed as detailed as possible in order to do them understandable for in-service teachers and they could implement them in a correct way, thus at the beginning it was difficult since we received teachers' doubts regarding some activities which were not specific enough. However, this issue was solved and we learn from that experience the fact of being specific with our ideas in the lesson plans and write clear instructions to be followed by others.

In addition, with the project implementation we had the opportunity to interact with in-service teachers from two different schools; it was significant for us since could learn from experienced teachers, but we also could contribute them with new ideas and guide them with the implementation of the project-based instruction methodology. Thereby, another important aspect that we found significant for our professional growth was the fact that we could learn about the PBI methodology, its benefits in terms of language development and the increase of motivational factors, but also the challenges that its principles include such as fostering autonomy skills and group work.

For future similar implementations, our suggestions are basically two; firstly, to know about the context for which the researchers are planning and to gather information directly from students. Hence, if researchers have the chance to know the community; aspects such as students' interests and needs are going to be

articulated more effectively from the lesson planning stage. Secondly, we consider the fact of collecting information from students a means to know directly students perceptions and responses towards the project implementation and not to limit the results just to the reflections and comments made by the in-service teachers.

LIMITATIONS OF THE STUDY

During the project implementation, it was found different difficulties that directly and indirectly affected its development. In the first place, the time management was challenging since teachers expressed that it was difficult to cover all the activities planned in one hour of class per week; therefore, the project took more time than what it was initially planned. Besides, this factor of lack of time also occurred due to the different extracurricular activities that the in-service teachers and the institution were exposed to, so for several weeks teachers could not implement the project.

Secondly, another limitation found deals with the fact that schools did not have enough technological tools such as video projectors and computer rooms to present some activities proposed in the lesson plans; thereby, lesson designers had to change activities so that teachers had no logistical problems at the time of implementing the lesson plans. This limitation of lack of technological tools also affected the weekly sending of reflective logs by the in-service teachers, as some of them did not have the chance to send them by e-mail and they were only handed in during the meetings.

The third limitation was the workload of teachers. In many cases the project could not be normally carried out, not for lack of commitment or willingness of teachers but rather the lack of time to submit the reflective logs as well as to arrange a meeting. Thus, the project was affected as the reflective logs were a crucial source of information for the project designers so as to improve the lesson planning. Another important factor, mentioned by teachers as a limitation for the project, was the fact of implementing it during the second half of the school year since they considered that students already had a classroom routine for the English subject so to propose the project implied a shift for learners as the PBI methodology included different principles and also specific thematic that they were not used to. Thereby, even when this situation was solved, teachers felt that the project can have better results if it is implemented at the beginning of the school year, so it can be developed in conjunction with the curriculum and students would

not perceive the project as a different element of the class getting adapted to the methodology and its principles in a more effective way.

Finally, the lack of knowledge about the target population was also a limitation for the project designers. As it is known, in order to plan classes, is very important to know students' interests, learning styles, needs, etc. Thereby, it was difficult to plan lessons that were attractive enough for the target population; besides, the students' proficiency level was also an unknown aspect, and to plan based on the standards implied to design activities that had an English level that did not correspond to the real students' knowledge of the foreign language.

CONCLUSIONS

In this section, it will be exposed the conclusions of the present study. In order to do them, it will be considered the general and specific objectives initially proposed as well as the findings already described in previous sections.

The general objective was about identifying the impact of project-based instruction on the learning process of English as a foreign language in high schools of non-certified municipalities in Risaralda; thereby, it can be concluded that PBI had a positive impact on English learning as students showed significant improvement in terms of speaking, writing and listening skills. By the implementation of the PBI methodology students were challenged to use more L2 as it was created an environment in which teachers and students were more in contact with the foreign language.

Similarly, one of the specific objectives was to foster and activate learners' involvement and motivational components towards English. It can be affirmed that through this project students' motivation increased. As it was already explained in the findings, students felt motivated with the project implementation and thus during the English classes the level of participation increased. The PBI methodology was effective to foster learners' involvement since students were more committed to participate during class' activities. Thereby, one important aspect to motivate students was to plan activities that they could enjoy such as warming up activities, games and in general, the implementation of ludic classes so as to keep students motivation.

In addition, another specific objective was related to instruct and guide the in-service teachers in the implementation of the PBI methodology. Hence, in-service teachers and researchers worked as a team so as to implement a methodology that was unknown and that implied different teaching principles. Accordingly, it can be said that this objective was achieved since teachers expressed their professional growth through the implementation of this methodology. Thus, project based instruction is presented as an attractive

methodology that include principles which are far away from traditional teaching methods, and that challenge not only students but also teachers who must implement different teaching strategies and guide more student-centered classes.

Finally, the other objective proposed, was to foster group work by the implementation of the project-based instruction methodology. As a shift always include challenges, it was not easy to make students work in groups. At the beginning, there were lack of commitment and some students did little work inside their groups; however, the positive results were evident in the long term as teachers agreed that at the end there was a significant improvement in terms of group work. Therefore, project-based instruction is a methodology that contributes not only to language development but also to foster motivational factors, autonomy and group work skills.

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APPENDIX

Appendix 1

EXAMPLE OF A LESSON PLAN

GRADO 7

Date of the class:	Class Number: 2
AIM: Al final de la clase, los estudiantes entenderán claramente la importancia del uso de los valores en los distintos ámbitos sociales y personales, con esto completaran un paso para el desarrollo de su proyecto final.	
Estándares Básicos de Competencias (MEN) <ul style="list-style-type: none">- Estándar General:<ul style="list-style-type: none">• El lenguaje que domino me permite tratar temas cotidianos o sobre los que tengo conocimiento, pero es normal que cometa errores básicos.• Mi ortografía es aceptable aunque cometo errores en palabras que no uso con frecuencia.-- Estándares Específico por habilidad	
Escucha: <ul style="list-style-type: none">• Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno.	
Lectura: <ul style="list-style-type: none">* Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1, 2	
Conversación: <ul style="list-style-type: none">* Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1, 2	
Monólogos: doy instrucciones orales sencillas en situación escolares, familiares y de mi entorno cercano.	
Indicadores de logro: <ul style="list-style-type: none">• Reconoce la importancia de idealizar el uso de los valores dentro de la familia.	

- identifica el propósito de la inclusión dentro de una sociedad para todos los miembros de una familia, si estos, son conscientes del empleo de los valores dentro de esta.
- Piensa y selecciona los valores que tendrá en cuenta a la hora de idealizar su diseño de familia.

Assumed Knowledge:

- ❖ Emplean buen uso de la puntuación.
- ❖ Hacen uso del vocabulario aprendido hasta ahora para la elaboración de escritos.

Materials: Video projector, video)

<http://193.1.88.47/careers/units/unit-v023.shtml>) tablero, marcadores

Love MR. RUDE Rude Polite Respect Responsibility

ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>Elicitación / 5min</p> <p>Socializació</p>	<p>1) El facilitador trae a colación los conocimientos previamente explicados para de esta manera continuar con la clase previamente vista, así, que los estudiantes se vuelven a unir en sus grupos y comienzan a hacerles preguntas sobre los valores del personaje que admiran</p> <p>2) Los aprendices presentan sus investigaciones sobre los valores más evidenciados en el personaje</p>		

<p>n grupal /7min</p> <p>Como crear nuestra sociedad ideal. 10 min</p> <p>Imágenes y oraciones/ 15 min</p>	<p>que admiran y como estos valores pueden ayudar a mejorar la sociedad.</p> <p>Ss' - T Ss' - Ss'.</p> <p>3) El facilitador procede a retroalimentar a los grupos de trabajo, sensibilizando a los estudiantes sobre el adecuado uso de los valores para el crecimiento personal y social. Para esto el facilitador podría hacer uso de la información encontrada en la siguiente fuente: (http://193.1.88.47/careers/units/unit-v023.shtml) T - Ss' nota: esta lectura es solo para que el docente pueda explicar los valores, mas no para que los estudiantes la lean.</p> <p>4) Los estudiantes después de retroalimentar la importancia de los valores continuaran a crear los valores de una sociedad ideal con el fin de que en sus grupos comiencen a pensar en cuales serían los valores que debe tener una sociedad ideal</p> <p>5) El profesor a continuación les mostrara a los estudiantes diferentes imágenes con diferentes valores con el fin de que cada vez que valla mostrando una imagen los estudiantes identifiquen si es buena o mala cuando ya hayan visto todas las imágenes el profesor les entregará a cada grupo una imagen en la cual los estudiantes escribirán sus pensamientos sobre ella. El profesor escribirá en el tablero algunas oraciones para ayudar a los estudiantes a escribir sus ideas:</p>		
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<p>Socializacion /5 min</p> <p>Iniciación del proyecto /8 min</p> <p>Tarea</p>	<p>I think this value is good because... People need this value in view of the fact that... This value is bad inasmuch as... I love this value because it represents...</p> <p>6) Después de que los estudiantes hayan escrito sus ideas sobre la imagen el profesor se encargara de llamar a el líder de cada grupo para que lea sus oraciones con respecto al valor asignado además el docente preguntara a los demás estudiantes si están de acuerdo o no.</p> <p>7) El profesor compartirá sugerencias con los estudiantes y ayudara con la solución de dudas e inquietudes de último momento, para así plantearles una actividad la cual es los valores de la institución. T - Ss'.</p> <p>8) Los estudiantes en sus mismos grupos comenzaran a averiguar cuáles son los valores de la institución y para qué son importantes. Ss'- Ss'</p>		
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p>			

REFLECTIONS AND INTERVIEWS

PEDRO PABLO BELLO

Information collected by the reflective logs and the focus group. In the right column it is analyzed the data with the communalities found among the in-service teachers.

REFLECTIVE LOGS	
<p>Lección 1 grado sexto. Describa el proceso de implementación.</p> <ol style="list-style-type: none"> 1. Es interesante puesto que promueve, desarrolla y afianza la búsqueda, clasificación y ordenamiento de la información; 2. la utilización de varias fuentes y la compilación de conocimientos para la aplicación en diversas situaciones de comunicación. Así mismo, ayuda a la comprensión de la sociedad, cómo funciona y cómo se organiza. 3. Desarrolla los componentes del saber, el hacer y el ser, lo mismo que todas las competencias incluyendo las laborales y ciudadanas. <p>Describa la reacción de los estudiantes.</p> <ol style="list-style-type: none"> 4. La institución cuenta con una cantidad de estudiantes que tienen necesidades educativas especiales, pero no están diagnosticados clínicamente. Se deben tener en cuenta las características culturales de la zona de influencia institucional, la constitución familiar y las fuentes de trabajo e ingresos de la comunidad. Todo ello explica el pensamiento cultural y la actitud ante el aprendizaje. 5. Al cincuenta por ciento de los estudiantes les pareció incómodo el trabajo aduciendo no tener dinero para consultar tareas por internet, otros expresan no entender lo que deben hacer, algunos no han alcanzado el nivel de compromiso o trabajo cooperativo. Sólo un grupo pequeño muestra entusiasmo por el trabajo. <p>¿Qué haría diferente en una próxima sesión?</p> <ol style="list-style-type: none"> 6. Me parece avanzado para ellos respecto al lenguaje que se va a utilizar, porque como vienen con conocimientos de inglés tan elementales desde la primaria, están lejos del nivel A 1,2 que es, según ustedes, el nivel en el que deben estar. 7. Pienso que son temas avanzados para ellos, ya que apenas están en el reconocimiento del lenguaje del entorno, el conocimiento del To Be, clasificación de 	<p style="text-align: center;">Professional growth</p> <p>Teachers' awareness about the importance of predicting possible problematic situations through lesson planning.</p> <p>By the analysis of the reflection formats, it is evident that the item of anticipated problems in the lessons helped teachers to predict what they had to do in different possible situations that could happen in the classrooms. In that way, they agreed about the importance of having different action plans that could help them at the moment of implementing the lessons. (174,297)</p> <p>The time planned in lessons is not always enough to carry out classes.</p> <p>In-service teachers report that most of the time, classes take longer than planned in the lessons, since it is difficult to organize the groups, also there are activities that take more than expected. This problem was repetitive for the 3 teachers, what make us think about if this is an issue of classroom and time</p>

<p>adjetivos, etc. es decir, temas sencillos que contrastan en complejidad con los del PBI.</p> <p>8. Para no presentar este contenido de manera aislada al tema de la clase, lo que hice fue buscar la forma de encontrarles una relación de semejanza que le diera sentido y ayudara a comprender su significado de manera integral. Por ahora, eso es lo que haré diferente en la próxima sesión.</p> <p>9. Lección 2 grado sexto.</p> <p>10. Describa el proceso de implementación.</p> <p>11. Importante porque los estudiantes de receptores pasivos pasan a actores propositivos, constructores de conocimiento.</p> <p>12. Plantean situaciones que necesitan cambiar, exponen posibles respuestas.</p> <p>13. Ayuda a organizar la información, a priorizarla, a secuenciarla, y a identificar métodos y procesos para lograrlo.</p> <p>14. Describa la reacción de los estudiantes.</p> <p>15. Se adaptan fácilmente aquellos tienen claro el objetivo. Los demás, siguen la corriente.</p> <p>16. Cabe anotar que son mitad y mitad. Es que éstos, tienen problemas de aprendizaje aunque no estén diagnosticadas clínicamente; otros tienen antecedentes disciplinarios desde la primaria.</p> <p>17. Pero la estrategia de trabajo en grupo, les ayuda a sobrellevar el proceso aunque de una manera no tan óptima como los primeros.</p> <p>18. ¿Qué haría diferente en una próxima sesión?</p> <p>19. Posiblemente haría en el tablero un listado de asignaturas y proyectos pedagógicos y les diría a los estudiantes que diseñen el organigrama en el tablero, cada uno haciendo su aporte. A medida que lo hacen se va corrigiendo.</p> <p>20. Lección 3 grado sexto.</p> <p>21. Describa el proceso de implementación.</p> <p>22. Imposible trabajar en grupos tan numerosos.</p> <p>23. En trabajos comunitarios se agrupan máximo de a tres por motivos de identidad afectiva, proximidad de la vivienda, o por confianza en la responsabilidad del otro.</p> <p>24. Hay un grupo pequeño de niñas en cada grado sexto, que responden a las expectativas en todas las áreas.</p> <p>25. El resto, en su gran mayoría hombres, presentan características muy particulares: son extra-edad, presentan deficiencias cognitivas, déficit de atención, falta de auto-control, sin dominio de voluntad, se cansan rápidamente, desisten del trabajo a la menor dificultad, sus intereses no son precisamente la</p>	<p>management or if it is a problem at the time of planning. Maybe there were more activities than the ones teachers can cover during a class. (42, 102, 115, 134, 241, 277)</p> <p style="text-align: center;">Linguistic outcomes</p> <p>Students learned elements of the strategic framework in English. As the in-service teacher reports, student from 6th grade are able to identify certain values and mention them in English. (121, 271)</p> <p>The project is interdisciplinary and students can apply knowledge from different subjects. With this project students can apply knowledge of different subjects, in this case, the in-service teacher reports, that students enjoy working with elements such as the mission and vision since they need them to complete tasks for other subjects. (274)</p> <p>A</p> <p>Students started to use more L2 in written and oral way, and they also have improved their listening skill. In-service teacher express that from the second week of implementation, students started to use more L2 by using some language chunks; however, when they want to say something new, they still make too many mistakes but</p>
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<p>formación académica.</p> <p>26. Cada caso es un contexto familiar muy particular. Lo preocupante es que no les han llevado un seguimiento clínico para diagnosticar el problema, pero nos enfrentamos con esta realidad cada día. Esto hace que para muchos, el esfuerzo personal, el compromiso consigo mismos y el trabajo colaborativo, sean temas de cuentos fantásticos.</p> <p>27. Pienso que es más productivo dejarlos agrupar libremente para que trabajen a gusto y se sientan felices. inclusive, solos, si así lo desean. Pienso que es más importante el ser que el método.</p> <p>28. Además, la experiencia metódica del trabajo en grupo a través de los años, ha demostrado que en un grupo de tres o cuatro, uno o dos, son los que hacen el trabajo y los otros son los "colados" porque el pensamiento cultural no sugiere un trabajo solidario responsable, sus aportes no corresponden al que realmente debe ser cuando se trabaja en equipo.</p> <p>29. Describa la reacción de los estudiantes.</p> <p>30. Al decirles que deben realizar la tarea en grupos de a ocho personas, se mostraron en desacuerdo y fijaron su posición de no aceptar a estos o aquellos.</p> <p>31. Al preguntarles la razón, los poco comprometidos adujeron variadas razones; otros señalaron en los demás, poco compromiso y por eso los rechazan, otros, por diferencias afectivas y varias razones más.</p> <p>32. Lo que quedó claro es que no quieren asociarse en grupos tan numerosos.</p> <p>33. Su disponibilidad para agruparse máximo entre cuatro, quedó confirmada una vez más, bajo criterios de cohesión y homogeneidad.</p> <p>34. ¿Qué haría diferente en una próxima sesión?</p> <p>35. La tarea que sea, que la hagan sintiéndose cómodos y felices</p> <p>36. Lección 4 grado sexto.</p> <p>37. Describa el proceso de implementación.</p> <p>38. La docente imprimió en tamaño grande diez ejemplos y los pegó en el tablero.</p> <p>39. Seguidamente, se les dictó las clases de organigramas. Después de esto, voluntariamente salieron a poner los nombres a cada organigrama, escogieron un estilo y ubicaron en ello, una información diferente por grupos, pero en español.</p> <p>40. Entonces unos trabajaron los rangos en un equipo de fútbol, otros la rama legislativa, y otros el equipo de un vuelo aéreo.</p> <p>41. A pesar de que en un principio tuve problemas con los lessons; estos me sirvieron para tener en cuenta aspectos que tal vez antes no consideraba, como lo</p>	<p>the motivation towards the language use has increased.(214,226, 249)</p> <p>PBI helped to improve productive skills (speaking, writing) With the project implementation students improve speaking and writing, this is maybe due to the principles of the project that include activities where the students are the protagonist of the class and a significant students' participation is needed. (259,279,293,295)</p> <p>PBI helped to improve listening skills. In service teacher report, that after some implementation weeks, students started to comprehend more when he spoke in L2. It was a significant change because at the beginning the classes were most of the time in Spanish. (260,294)</p> <p>PBI helped sixth graders to learn new vocabulary. Students from sixth grade had the opportunity to learn new words while they also learn about the strategic framework. (280)</p> <p style="text-align: center;">Students' responses</p> <p>Students feel comfortable studying under this methodology. As the in-service teacher reports, PBI is an attractive methodology for students since they feel that they are doing something different and in that way the class they think that they class finish faster. (as it was said in paragraph</p>
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<p>son los posibles problemas que pueda encontrar en una clase y de tal manera crear posibles soluciones.</p> <p>42. Es muy difícil manejar los tiempos. Siempre se va más tiempo del planeado.</p> <p>43. Se les deja de tarea escoger un tipo diferente de organigrama y realizar el institucional, pero en inglés.</p> <p>44. Describa la reacción de los estudiantes.</p> <p>45. Algunos confundieron la tarea y sólo consultaron qué es un organigrama. Cabe anotar, que este grupo son los que tienen problemas de aprendizaje, comprensión y disciplina y corresponde al 45 % de los hombres.</p> <p>46. Por el contrario, el grupo de las mujeres resolvió la tarea como se indicó, y durante las clases, se les ve más dispuestas al trabajo.</p> <p>47. Finalmente, todos se involucraron en el trabajo, algunos de una manera más eficiente y pronta.</p> <p>48. Hoy se vio más disposición para trabajar en grupo.</p> <p>49. Muestran mucho entusiasmo para salir al tablero a realizar alguna parte de la actividad.</p> <p>50. ¿Qué haría diferente en una próxima sesión?</p> <p>51. Se pondrán en una columna los rangos en inglés, y en otra, sus equivalentes en castellano; luego ellos lo relacionan mediante una línea, pero sustentan con qué criterio hicieron pareja ese par de palabras, y qué diferencias encuentran entre ellas y se les explica.</p> <p>52. Lección 5 grado sexto.</p> <p>53. Describa el proceso de implementación.</p> <p>54. Dos grupos conformados por hombres, no hicieron la tarea de llevar el organigrama institucional en inglés. Sólo dos grupos compuestos por niñas lo realizó.</p> <p>55. Escogieron organigramas de tipo vertical y horizontal y adujeron ser los más fáciles, explicativos, sencillos y claros.</p> <p>56. Al preguntarles cuál debe ser el de la institución, cada grupo asumió que el suyo. Las dificultades que encontraron en la realización fueron que los diccionarios que tienen no contienen esta información, y debieron buscar otras fuentes como el traductor, o diccionarios enciclopédicos.</p> <p>57. Se comparó la información que trajeron con la propuesta en la lesson y la completaron para traerla completa en tamaño grande para la próxima clase y exponerlas en el salón.</p> <p>58. Cabe anotar, que toda la información se comunica en español, puesto que los estudiantes vienen desde la primaria con un nivel insuficiente en inglés, y el conocimiento del docente se limita a un curso básico también.</p> <p>59. Describa la reacción de los estudiantes.</p>	<p>139); In addition, during the interview the teacher told that as the project had playful and active classes, the class became different to a traditional one. (276)</p> <p>Most of the Students show a positive attitude towards the project. In general terms, in-service teachers report that students are motivated to work on the project, they enjoy the classes and participate; however, at the beginning of the implementation some students were a few apathetic. (49, 76, 101, 152, 177)</p> <p>Students feel motivated to be related with the UTP. This is an important aspect that in-service teachers report in the reflective logs and during the interview as well; students' motivation increased when they knew that the project is conducted by UTP students. (83,304)</p> <p>The thematic and language level proposed was challenging for sixth graders. The in-service teacher reports that at the beginning, the language level was higher than the one that students had and that was challenging for them since they were still studying basic topics. (7)</p> <p>PBI helped students to learn how to work in group. In-service teachers report that even when at the beginning of the implementation students refused to work in groups; that situation changed and</p>
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<p>60. Los grupos que no trajeron la tarea quisieron observar el trabajo de los que sí la hicieron y opinaron acerca de ello.</p> <p>61. Hay que estar vigilando a los hombres para que sí realicen el trabajo.</p> <p>62. En español diferencian cuáles son los rangos o funciones que deben ir en un organigrama institucional, de aquellos que no son.</p> <p>63. ¿Qué haría diferente en una próxima sesión?</p> <p>64. Explicar la diferencia entre valor, virtud y principio. Agregar que a cada valor en inglés, lo reemplacen por un sinónimo, también en inglés.</p> <p>65. Lección 6 grado sexto.</p> <p>66. Describa el proceso de implementación.</p> <p>67. Los estudiantes ya identifican la figura de un organigrama, finalidad y tipos.</p> <p>68. Dijeron no haber encontrado dificultad en su elaboración de tamaño grande.</p> <p>69. Algunos no presentaron el trabajo el día que era, pero se les dio oportunidad para el siguiente día siempre y cuando lo hicieran empleando otro tipo.</p> <p>70. La estética de presentación no llenó las expectativas, no decoraron ni pusieron imágenes. A pesar de que se les dijo que "en inglés", escribieron las palabras en inglés y español. Los organigramas se pegaron en las paredes del salón.</p> <p>71. Entonces los observaron, opinaron y sustentaron sus criterios acerca del trabajo propio y el de los otros grupos.</p> <p>72. Respecto a la clase N. 6.</p> <p>73. Expresaron saberes previos sobre valor, principios y virtud, escribieron algunos de ellos y los buscaron en el diccionario su equivalente en inglés. Escribieron en español quién es su personaje favorito y los valores que encuentran en él. Tarea: buscar una imagen de él/ella y pegarla en el cuaderno. Los grados 6A y 6B al parecer no realizaron la sesión</p> <p>74. Describa la reacción de los estudiantes.</p> <p>75. Mostraron curiosidad al desenrollar las cartulinas, cada grupo quiso pegarla en el mejor lugar, comenzaron las comparaciones.</p> <p>76. En general, muestran entusiasmo por las actividades.</p> <p>77. Hay que estar verificando constantemente que sí realicen las actividades propuestas para la clase porque hay unos que se quedan rezagados.</p> <p>78. ¿Qué haría diferente en una próxima sesión?</p> <p>79. Haría el proceso inverso: se les daría la definición y ellos encontrarían la palabra. Ello en un crucigrama</p>	<p>students started to learn how to do it. (166, 215, 286, 291)</p> <p>Other findings</p> <p>PBI fosters and develops the searching and classification process of information. Working with projects includes different principles and stages; one of those stages is the analysis of information. (1, 13)</p> <p>Integrate the project with the syllabus from the beginning of the school year. During the interview, in-service teachers stated that in order to obtain better results, it would be better to implement the project from the beginning of the school year, and integrate it to the subject syllabus. In that way, students would work under the project the whole year, it will avoid problems regarding to the schedule and time to implement the project, also it would not become an extra topic for students and in-service teachers. (283,301)</p> <p>The Project was effective to foster the study of the strategic framework. Students had the opportunity to work on different topics such as, the organizational chart, institutional values, mission etc. many of the topics could be studied and appropriated. (67,120)</p>
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<p>80. Lección 7 grado sexto.</p> <p>81. Describe el proceso de implementación.</p> <p>82. En 6C se han realizado las actividades de cada clase en su totalidad. Antes de comenzar la clase, colocan como título "Proyecto Inglés UTP", con lo cual, ellos identifican que se trata del organigrama y valores institucionales.</p> <p>83. También les gusta sentirse relacionados con la UTP. En cuanto a la tarea de buscar imagen a de la persona o ídolo con la que más se identifican o admiran, los que no la hicieron adujeron no tener plata para internet o una impresión; y los valores que encuentran en ellos, los identificaron con los valores institucionales.</p> <p>84. Se corrigió en el tablero la traducción de los valores del colegio y se pronunciaron varias veces colectivamente, por filas e individualmente.</p> <p>85. Respecto a la sopa de letras, en 10' encontraron desde cuatro hasta 6 palabras. Luego para la búsqueda del significado de las otras, algunos lo dedujeron por la semejanza en la escritura.</p> <p>86. Al "dramatizar" un valor para que los demás lo identificaran, no supieron cómo darse a entender por señas, entonces se recurrió a las pistas verbales.</p> <p>87. Todos participaron de esta actividad y la disfrutaron muchísimo. En los grados 6A y 6B, llenaron la sopa completa, pero no se hicieron las demás actividades, sin embargo, también estuvieron muy concentrados con el puzzle.</p> <p>88. Describe la reacción de los estudiantes.</p> <p>89. Muy interesados en saber cuál era el personaje favorito de los otros y por qué lo admiraban, aunque muchos no sabían construir ese porqué, tocó inducirlos a descubrirlo; la mayoría encontró en ellos los valores institucionales.</p> <p>90. Estuvieron muy concentrados y disfrutaron mucho exponiendo con pistas el valor que les correspondió y los demás, adivinando cuál era. En las tres últimas clases se ha notado una participación más activa y responsable.</p> <p>91. ¿Qué haría diferente en una próxima sesión?</p> <p>92. Haría el proceso inverso: teniendo el significado de los valores, elaboraría un crucigrama con ellos para que encuentren el valor correspondiente</p> <p>93. Lección 8 grado sexto.</p> <p>94. Describe el proceso de implementación.</p> <p>95. En 6C se logró realizar la totalidad de las actividades, pero fue necesario tomarse dos horas.</p> <p>96. Se siguieron todas las recomendaciones sugeridas en la lesson 8, y se visitaron los enlaces. Se hicieron y agregaron otros ejercicios de ¿Why? y because.</p>	
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<p>97. Queda pendiente revisar la tarea de la escogencia de los tres valores para explicar su importancia en inglés. Además de los valores ya estipulados en la lista, se agregó "work" y se les mostró una hormiguita trabajando.</p> <p>98. En los grados 6A y 6B, el docente Sergio reporta haber llegado hasta "For me values are important.... In my opinión values are important" en un tiempo de una hora. Quedó pendiente Why y Because... y la tarea extraclase.</p> <p>99. Describa la reacción de los estudiantes.</p> <p>100. Muestran timidez e inseguridad al pronunciar las palabras. Al pronunciar frases más largas, se evidencia la incoherencia fonética. Identifican una pregunta por la interrogación, pero ya distinguen cuándo se usa why y cuándo because. Esta actividad la hicieron en el tablero con mucho agrado.</p> <p>101. Todos participan con entusiasmo aunque algunos con un ritmo más lento.</p> <p>102. El profe Sergio reporta: "los tiempos se hacen cortos para socializar las lesson por cuestiones de manejo de grupo".</p> <p>103. Y es verdad. En el grado 6B hay 4 estudiantes repitentes con 14 y 15 años con problemas de dominio propio, indisciplina que raya en lo antisocial, mortandad académica, etc. Son ambientes demasiado hostiles para el quehacer del docente.</p> <p>104. ¿Qué haría diferente en una próxima sesión?</p> <p>105. Les haría alguna dinámica que les ayude a reflexionar en la manera como vivencian diariamente los valores institucionales</p> <p>106. Lección 9 grado sexto.</p> <p>107. Describa el proceso de implementación.</p> <p>108. Esta semana no hicieron la tarea de escoger tres valores y decir por qué son importantes para ellos.</p> <p>109. No dieron razones del olvido. Se escribieron nuevamente los valores en el tablero.</p> <p>110. Ya tienen aprendida su pronunciación en inglés y significado. Se hizo un sondeo sobre las situaciones específicas donde se puede aplicar este valor.</p> <p>111. Describa la reacción de los estudiantes.</p> <p>112. Se les repartió en secreto tres valores por grupo para que hicieran la fonomímica, pero no fueron capaces, entonces propusieron que fuera dramatizado y de esta manera les fue más fácil expresarlo y los demás compañeros también adivinaron con facilidad, aunque hubo algunos que titubearon.</p> <p>113. Lo cierto es que lo disfrutaron muchísimo.</p> <p>114. No se dejó tarea porque las próximas dos semanas</p>	
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<p>hay festividad y receso.</p> <p>115. Esta actividad se llevó dos horas clase.</p> <p>116. ¿Qué haría diferente en una próxima sesión?</p> <p>117. Haría una reflexión de cuáles son los valores institucionales que se evidenciaron en la fiestas del colegio durante esta semana, con qué actitudes se manifestaron y cuáles otros valores adyacentes individuales o colectivos experimentaron en las actividades de esta semana.</p> <p>118. Lección 10 grado sexto.</p> <p>119. Describe el proceso de implementación.</p> <p>120. Se hizo un repaso de los valores institucionales oralmente, y los escribieron en el tablero voluntariamente, y lo mismo se hizo para que al frente los escribieran en inglés.</p> <p>121. Los identifican y pronuncian muy bien.</p> <p>122. seguidamente, analizaron la vivencia de dichos valores en diferentes situaciones de la celebración de las fiestas institucionales o semana de la paz, escribiendo en español frases como: Yo tuve tolerancia cuando me pisaban en el desfile.</p> <p>123. Yo tuve creatividad en la elaboración de mi disfraz, etc. y luego las tradujeron al inglés y las pronunciaron.</p> <p>124. En grado 6C todos hacen las actividades en grupos y entre todos se ayudan.</p> <p>125. Describe la reacción de los estudiantes.</p> <p>126. En 6C se evaluó de la siguiente manera: se les dio frases sencillas que contextualizan los valores y ellos al frente escribieron el nombre del valor en inglés. Ejemplo: Hago lo correcto aunque nadie me vea_____ Aquí ellos debieron responder "Moralidad" And so for.</p> <p>127. Todavía no los he calificado por exceso de trabajo. De aquí al lunes los califico.</p> <p>128. Les pareció importante la aprehensión de los valores institucionales y dieron ejemplos específicos del para qué.</p> <p>129. ¿Qué haría diferente en una próxima sesión?</p> <p>130. Los pondría a construir un cuentico de tres párrafos donde los personajes representaran algunos de estos valores.</p> <p>131. Lección 1 grado octavo.</p> <p>132. Describe el proceso de implementación.</p> <p>133. en esta primera sesión o lesson 1, se trabajo paso a paso todas las actividades planeadas. En vista de que el video propuesto no usaba lenguaje hablado, se hizo muy fácil trabajar con el sin embargo en las definiciones de estrategia las cuales fueron</p>	
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<p>presentadas en ingles a los estudiantes,</p> <p>134. se debió traducir la definición para que ellos la pudieran entender.</p> <p>135. me tomo mas del tiempo planeado ya que en la conformación de grupos y en la definición de roles los estudiantes tardaron demasiado.</p> <p>136. aunque no se pudo practicar la producción oral de los estudiantes en ingles debido a que no estaban en un nivel adecuado para hacerlo. en esta grado se conformaron cuatro grupos de trabajo, se les asigno sus deberes según la guía</p> <p>137. Describa la reacción de los estudiantes.</p> <p>138. en la implementación de esta lesson 1, los estudiantes quisieron participar e intervenir durante el desarrollo de la guía, sin embargo lo hacían en español y no en ingles ya que para ellos era un poco difícil expresarse.</p> <p>139. me comentaron que en general les había gustado esa forma de enseñanza y que el tiempo se les había pasado rápido.</p> <p>140. están ansiosos por mostrar los resultados con respecto a la venta del producto asignado a cada grupo de trabajo.</p> <p>141. ¿Qué haría diferente en una próxima sesión?</p> <p>142. trataría de usar más el inglés que el español con respecto a la interacción con los estudiantes. verificaría que el tiempo en la implementación de la lección no se sobrepase tanto del acordado en la guía.</p> <p>143. trataría de manejar algunos inconvenientes de disciplina que se forman debido al trabajo en subgrupos tan numerosos.</p> <p>144. Lección 1 grado 10</p> <p>145. Describa el proceso de implementación.</p> <p>146. En el grado 10, en esta primera sesión, se trata de seguir los pasos de la guía, sin embargo no utilicé el video propuesto sobre el entorno social.</p> <p>147. solo se trabajó con la lectura adjunta y se les mostró la página web de la institución de la que se hablaba en la lectura.</p> <p>148. se les presentan preguntas en ingles a los estudiantes, sin embargo se usó mucho el español en la lesson.</p> <p>149. con respecto a la lectura, en cada subgrupo se tuvo que hacer una traducción de la parte asignada y después se hizo en voz alta para el resto de grupos.</p> <p>150. lastimosamente no se pudo realizar la actividad de la búsqueda del tesoro ya que no se cuenta con suficiente espacio para el desarrollo de esta y por ende se omitió y la sesión se terminó con la conformación de grupos y asignación de tareas</p> <p>151. Describa la reacción de los estudiantes.</p>	
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<p>152. los estudiantes de grado 10 tuvieron una actitud indiferente con respecto a la nueva metodología, no mostraron ni interés ni desaprobación, simplemente se dedicaron a seguir las instrucciones dadas.</p> <p>153. no hubo gran participación por parte de ellos aunque algunos pudieron practicar algo de pronunciación con oraciones predefinidas para expresar su opinión. los estudiantes continúan con la expectativa de como trabajar en su proyecto individual asignado</p> <p>154. ¿Qué haría diferente en una próxima sesión?</p> <p>155. nuevamente, como el objetivo es el mejor uso y aprendizaje del inglés, trataría de hacer toda la sesión con intervenciones solo en inglés, no solo por parte del docente sino también de los estudiantes.</p> <p>156. trataría de verificar la participación de todos ya que algunos no les gusta participar y tratan de evadirse todo el tiempo.</p> <p>157. Lección 2 grado 9</p> <p>158. Describe el proceso de implementación.</p> <p>159. se comienza con la teoría sobre la misión y de cómo se debe escribir una misión. también sobre la visión y como escribir la misión.</p> <p>160. esta parte se debe hacer en español ya que los estudiantes no comprenden mucho en inglés. luego se les presenta la lectura sobre cómo escribir una misión, se le pide a los estudiantes que hagan una traducción del texto ya que presentan mucha dificultad de la comprensión del texto en inglés.</p> <p>161. para agilizar se usan las tablets de la institución.</p> <p>162. Describe la reacción de los estudiantes.</p> <p>163. los estudiantes muchas veces tratan de comprender lo que se les dice en ingles al igual que las lecturas que se les presentan pero al final terminan por traducir todo ya que se les hace muy difícil la comprensión.</p> <p>164. al igual que los otros grupos, los niños del grado 9° se ven muy entusiasmados con el proyecto y presentan una muy buena disposición para la construcción y entrega de el producto final asignado.</p> <p>165. ¿Qué haría diferente en una próxima sesión?</p> <p>166. todavía se presentan algunas dificultades con respecto al trabajo en grupo ya que no están acostumbrados a trabajar en grupos tan numerosos.</p> <p>167. A veces se presentan conflictos entre los miembros debido a que algunos realizan el trabajo y otros simplemente copian.</p> <p>168. Lección 2 grado 11</p> <p>169. Describe el proceso de implementación.</p> <p>170. se hace una actividad introductoria sobre las materias</p>	
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<p>del colegio ideal para ellos.</p> <p>171. en este caso muchos estudiantes participan en ingles, aunque presentan algunas deficiencias, todos tratan de hacerlo de la mejor forma posible.</p> <p>172. el docente les da indicaciones y frases introductorias para que ellos presenten sus ideas.</p> <p>173. luego se les presenta el vídeo sobre la educación en finlandia. en esta parte se repite el video varias veces y los estudiantes tienen éxito en reconocer de que materias se habla en el video.</p> <p>174. Finalmente, considero importante el uso de planes de clase, ya que permiten estar un paso adelante en cuanto te obliga a predecir posibles situaciones de clase y a la vez, tener posibles soluciones para dichos problemas, como puede ser la aplicación de diferentes actividades según el momento de la clase.</p> <p>175. Describa la reacción de los estudiantes.</p> <p>176. los estudiantes con muy buena actitud y con muchas ganas de participar tratan de hacerlo en inglés, aunque tienen que seguir mucho las indicaciones y recomendaciones del docente para poder hacerlo bien.</p> <p>177. en este grupo también se evidencia la actitud positiva hacia el proyecto por parte de los estudiantes.</p> <p>178. en la parte del video se evidencian grandes falencias con respecto a la comprensión auditiva, pero se apoyan en imágenes y en algunas palabras conocidas.</p> <p>179. En la parte de lectura también se presentan algunas deficiencias.</p> <p>180. ¿Qué haría diferente en una próxima sesión?</p> <p>181. lo que se cambiaría es el tamaño de la lectura ya que lecturas extensas se vuelven difíciles de trabajar en una clase, en especial cuando se necesita el uso de diccionario para su correcta comprensión.</p> <p>182. Otro aspecto que recomendaría es tratar de buscar videos con subtítulos en ingles, ya que leyendo lo que se dice, los estudiantes pueden comprender un poco mejor.</p> <p>183. Lección 3 grado 8</p> <p>184. Describa el proceso de implementación.</p> <p>185. se inicia con la actividad de presentación de imágenes y lluvia de ideas, aunque el docente quiere hacerlo solo en ingles, debe recurrir con frecuencia al español.</p> <p>186. Luego se revisa la tarea dejada la clase anterior, se pide a los estudiantes que lean pero muchos dicen que no son capaces de hacerlo en ingles, por eso se le deja que lo lean en español.</p> <p>187. En la siguiente actividad se lleva mucho tiempo mientras se organizan y mientras preparan la hoja para pasar a los otros grupos.</p> <p>188. se explica la estructura gramatical que deben utilizar</p>	
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<p>para escribir los objetivos, se les asigna la tarea y termina la clase</p> <p>189. Describa la reacción de los estudiantes.</p> <p>190. Como en las dos sesiones anteriores, los estudiantes recurren mucho al español para presentar sus ideas.</p> <p>191. solo algunos intentan hacerlo en ingles pero presentan algunos errores al hacerlo.</p> <p>192. Como siempre, los estudiantes se quejan cuando se les deja trabajo extra, sin embargo al final terminan haciéndolo. con as lecturas siempre piden que se les lea en español.</p> <p>193. Cuando deben redactar algo escrito en ingles presentan dificultades</p> <p>194. ¿Qué haría diferente en una próxima sesión?</p> <p>195. trataría de que los estudiantes tuvieran mas agilidad al formar los grupos de trabajo.</p> <p>196. todavía estoy pensando la forma de hacer que todos los estudiantes trabajen y no solo que les dejen el trabajo a algunos.</p> <p>197. Lección 3 grado 10</p> <p>198. Describa el proceso de implementación.</p> <p>199. Se inicia con la reflexión por parte de los estudiantes y del docente. se presentan las imágenes pero se genera mucha bulla debido a la polémica.</p> <p>200. A pesar de que se explica como podrían presentar opiniones en inglés, se insiste con el uso del español hablado en la clase, por otra parte se incentiva más el uso del ingles escrito.</p> <p>201. Describa la reacción de los estudiantes.</p> <p>202. los estudiantes generan mucha polémica cuando se les presentan las imágenes y algunos comienzan a culpar a otros incluyendo a directivos y docentes.</p> <p>203. A pesar de que algunos también son conscientes de que algunos problemas del entorno y de los ambientes en el colegio son a causa de sus acciones, nunca dan soluciones o compromisos para mejorarlo.</p> <p>204. Se nota entusiasmo por parte de los estudiantes al realizar la actividad de diseño de la campaña para mejorar el medio ambiente</p> <p>205. ¿Qué haría diferente en una próxima sesión?</p> <p>206. nuevamente trataría de que los estudiantes tuvieran más agilidad al formar los grupos de trabajo al igual trataría de buscar al estrategia para que todos estudiantes trabajen activamente sin dejar que el trabajo solo lo realicen algunos.</p> <p>207. Algo que también cambiaría es motivar a todos los estudiantes para que traten de dar sus opiniones en inglés.</p>	
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<p>208. Lección 4 grado 9</p> <p>209. Describe el proceso de implementación.</p> <p>210. Los estudiantes presentan la tarea, luego esta se analiza con los demás grupos los cuales proveen la retroalimentación respectiva.</p> <p>211. Se presenta la misión de la institución y los estudiantes aportan sus ideas, luego se reúnen en sus grupos de trabajo para buscar la idea general de la misión institucional, finalmente se llega a un acuerdo entre todos los grupos para saber cual es la idea general.</p> <p>212. Describe la reacción de los estudiantes.</p> <p>213. Los estudiantes se mostraron participativos, aunque se generó un poco de indisciplina y desorden cuando se preguntó por la idea general de la misión institucional ya que no era fácil llegar a un consenso sin embargo al final se logró.</p> <p>214. Poco a poco los estudiantes empiezan a utilizar más el inglés tanto oral como escrito, aunque aún con muchos errores.</p> <p>215. También se evidencia mejor armonía en los grupos de trabajo, aunque aún hay quienes no quieren hacer nada.</p> <p>216. ¿Qué haría diferente en una próxima sesión?</p> <p>217. Trataría de estar más pendiente de la disciplina y generar turnos de participación con el fin de que la clase no se vuelva tan ruidosa.</p> <p>218. Lección 4 grado 11</p> <p>219. Describe el proceso de implementación.</p> <p>220. Los estudiantes presentaron sus tarea, luego se corrigió de manera grupal como fue planteado en el lesson plan, posteriormente se realizó la corrección individual y específica por parte de los estudiantes.</p> <p>221. esta tomó bastante tiempo ya que aún los estudiantes confunden aspectos gramaticales y toca explicarlos, finalmente se pudo seguir a la siguiente actividad.</p> <p>222. Se presentó el currículo de la materia de social studies, esto fue interesante porque, los estudiantes conocieron vocabulario nuevo, posteriormente los estudiantes en sus grupos escribieron en español la temática de una materia, tal como se mostró en el ejemplo en inglés.</p> <p>223. Describe la reacción de los estudiantes.</p> <p>224. Los estudiantes comprendieron un poco más, ya que no se presento en esta clase lecturas o videos complejos, sino mas bien una lista de vocabulario. La cual los estudiantes inferían su significado.</p> <p>225. Se sigue mostrando por parte del grupo una buena actitud hacia el proyecto.</p> <p>226. Los estudiantes tratan de hablar más en inglés,</p>	
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<p>aunque aún se les dificulta mucho, sin embargo la motivación es muy buena.</p> <p>227. ¿Qué haría diferente en una próxima sesión?</p> <p>228. Lo que haría diferente es tratar de monitorear el tiempo de clase y dar tiempos específicos para la realización de tareas, esto con el fin de evitar de que la clase se me tome más tiempo de lo planeado.</p> <p>229. Lección 5 grado 8</p> <p>230. Describe el proceso de implementación.</p> <p>231. Se desarrollo el análisis de las imágenes con relación a los objetivos institucionales primero en español, donde se logró un buen ambiente de participación, luego se desarrolló la misma actividad pero en idioma en inglés.</p> <p>232. Finalmente los estudiantes analizaron los 4 objetivos institucionales y aportaron sus ideas sobre los mismos.</p> <p>233. Describe la reacción de los estudiantes.</p> <p>234. Los estudiantes se mostraron participativos, aunque aun se les sigue dificultando mucho la participación en inglés, es por eso que se tuvo mucha mayor participación en la actividad en español,</p> <p>235. ya cuando se hizo en ingles los grupos fueron mucho mas timidos y solo unos cuantos estudiantes trataban de participar aunque con muchos errores todavía</p> <p>236. ¿Qué haría diferente en una próxima sesión?</p> <p>237. Brindar mas seguridad a los estudiantes y motivarlos a participar en ingles, tal vez una buena idea, sería darles frases que le ayuden a dar opiniones en ingles.</p> <p>238. Lección 5 grado 10</p> <p>239. Describe el proceso de implementación.</p> <p>240. Los estudiantes presentan las frases alusivas a la presentación del medio ambiente, luego se hace una corrección grupal y particular en cada grupo de trabajo.</p> <p>241. La realización de esta actividad me toma más de lo planeado.</p> <p>242. Después los estudiantes hacen la lluvia de ideas en español sobre la imagen propuesta, luego se realiza la misma actividad con la otra imagen pero esta vez en inglés.</p> <p>243. Esa actividad fue interesante ya que los estudiantes llegan a las mismas conclusiones que en la imagen 1, pero esta vez se interesaban en como dar esas opiniones en ingles, asi que se noto entusiasmo.</p> <p>244. Finalmente los estudiantes pegan los posters alrededor del colegio.</p> <p>245. Cabe anotar que me tomo mas tiempo de lo planeado el realizar esta clase.</p> <p>246. Describe la reacción de los estudiantes.</p>	
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<p>247. Los estudiantes siguen mostrando gran simpatía por el proyecto, les gusto mucho la actividad de los posters, y estuvieron muy concentrados en la realización de los mismos.</p> <p>248. Fue una buena actividad para que los estudiantes mostraran su creatividad.</p> <p>249. También intentaron hacer la lluvia de ideas en ingles, con lo cual se evidencia el entusiasmo y un poco de avance del manejo del idioma porque a pesar de que cometen errores, han aprendido vocabulario y frases simples para expresar opiniones.</p> <p>250. ¿Qué haría diferente en una próxima sesión?</p> <p>251. Ser mas cuidadoso con el tiempo, a la hora de conformar los grupos y a la hora de realizar las actividades.</p> <p>252. Lección 6 grado 9</p> <p>253. Describe el proceso de implementación.</p> <p>254. Se procede a dar paso a cada grupo para las exposiciones, están se completan con éxito, después, se realiza la reflexión grupal.</p> <p>255. Se procese a realizar la actividad de la visión, por lo cual los estudiantes expresan como se ven en 10 años, esta actividad se vuelve bastante divertida aunque genera un poco de bulla en el salón.</p> <p>256. Finalmente explico lo que es una visión con base a la lectura aportada.</p> <p>257. Describe la reacción de los estudiantes.</p> <p>258. Los estudiantes realizaron sus exposiciones, sin embargo se evidenció más preparación en unos que otros.</p> <p>259. Algunos grupos realizaron la exposición en ingles con pocos errores gramaticales aunque aún falta fluidez, pero se puede decir que se ha progresado en este aspecto.</p> <p>260. También cuando les hablé en inglés y les explique sobre la visión, los estudiantes mostraron más comprensión que otras veces.</p> <p>261. ¿Qué haría diferente en una próxima sesión?</p> <p>262. nuevamente trataría de que los estudiantes tuvieran mas agilidad al formar los grupos de trabajo al igual trataría de buscar l estrategia para que todos estudiantes trabajen activamente sin dejar que el trabajo solo lo realicen algunos.</p>	
<p>FOCUS GROUP:</p> <p>263. Entrevistador: buenos días profes, ¿como les ha ido</p>	

<p>con la implementación?</p> <p>264. Profesor 1: pues bien, pues todo ha ido bien, los niños han ido asimilando varias cositas, sin embargo ustedes saben como es la enseñanza con niños y más del inglés.</p> <p>265. Por ejemplo uno les dice los pronombres y a la otra semana les pregunta y ya no se los saben, entonces es difícil el inglés en sexto, en sexto y séptimo es difícil, pero no todos los estudiantes hay unos niños que son más adelantaditos, es como todo.</p> <p>266. Profesora 2: por ejemplo mire yo les hice un examen con los valores en inglés, ellos los aprendieron, los escriben los pronuncian, pero cuando los pongo a identificarlos en situaciones reales se enredan,</p> <p>267. la parte de la inferencia y eso se les es más duro. Ellos lo dramatizaron felices bueno, encantados y los identificaban fácil, pero ya si cuando les toca relacionar, inferir no.</p> <p>268. El organigrama yo tengo unas hojitas de los que presentaron, y con base en eso fue que se hizo el organigrama para la institución, yo lo presente en el comité de calidad que estamos, pero no se discutió sobre eso no se aprobó, yo no lo he presentado formalmente al rector, para ver si lo aprueban en el consejo directivo no he hecho como ese proceso, pero hay que hacerlo porque ese cronograma de acá da pena,</p> <p>269. y en eso se avanzó porque se sembró la inquietud con ustedes y ya avanzó el proceso de diseño.</p> <p>270. Entrevistador: ¿consideran ustedes que hasta este punto, ese trabajo que se ha hecho con los elementos del PEI, ha sido un trabajo significativo y que los estudiantes si han logrado apropiarse esos elementos del PEI?</p> <p>271. Profesora 2: por ejemplo ese trabajo con los valores institucionales ya los identifican que no son todos dentro de la gama de valores sino que son unos específicos los que maneja la institución, a mi me parece que si ha sido interesante.</p> <p>272. Profesor 1: claro con toda la información algo se les queda, además de que en definitiva son los estudiantes quienes alimentan el proceso con sus investigaciones y presentaciones.</p> <p>273. Entrevistador: ¿y usted profe?, como le ha ido con los elementos del PEI.</p> <p>274. Profesor 3: pues trabajando con la misión, visión, los de grado noveno aprovecharon mucho estos temas</p>	
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<p>porque estaban formando como una especie de negocio para emprendimiento y desde la misma clase de inglés con estos temas pudieron sacar información para ahí y todo.</p> <p>275. Con decimo y once, con decimo sobre el entorno, ellos hablaban de como seria su institución educativa ideal, que hacer para mejorar la que tenemos, fue chévere porque los estudiantes son muy creativos y dan respuestas muy buenas, además que sirvió como para enganchar a los estudiantes al proceso y motivarlos.</p> <p>276. Profesora 2: A mí me pareció muy bueno, los muchachos lo disfrutaron porque hubo clases muy lúdicas, muy activas, por las representaciones, por el trabajo en grupo, por las discusiones, las actividades en que recorrían todo el salón retroalimentando el trabajo de los demás grupos, estuvo bueno porque se hicieron cositas diferentes, que buscaban hacer la clase como fuera de la clase tradicional.</p> <p>277. Lo que yo le veo como negativo, es que a mi por ejemplo se me iban a veces dos horas para una clase, el manejo del tiempo fue difícil.</p> <p>278. Entrevistador: ya hablamos del impacto del proyecto sobre el manejo de esos elementos del PEI, ahora la pregunta es si ¿creen ustedes que con el proyecto se avanzó con respecto al manejo del inglés, la metodología tuvo algún impacto para el desarrollo de la lengua extranjera?</p> <p>279. Profesor 3: Pues de pronto yo creo que lo que más se trabajo fue la parte oral, porque normalmente no se practica, se trabaja más gramática, pero con este proyecto si les tocó como hablar más.</p> <p>280. Profesor 1: nosotros en sexto como vocabulario, los niños aprendieron muchas palabritas.</p> <p>281. Profesora 2: lo que yo vi, es que al principio ustedes partían como de un nivel más avanzado para el nivel que los muchachos están, porque se suponía que tenían como un nivel básico, que conversaban, pero lo que son los niños de sexto, como en primaria no les enseñan inglés, o una hora cada 8 días, le dedican mucho a matemáticas, entonces ellos en ingles no saben mucho.</p> <p>282. Entrevistador: exacto, en principio las planeaciones pudieron estar un poco alejadas de la realidad ya que no conocíamos el contexto, y como se parte de unos estándares básicos para cada grado, que establece la guía 22.</p>	
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<p>283. Profesor 3: además de pronto no se aprovechó mucho porque eso se necesitaba era que desde principio de año y anexarlo exactamente al currículo para que la clase fuera esa, porque así quedo como una parte extra a la clase.</p> <p>284. Tal vez así podría tener mejores resultados.</p> <p>285. Entrevistador: si, En cuanto al trabajo en grupo, como les ha ido, en principio nosotros leíamos en las reflexiones que ustedes nos enviaban de que en principio se quejaban, ¿ha ido eso cambiando o sigue igual?</p> <p>286. Profesora 2: pues en mi grupo si se vio un cambio, porque yo me puse que día a pensar en esos informes que envié antes, y se ve que los estudiantes se integraron más, sobre todo por ciertas actividades como en las dramatizaciones, las discusiones y demás, así que ese problema se fue superando, por lo menos en grado sextico.</p> <p>287. Profesor 1: si, en principio cuando les tocaba hacerse en grupo eran como más apáticos ya después como que fueron progresando.</p> <p>288. Profesora 2: si fueron progresando, yo quede contenta con el trabajo, porque se hizo el 100% de las clases me tomé las clases que fueran, dos o 3 horas semanales lo que se fuera, pero me siento satisfecha en el sentido de que el 100% se hizo.</p> <p>289. Entrevistador: como fue esa relación inglés- español dentro de la clase?</p> <p>290. Profesor 3: pues en principio fue algo difícil utilizar tanto inglés con esta temática del PEI que tiene terminología diferentes entonces para los estudiantes que uno les hablará de esto fue en principio complicado</p> <p>291. Pero yo creo que fue importante el uso del translanguage para facilitar el entendimiento de esos temas del PEI que para ellos eran desconocidos hasta en español.</p> <p>292. Profesora 2: si, a mi me pareció igual, que fue bueno eso porque los estudiantes a partir de ya que conocían el tema en español pues obviamente era después más fácil hablar de él ya en inglés</p> <p>293. Profesor 1: Pues en principio utilizaba más español pero después, se pudo utilizar más inglés, lo mismo por parte de los estudiantes, empezaron a utilizar más</p>	
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<p>294. el inglés de forma oral, al igual que de forma escrita, también entendían ya entendían un poquito más cuando uno les hablaba en inglés y eso fue bueno.</p> <p>295. Entrevistador: ¿para ustedes que ha sido lo más difícil y por otro lado, lo más significativo de haber trabajado con esta metodología?</p> <p>296. Profesora 2: lo más significativo para mi fue el hecho de que los estudiantes pudieran comprender elementos del PEI institucional, como en mi caso, los valores que ellos pudieran saber cuáles eran..</p> <p>297. Otro aspecto que me pareció interesante con la implementación del proyecto es que a pesar de que uno si planea sus clases, tal vez no lo hace de manera tan detallada ni muchas veces no se tienen en cuenta aspectos como los que ustedes enunciaban allí como los posibles problemas y sus soluciones, entonces esto de cierta manera te hace pensar más sobre la clase como tal.</p> <p>298. Entrevistador: ¿Y lo más difícil?</p> <p>299. Profesora 2: el manejo del tiempo, pero pues yo me tomaba el tiempo que se fuera para dar la clase.</p> <p>300. Profesor 3: para mí, lo más significativo fue que los estudiantes conocieran el PEI de una manera diferente, y que se avanzó en cuanto a las habilidades productivas de speaking y writing.</p> <p>301. Profesora 2: ¿de pronto sabe que sería muy bueno? que este proyecto no acabará aquí sino que se siga trabajando mediante la integración al plan de estudios, esa parte me parece que es una fortaleza para la institución, ¿usted qué opina?</p> <p>302. Profesor 1: pues a mí algo que me gustó fue la secuencias que tenían los lessons, porque se veía una coherencia entre el objetivo final y el desarrollo de las actividades para alcanzar ese objetivo, y de esta manera fue un trabajo productivo.</p> <p>303. Entrevistador: ¿cual creen usted que fue la reacción de los estudiantes con respecto a la utilización de la metodología?</p> <p>304. Profesora 2: pues, para los de sextico, los de sextico aceptaron, ellos inclusive cuando yo les escribía... este proyecto lo está manejando estudiantes de la UTP, yo siempre les identifique que era un proyecto de la universidad tecnológica y les escribía el logro para la clase en el tablero. Y entonces ellos de cierta manera al saber que era de la UTP le prestaban mayor interés.</p>	
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<p>305. La identificación del programa fue muy clave, que supieran que era algo bueno, que tenía unos buenos objetivos, unas metas, si, en sexto fue bien recibida. Yo me sentía muy contenta porque se les veía el entusiasmo para trabajar.</p> <p>306. Profesor 3: pues normal, ellos la veían como un proyecto en el cual tenían que trabajar, como le digo al principio fue duro trabajar en grupo, meter los temas del PEI, sin embargo se fue mejorando en eso, además sirvió para ver cositas en inglés que no habíamos visto y repasar temas.</p>	
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NUESTRA SEÑORA DE LA PRESENTACIÓN

Information collected by the reflective logs and the focus group. In the right column it is analyzed the data with the communalities found among the in-service teachers.

<p>Reflective logs</p> <p>Describe el proceso de implementación.</p> <p>1. Se inició pidiendo la opinión de los valores que debe tener una empresa y como ejemplo utilizaron la institución. Luego en la clase ellos iban pronunciando en inglés los valores: love, respectful, responsibility, happiness, loyalty, honesty y etc.</p> <p>Describe la reacción de los estudiantes.</p> <p>2. Fueron muy receptivos y participativos en este tema tan significativo para ellos ya que les agrado trabajar con un tema conocido como lo son los valores de la institución.</p> <p>¿Qué haría diferente en una próxima sesión?</p> <p>4. Las lecturas más llevaderas a la práctica y cortas.</p> <p>5. Las lecciones deben ser realizadas y enviadas con un intervalo de 2 semanas</p> <p>Describe el proceso de implementación.</p> <p>7. Se comenzó la clase, los estudiantes estaban un poco predisuestos, sin embargo en el transcurso de la misma se fueron organizando, algo que encontré significativo fue poder utilizar el plan de clase para llevar la clase de una manera más organizada ya que permitía saber que</p>	<p>Challenges during the implementation</p> <p>The institution demanded many things that the teachers had to do for that reason they had incomplete topics in order to start with this one and that was challenging for them. (78)</p> <p>This kind of projects could be done at the beginning of the year. (101)</p> <p>Professional growth</p> <p>Lesson planning as a tool to be more organized in class. Taking into account the</p>
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<p>paso seguir con una secuencia lógica para no perder el control de la clase.</p>	<p>reflection formats, in-service teachers expressed that they found significant the use of lesson plans as a means to be more organized. When learners were getting bored the lesson guided teachers to know how much time they had to spent in each activity; in that way, they could keep the class control. (7,81)</p>
<p>8. Describa la reacción de los estudiantes. 9. Se mostraron animados, participativos en la clase y en C/u. de las exposiciones que los motivo sobre el sentido de la empresa y la misión corporativa.</p>	<p>Teachers were challenged to find strategies that facilitate students' group work.</p>
<p>10. ¿Qué haría diferente en una próxima sesión? 11. Las lecturas más cortas. 12. Las lecciones deben ser enviadas con 2 semanas de intervalo para realizarla a cabalidad.</p>	<p>In service teachers expressed in their reflections that with the project implementation, they increased their ability to use different techniques to enhance students' group work.</p>
<p>13. Describa el proceso de implementación. 14. Se inició con un comentario sobre la necesidad de cuidar los recursos naturales y el medio ambiente. Luego se colocó una tarea sobre ideas que se relacionaran con la protección y preservación del medio. Cada estudiante hizo una exposición sobre el tema.</p>	<p>One of the principles of the project based instruction methodology is the collaborative and group work; however, sometimes students and teachers' perceptions about this kind of work are not positive; especially because teachers have had experiences that make them prefer to create activities that students can do individually. (24,88)</p>
<p>15. Describa la reacción de los estudiantes. 16. Los estudiantes estuvieron motivados participando y dando sus puntos de vista sobre el proyecto de medio ambiente, hablando de la protección y cuidado del agua, el aire, las personas y los animales.</p>	<p>Lesson planning as a means to implement more productive teaching sequences.</p>
<p>17. ¿Qué haría diferente en una próxima sesión? 18. Las lecturas más cortas. 19. Las lecciones deben ser enviadas con 2 semanas de intervalo para realizarla a cabalidad</p>	<p>Teachers reported that following a structured teaching sequence was productive for them so as to achieve a general final objective. The in- service teachers reported that the application of the lesson</p>
<p>20. Describa el proceso de implementación. 21. Se inició utilizando el diccionario para hacer la traducción de la misión y visión en la institución. Luego un estudiante hizo una ponencia y sustentó claramente el sentido de estas dos palabras a todos sus compañeros.</p>	
<p>22. Describa la reacción de los estudiantes. 23. Los estudiantes se mostraron en un principio apáticos al trabajo en grupo, 24. Lo cual hizo que como docente tuviera que pensar más en la manera de hacer que los estudiantes aprueben el trabajo en grupo; para esto pude recurrir a diferentes técnicas y estrategias como por ejemplo actividades grupales diferentes al proyecto donde los estudiantes resolvieran problemas en conjunto; además, también se implementó el plan de acción donde cada estudiante tenía un rol dentro de cada grupo.</p>	
<p>25. ¿Qué haría diferente en una próxima sesión? 26. Las lecturas más cortas y llevaderas a la práctica.</p>	

27.	Las lecciones deben ser enviadas con 2 semanas de intervalo para realizarla a cabalidad.	plans were interesting and they could take advantage of them to make the activities more meaningful with the aim of achieving a final objective. In that sense, for the teachers this kind of lesson formats enables them to have more productive classes. (126,302)
28.	<p>Describa el proceso de implementación.</p> <p>29. Se hace introducción del tema planteado en el lesson plan, se proyecta el video y se presenta la lectura programada con su respectivo vocabulario (valores).</p> <p>30. Posteriormente se produce en ambos idiomas a explicar a groso modo el tema, no se desarrollan todas las actividades por falta de tiempo.</p>	
31.	<p>Describa la reacción de los estudiantes.</p> <p>32. El tema programado no es desconocido para los estudiantes, ya que el componente principal de nuestro PEI es el axiológico sin embargo les pareció largo, difícil y recibieron con apatía inicial, finalizando se adaptaron un poco por la dinámica de algunas de las actividades plateadas.</p>	<p>With the project implementation teachers increased their ability to use different techniques that enhance students' group work. (88-24- 139</p> <p>The time to develop each lesson was too short to complete it.</p> <p>The in-service teacher reported that the activities were to long for an hour of class, besides, the reading and listening activities were hard to understand, for that reason, an hour for complete each step and each activity took more than it was planned at the beginning. Moreover, the teachers at the beginning of the implementation expressed their frustration about the time management and pacing in each activity so as the result of this they found that the problem was the planning of each lesson due to they consider that each lesson was not appropriated for their English level</p>
33.	<p>¿Qué haría diferente en una próxima sesión?</p> <p>34. adaptaría de una mejor manera las lecturas y el vocabulario acorde con el tema, planteado, de manera más sencilla y corta.</p> <p>35. Las semanas por lesson, se programarían más espaciadas.</p>	
36.	<p>Describa el proceso de implementación.</p> <p>37. Se reunieron los estudiantes por grupos con el fin de dar inicio a la actividad de conocimiento sobre el entorno social.</p> <p>38. Cada grupo después de observar el video introductorio al tema expresa su opinión sobre el mismo utilizando frases cortas y con vocabulario apropiado para el tema.</p> <p>39. Aplican correctamente según los estándares de MEN la estructura WH question.</p>	<p>(4,5,11,12,18,19, 26, 27,34, 44, 45, 53,54, 62,62,65,66, 128)</p>
40.	<p>Describa la reacción de los estudiantes.</p> <p>41. Más motivados que con las lección anterior, el material elaborado los entusiasmo aun para relacionar texto-imagen sin necesidad de usar mucho el diccionario.</p> <p>42. Los estudiantes les pareció interesante el tema del entorno social, están motivados para presentar el proyecto planteado.</p>	
43.	<p>¿Qué haría diferente en una próxima sesión?</p> <p>44. Los lesson plans deben programarse para varias semanas por cada uno, con el fin de llevar a cabo la totalidad de los mismos</p> <p>45. Adaptar las lecturas y vocabulario acorde con el nivel de los estudiantes.</p>	<p>Linguistic outcomes</p> <p>The use of different types of activities affected the</p>
46.	<p>Describa el proceso de implementación.</p>	

<p>47.</p> <p>48.</p> <p>49.</p> <p>50.</p> <p>51.</p> <p>52.</p> <p>53.</p> <p>54.</p> <p>55.</p> <p>56.</p> <p>57.</p> <p>58.</p> <p>59.</p> <p>60.</p> <p>61.</p> <p>62.</p> <p>63.</p> <p>64.</p> <p>65.</p> <p>66.</p> <p>67.</p>	<p>Introducción y ambientación sobre el tema de la importancia de la conservación del medio ambiente dentro de su entorno inicialmente en español, posteriormente se presenta el tema en inglés propuesto y se adecua tanto en su longitud como en el vocabulario.</p> <p>Se utilizan expresiones propias para manifestar opinión: “to my mind, if you ask me, in my opinion”</p> <p>Describa la reacción de los estudiantes.</p> <p>Uno de los componentes del PEI institucional es la implementación del proyecto obligatorio enviado por el ministro sobre el medio ambiente,</p> <p>situación esta que propicio una mejor adaptación del tema y comprensión de la misma, así mismo como mostraron mayor ánimo al desarrollo de las actividades participaron más desde el punto de vista comunicativo.</p> <p>¿Qué haría diferente en una próxima sesión?</p> <p>Programas cada lección para varias semanas.</p> <p>Las lecturas adaptarlas de mayor manera ya que planteadas de la forma como vienen en el lesson plan se les dificulta el vocabulario y comprensión de la misma.</p> <p>Describa el proceso de implementación.</p> <p>Se continua con el lesson plan de la clase anterior sobre el estudio del medio ambiente.</p> <p>Se procede a realizar role-plays acorde con las actividades y expresiones sugeridas en la lección.</p> <p>Se hace guessing games con acciones propuestas</p> <p>Describa la reacción de los estudiantes.</p> <p>Con entusiasmo y motivación ya que era continuidad del lesson plan anterior y las actividades planteadas presentaban una dinámica más activa y practica para los estudiantes, se notó más participación comunicativa.</p> <p>¿Qué haría diferente en una próxima sesión?</p> <p>Cada lección la programaría para varias sesiones.</p> <p>Las lecturas y el vocabulario lo trabajaría con menos longitud y más fáciles de entender.</p> <p>Describa el proceso de implementación.</p> <p>Aunque los textos son muy extensos y con vocabulario muy avanzado para cada grado, se trató al máximo de hacerles las adaptaciones necesarias acorde con el nivel de los grupos, así mismo se realizaron actividades de warm-up para introducir dichas lecturas y demás propósitos del lesson plan.</p> <p>Describa la reacción de los estudiantes.</p>	<p>communicative skill</p> <p>The use of different types of activities increases the learners’ participation, that is to say, learners have more chance for language output. (51,60, 83, 85)</p> <p>Writing and speaking skills were affected by the methodology</p> <p>The in-service teacher noticed that writing and speaking were involved in each lesson for that reason learners had the chance to practice it frequently and as a result students improved in these aspects.(91, 105)</p> <p>Learners usage of the target language</p> <p>It was noticed that learners were improving their speaking skill for that reason their participation increased. (98,127)</p> <p>Listening was not applied too much during the classes and it was the skill that needs more improvement. (107,108)</p> <p>Improve communicative skills</p> <p>This project helped teachers to improve their English skills, and thus, they could transmit that knowledge to the learners. (110)</p> <p>Students’ responses</p> <p>The PEI topics were attractive for the learners.</p> <p>The in-service teacher reported that learners were receptive and they participated in topics related with the PEI of the institution.</p>
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68.	Inicialmente, y como suele suceder con la mayoría de los jóvenes actuales, un poco de apatía y poco interés, pero a medida que se fue avanzando en el desarrollo del lesson plan se mostró interés y participación por parte de los estudiantes, ya que de todas maneras nos estábamos apartando de los temas que veníamos tratando y así se diversificó la temática y el desarrollo de la misma clase.	(2,16,21,42 62)
69.	¿Qué haría diferente en una próxima sesión?	Students' motivation towards the project.
70.	Tratar temas de mayor interés y actualidad para los jóvenes, ya que como lo expuse anteriormente es difícil en esta época captar siquiera el 80 por ciento de su atención, y algunos temas tales como el de la formación de las empresas propuestos para el grado 9, no fueron fáciles de abordar para	The in-service teacher reported that learners were motivated in the sense they succeed in topics such as the mission and vision of the institution. . (9, 41)
71.	ellos, hubo la necesidad de hacer todo un despliegue de creatividad por parte de ambos actores para llevar a cabo la feliz terminación del mismo.	Make the topic attractive for the learning process.
72.	claro, que esto es en definitiva lo que se pretende por parte del docente lograr captar la atención y gusto por la clase de inglés, pero también conlleva un mayor desgaste de tiempo y calidad de vida del docente ya que el tiempo invertido en la preparación del mismo es mucho mayor.	Learners are fascinated with different issues of our contexts for that reason the teachers took advantage of that in order to make the topics attractive for the learning process taking into account that aspect they learning process is going to be more enjoyable.
		The use of technology The in-service teacher was aware of the importance of using technology during class in order to get learners attention because it was attractive for the learners and it implies to work with different ways of learning. (79)
		Large readings, less attention. The in-service teacher reported that learners got bored when they had to read too much for that reason the in-service teacher had to modify the readings in order to maintain learners' interest. (87, 123)
		The responsibility and the commitment played a huge role in this project due to the

	fact that without these two thing the project could not have the expected outcomes. (135,136)
<p>FOCUS GROUP:</p> <p>73. Entrevistador: Básicamente esta entrevista tiene como objetivo, ahondar más en las reflexiones y ver como son las percepciones con respecto al proceso, que ustedes nos digan abiertamente que les pareció,</p> <p>74. cuáles son las dificultades, cuales son las ventajas, básicamente es eso.</p> <p>75. Que cambios le harían.</p> <p>76. Profesora 1: Bueno entonces, A mi sinceramente no me gusto el cuento mucho.</p> <p>77. Entrevistador: ¿Por qué?</p> <p>78. Profesora 1: Por el tiempo, Porque se tenía uno que salir mucho del cuento que estaba para meterse en este, pero el mayor problema que yo le encontré es eso.</p> <p>79. Y que me gusto... que habían temas buenos, al principio ellos mostraban como apatía, eso lo puse yo ahí en las hojas, pero después cuando uno ya mostraba el videíto o reformaba las lecturas, entonces ya como que ellos le iban cogiendo más entusiasmo porque ellos son apáticos inicialmente,</p> <p>80. entonces eso le veo fortaleza en que los temas les gustaban porque hubo unas lecturas buenas hubo otro... no los tengo todos presentes pero si..</p> <p>81. algo que me pareció más chévere fue que las clases se vieron organizadas, porque esos lessons lo ayudan mucho a uno a saber cuales son las secuencias de la clase, entonces de esa manera nos ayuda a ser más organizados.</p> <p>82. muchos de los temas de ahí, están en el PEI, entonces esa partecita me gusto, como yo lo hice con grados inferiores y no con superior, en el superior si vi que como se les vio, pues, como se les veía el provecho,</p> <p>83. fortaleció la comunicación en la lengua extranjera.</p> <p>84. Entrevistador: ¿Hubo mejora en la lengua?</p> <p>85. Profesora 1: Si hubo mejora, porque uno los reunía en los grupos Entonces la comunicación se fortaleció un poquito pero como tenemos la falencia de grupos tan numerosos y nuestros periodos son de 45 minutos entonces el asunto iba lo mas de bien cuando suena el timbre, queda uno como en la mitad del cuento.</p>	

<p>86.</p> <p>87.</p> <p>88.</p> <p>89.</p> <p>90.</p> <p>91.</p> <p>92.</p> <p>93.</p> <p>94.</p> <p>95.</p> <p>96.</p> <p>97.</p> <p>98.</p>	<p>Entrevistador: Precisamente a ese punto quería llegar, y traje una pregunta sobre eso, que es sobre esos grupos, como fue la conformación de esos grupos, que respuestas mostraron los estudiantes al trabajo en grupo, si fueron apáticos, si les gusto.</p> <p>Profesor 2: A mi me pareció bien, de pronto apáticos cuando veían lecturas tan largas, aunque yo primero la hacía larga la primera pero yo la que repartía en los grupos era por partes....</p> <p>Profesora 2: pero el trabajo en grupo fue interesante, porque fue como un reto hacerlos a ellos trabajar así; entonces uno tenía que buscar como diferentes técnicas para que los estudiantes se motivaran pues muchos querían trabajar solos.</p> <p>ustedes saben que en bachillerato somos un poquito gramaticales, que es lo que pide el icfes en el icfes a nadie lo ponen a hablar.</p> <p>La competencia comunicativa es muy importante para la vida, para la práctica del idioma pero cuando se van a enfrentar a cualquier tipo de prueba no, ¿sabe que me parece que me faltó a mi?,</p> <p>fortalecer el listening, porque hubo speaking, writing, pero listening me pareció que me faltó fortalecerlo a mi.</p> <p>Entrevistador: ¿Como es la relación en su clase de inglés- Español, más o menos que porcentaje se utiliza de español e Inglés?</p> <p>Profesora 1: 50-50</p> <p>Profesor 2: yo creo que un 80% de inglés porque yo exijo demasiado el uso de la lengua ingles en las clases, no solo me la exijo yo sino de que ellos saben de que por sí la clase implica que se hablen, así los términos no sean precisos en pronunciación o no sean los más acomodados al sentido y significado de la palabra pero que utilicen el inglés porque eso les permite a ellos a despertar y tener más fluidez,</p> <p>o sea que se puede decir... que ellos hablan inglés pero con ciertos grados de confección, ciertas pautas que yo les tengo que dar, yo hablo con ellos normal como si estuviéramos en estados unidos, yo les pregunto entonces yo les acomodo todo.</p> <p>Profesora 1: Perdón no con todos</p> <p>Profesor 2: No con todos, pero si con la mayoría, ellos participan hablan y a unos hay que impulsarlos ellos se pegan en un verbo, uno los empuja y siguen, entonces que se trata con eso de que el mismo ingles les permite</p>	
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<p>99.</p> <p>100.</p> <p>101.</p> <p>102.</p> <p>103.</p> <p>104.</p> <p>105.</p> <p>106.</p> <p>107.</p> <p>108.</p> <p>109.</p>	<p>a ellos incrementar su fluidez pero a través de que suelten la lengua eso en el speaking, y eso le da pie para que los que están más quedados como que se sientan atraídos, como que eso sea un estímulo para ellos para los que no saben tanto y les toca ir a autoestudiar y practicar y venir,</p> <p>por ese lado es beneficioso el programa, que le vi yo, lo mismo que dice ella, el tiempo porque imagínese nosotros tenemos que responder, todo es escrito y hay que mostrárselo a la rectora, ahí todo es con unos parámetros de trabajo pero casi que no hay elasticidad en el tiempo, entonces ahí veo yo un problema para la investigación.</p> <p>Entrevistador: Yo creo que podemos llegar al punto con respecto a eso, como llegamos con la otra institución, ellos nos decían que para no tener esos problemas de tiempo, que el proyecto se implementara desde un principio y fuera acorde con el currículo durante todo el año lectivo.</p> <p>Profesor 2: Sería muy bueno, o que de pronto o que organizáramos un club en donde por ejemplo los sábados los estudiantes asistan los estudiantes que les guste y quieran para desarrollar el proyecto, como casi no hay tiempo.</p> <p>Entonces como el programa que ustedes traían era un poco extraño para los estudiantes, tocaba nosotros acomodarlos, por ejemplo como esos de la organización de una institución, eso tenía uno que acomodárselos a los niños, sobre todo las lecturas con un lenguaje un poco complejo.</p> <p>Entrevistador: si, entonces digamos en cuanto al desarrollo de la lengua cuales creen ustedes que son las habilidades que más se trabajó con este proyecto o que tuvieron mayor impacto,</p> <p>Profesora 1: para mi Reading y speaking</p> <p>Entrevistador: ¿Y la que menos?</p> <p>Profesora 1: yo listening, ¿usted?</p> <p>Profesor 2: el listening, hay estudiantes que de pronto no le captan mucho a uno pero ellos son capaces de que con una sola palabrita de ampliar la información, así como vimos en la entrevista que usted hizo esa vez (Se refiere a unas grabaciones realizadas por nosotros para recoger la información en cuanto al trabajo de los estudiantes)</p> <p>Entrevistador: sin embargo lo que yo vi, en la</p>	
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	entrevista que hicimos es que a pesar de todo, la habilidad de listening en buena porque hay en ciertas partes donde usted le dice algo a los estudiantes en inglés y no comprenden, yo veía que usted les decía algo y ellos entendían, es algo significativo.	
110.	Profesor 2: exacto, por ese lado creo que el proyecto sirvió porque me exigió más a hablar en inglés, y así los estudiantes va mejorando sus habilidades de listening también.	
111.	Profesora 1: ¿y ustedes como vieron la cosa? Como vieron el asunto, el desarrollo del programa de las veces que venían a las reuniones,	
112.	lastima que últimamente no podíamos, porque el colegio mantiene en mucho cuento, lo otros también, pero nosotros mucho más, ¿Cómo vieron el asunto?	
113.	Entrevistador: Nosotros la verdad estamos muy agradecidos con ustedes porque hicieron el mayor esfuerzo para llevar este proyecto a cabo, nosotros sabemos cómo decían ahora, para los estudiantes podía ser algo extraño, ustedes trataron de que ese proyecto le llegara a los estudiantes.... La disposición que mostraron, sabemos de que definitivamente el tiempo fue un limitante, muchas veces las actividades que planean para una clase, pero resulta que muchas veces la institución programa otra actividad, por ese lado nosotros los entendemos.	
114.	Profesora 1: Ustedes solo trabajaron con nosotros y con pablo bello, ¿verdad?	
115.	Entrevistador: Si señora.	
116.	Profesora 1: Y ya acabaron en cuento, esto queda mocho y el otro año nada, porque esto forma parte del trabajo de grado de ustedes, y del cuento de las regalías y eso, pero ustedes ya se gradúan y listo.	
117.	Entrevistador: sin embargo no creen usted que.....	
118.	Profesora 1:Claro que ya dieron las herramientas para que continuemos.	
119.	Entrevistador: exacto al ser un proceso que ustedes mismos implementaron, las bases quedan dadas para que ustedes mismos lo puedan retomar el año siguiente.	
120.	En cuanto a la metodología a ustedes les gusto, no les gusto, ¿ la volverían a implementar?	
121.	Profesor 2: Si, pero acomodándole, haciéndole algunos ajustes	

122.	Entrevistador: ¿Que ajustes?	
123.	Profesor 2: por ejemplo los textos, más cortos, con un mensaje claro que los deleite. Cuando es tan largo pierden el interés.	
124.	Profesora 1: por ejemplo los videos me gustaron, cortos y con un buen mensaje, fácil de entender.	
125.	Entrevistador: en cuanto a la temática, los elementos del PEI y esto, ¿cree que fue interesante, adecuado, que se pudo integrar al proyecto a la metodología?	
126.	Profesor 2: Muy bien, la aplicación de los planes de clase fue interesante ya que permitían que el proceso de enseñanza fuera mas estructurado y productivo por el uso de secuencias de actividades encaminadas a la obtención de un objetivo general.	
127.	Entonces eso los motivo a hablar, así que por ese lado también me gusto que promovió la habilidad de speaking.	
128.	Profesora 1: entonces nosotros si le vimos muchas fortalezas, debilidades, el tiempo no más, los lesson plan estaban bien, esas etapas que habían ahí, que se plantean también estaban bien,	
129.	donde nosotros tuviéramos clases de 60 minutos no sería tan grave, mientras uno llega acomoda y eso, siempre se pierde tiempo, en realidad la aplicación del lesson plan es como media hora y yo por ejemplo si no sería debilidad mia en que yo me centre solo en un grupo, yo no me voy a ir con todos los grupos con esta historia porque me voy a atrasar en todos, son dos décimos y cogí uno solo.	
130.	Entrevistador: esa era la idea que planteamos en el principio, que un grupo piloto.	
131.	Profesora 1: Lastimosamente ustedes no pudieron mirar el trabajo que hice con los estudiantes, y no pudieron grabar....	
132.	En este colegio hay muchos estudiantes que les gusta el inglés, no vamos a decir que un salón de 40 a todos les gusta pero si es más o menos por mitad, hay muchos que se interesan que uno los puede utilizar como monitores porque son juiciosos, y eso es importante. ¿What else?	
133.	Entrevistador: yo creo que de pronto la última pregunta seria, el aprendizaje autónomo entre los estudiantes, tenían que estar ustedes encima de ellos y recordarles o ellos mismos decían que esto es lo que	

	llevamos.	
134.	Profesora 1: Ustedes saben que generalmente el estudiante de colegio, hay que recordarles.	
135.	Entrevistador: Pero entonces los estudiantes si se comprometieron	
136.	Profesora 1: Si, ellos son muy responsables.	
137.	Entrevistador: profes muchas gracias.	
138.	Profesora1: Pues lo sentimos mucho de que de pronto vaya y se moche el cuento pero entendemos que de pronto algo de la metodología que se implementó, la podemos así sea con los temas de nosotros,	
139.	Y podamos implementar la metodología, porque por grupos funciona, eso siempre no puede ser individual, por grupos también es bueno trabajar.	