

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

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RESUMEN

Este proyecto de clase tuvo como propósito que tanto estudiantes bachilleres como docentes y directivos del Instituto Agropecuario Veracruz ubicado en Santa Rosa de Cabal y la Institución Educativa Instituto Guática; se apropien del Plan Educativo Institucional (PEI) mientras desarrollan sus habilidades en el idioma Inglés a través del trabajo colaborativo con el fin de lograr la visión 2032 Colombia bilingüe. Este proyecto se desarrolla a través de la metodología: Pedagogía Basada en Proyectos (Project-Based Instruction) el cual el estudiante es protagonista de su propio desarrollo académico a través de unas fases implementadas para su uso correcto. Debido a que no hubo una implementación directa del plan de clase por parte de las diseñadoras, se utilizaron diferentes métodos para la recolección de datos, estos fueron: entrevistas, formatos de reflexión y grabaciones de audio. Los resultados obtenidos al final de este proyecto fueron la incrementación de la motivación y participación de los estudiantes a través del trabajo colaborativo; además de la apropiación del PEI a través del proyecto el cual les permitió practicar las habilidades del Inglés en diferentes contextos.

ABSTRACT

The aim of this classroom project was to high school students, teachers and principals of the Instituto Agropecuario Veracruz located in Santa Rosa de Cabal and the Institución Educativa Instituto Guática; take ownership of the *Plan Educativo Institucional (PEI)* while at the same time, the English languages abilities are developed throughout the collaborative work in order to achieve the vision 2032 Colombia bilingüe. This project is carried out by the methodology: Project-Based Instruction (PBI) which the students are the protagonist of their own academic development through the implemented phases that allows the proper use of the methodology.

Due to there was not direct implementations of the lessons plan by the designers, different methods of data collection were used, and these were: interviews, reflective logs and audio recordings. The results obtained at the end of this project were the increasing students' motivation and participation throughout the collaborative work; besides the appropriation of the PEI based on the project methodology which allowed the learners to practice their English skills in different contexts.

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JUSTIFICATION

The process of acquiring / 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 (P.8).

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 Bilingüismo 2015 - 2025” 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 these 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 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. In addition, a study developed by the SENA (2012) determined that only 7% of university students between 17 and 25 years

have been involved in the learning of English, and from these, only 4% of them achieve an A2 level, and 3% an A1. 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 readaptation process entails an analysis of the cultural background and affective filter that stimulates the beliefs, ideas and imagination that help teachers create an adequate teaching 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.

Based on our perceptions and experience as a learners, 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 Weng et.al (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; in that sense, the collaborative learning helps to encourage learners to use their second language in real contexts. 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 see 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 above; such as, the low English level in the institutions, how to adequate the teaching and learning environment, the teachers roles in order to develop civic and academic skills, encourage the students' innovation, motivation and critical thinking skills, and the teacher-centered classrooms. 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.

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, due to the fact that 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 behaviour 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.

In order to recap, "Project-Based Instruction for the Appropriation of the Strategic Framework in the five Non-certified Municipalities of Risaralda" can be established as a classroom 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).

This classroom project is part of a greater project that seeks the continued implementation of modern methodologies that can improve the learning of a second language. 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 two 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; second, students' responses in regards to the implementation of this specific methodology.

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 classroom 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

The process of Language Development starts in early years of life, several theories intend to describe how it occurs, and which stimulus are required to children pass through babbling to isolate utterance until a more structured speech. According to Pinker (1994), language is an innate quality to humans, supporting the idea as it follows:

“Language is not a cultural artefact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently”
(p.18).

From the theoretical perspective, it is feasible to assimilate that language development in terms of L1 acquisition, is naturally and systematically shaped by our intrinsic evolutionary machinery, and does not depend on any sort of formal educational instruction, or essential nurture artefact in order to spontaneously spring up in children.

Although, the Second Language Development differs of the L1 in learning, and

improvement, the theoretical implications of language development when this is understood as the improvement of communicative skills in EFL vary drastically in comparison to the initial asseverations presented. That is the reason why a restatement of linguistic concepts regarding second language acquisition (SLA) and L2 development under this perspective is called for. Initially, it would be quite useful 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). In addition, Gass (1990) points out further characteristic factors determining language development in L2 in the following way:

“Foreign language learning differs in success, in the character and uniformity of the resulting systems, in its susceptibility in factors such as motivation, and in the previous state of the organism: The learner already has knowledge of one language and a powerful system of general abstract-problem solving skills” (p.41).

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 Cummins (1991) 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- behavioural 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 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. This assertion is supported by Spada and Lightbown (2006) in the sense 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 for 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 in terms of creativity and problem solving 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 research 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 Lightbown and Spada.

Therefore, the following pedagogical approach is to be adopted and developed for English Language Instruction within the framework of this research study, 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

Definition

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.'s (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, Donna - Van Duzer, Carol, 1998). Such definition determines PBI is an oriented-goal approach; however, 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 (Thomas, 2000). 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)

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” (Boumová, 2008); 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 of 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.

It is relevant that the learners are exposed to a preparation phase before formally

starting the project, in order for Ls' to get involved with the class- work via communicative activities that allow them to feel more comfortable by doing information gap activities, learner to learner interviews, role plays, simulations, field trips and writing practice tasks with peers that encourage learners to collaboratively work with their classmates. In addition to the preparation stage for specific language, it is also important to do some training in data collection methods such as gathering information via interviews, asking questions and taking notes through activities that consist on implementing problem-solving strategies, use of language for negotiation, and methods for developing plans.

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; nonetheless, we recognize five 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, development of problem-solving skills and lifelong learning.

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 make learners "become engaged builders of a new knowledge base and become active, lifelong learners" (p. 9) 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 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 when she claims 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, PBL Guide (National Academy Foundation, 2011) 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 PBL 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 (2011) declares 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 Vygotsky 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 play 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.

Lifelong learning: One of the challenges that teachers of any subject have to face is the way of promoting effective lifelong learning skills to their learners. Learners need to develop strategies for self-assessing in order to identify strengths and difficulties, they need to be independent and autonomous so as to take responsibility of their learning process and evaluate the results (Sprague School District, 2008); furthermore, the curriculum needs to be "meaningful" so the learners find the purpose of learning; "socially responsible" so the learners are aware of social needs and develop citizen sensitiveness; "reflective" so the learners develop critical-thinking; "holistic" in order to have a connection among all the subject matters; "open-ended" where it gives the opportunity to learners to go beyond the expected outcomes; "goal-based" so the learners create a sense of achievement; and "technological" in order to provide the tools for learners become effective digital users (Malaysian Ministry of Education, 2006)

Teacher's role:

In Project Based Instruction, as we 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. Egenrieder (2010) explains 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 having autonomy to reorganize their ideas is one way of giving them the opportunity to be responsible for their decisions.

Relation between 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 (ibid) 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 (PBI), 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 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; in that way, 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 et. al., 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, these projects should allow learners to 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. (Ravitz, Hixson, English, Mergendoller, 2012).

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. 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 learning (PBL) in the teaching of English as a foreign language (TEFL). The researcher is concerned about the methodological changes that the implementation of PBI in EFL 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. Additionally, the researcher also anticipates the benefits that the implementation of the PBI approach may have; therefore, he cites the work of Fried-

Booth (2002) where she states that the project work contributes to language learning inasmuch as it provides opportunities for students to develop their confidence and independence. 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, research was conducted with the purpose of unveiling how PBI contributes to foreign language development, critical thinking, motivation and social skills; in that sense, not only did the project 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.

Even Though this study focus might be limited on the grounds that there is a small number of participants and there is just one case study that tends to generalize the research findings.

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 learning. 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.

Second related 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 PBL 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. The questions addressed in this study were stated as it follows:

1. Is there a significant difference between the achievement levels of the students in the experimental group and the students in the control group in terms of the usage of project-based learning?

2. Is there a significant difference between the attitude levels of the students in the experimental group and the students in the control group towards the lesson in terms of the usage of project-based learning?

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 dealing with a number of tasks proposed in the unit of past activities, 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 does PBI deal 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 conducted in Thailand.

Another related study regarding Project-based Learning was conducted by Poonpon (2011), it deals with the implementation of PBL 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 PBL 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) & Willie (2001) that PBL is focused on learning by the means of students-centered, interdisciplinary, and integrative activities in real contexts.

In that sense, PBL deals with the teacher's role 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, Poopon (2011) claims that over the years, the strategies have changed and currently PBL 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 PBL 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.

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 r needs. This study was articulated under the inquiry of the following 2 research questions:

1. What are Thai university students' opinions about the implementation of problem-

based learning, in the form of an interdisciplinary-based project, in an English language class?

2. What are Thai university students' opinions about how problem-based learning can enhance their four communicative skills in English (i.e., listening, speaking, reading and writing)?

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 research project could be implemented. From a similar perspective, this study helps the teacher-researcher 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 classroom project entitled as *The implementation of Project Based Instruction for the appropriation of the strategic framework in 5 non-certified municipalities of Risaralda* 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. During the development of this classroom project, the 12 non-certified municipalities started the process; however, just 5 of these municipalities finished it. This classroom project was carried out at two Public schools called *Instituto Agropecuario Veracruz* located in *Santa Rosa de Cabal* and the *Institución Educativa Instituto Guática* with a pilot group in each grade. The Institutional principles of the *Instituto Agropecuario Veracruz* upon which the educational English process are based on the students' human development are: *Love* as the as the driving force behind human events; *Freedom* as a constituent part of every human being who carries autonomy, responsibility, and self-consciousness; *The person*, as a subject of its own development and social, historical and cultural actor, who needs to rediscover its commitment to the community; *Leadership*, requirement and demand in the knowledge society, a mechanism to increase our commitment and involvement in social change.

In addition, the *Institución Educativa Instituto Guática* principles are: *Love* for what is done every day; the *Conception of life* as a sacred experience; *Family* as the primary forming agent of the individual in its core values; *Strengthening autonomy* in every child, youth and adult that are part of the educational community; *The respect* of the human being

in its essence, with their difficulties and their strengths; a comfortable *Learning environment* where teachers and students can be active agents of their own knowledge.

As another point, English teaching at these schools is oriented by the standards of the “*Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*” defined by the Ministerio de Educación Nacional in order to improve the quality of the education system to develop citizens that are able to communicate in English. In that sense, in the *Instituto Agropecuario Veracruz* the number of English hours that each grade faced are according to students’ needs; the students of 6°,8°,9° and 10° grade are exposed to two hours per week; and the students of 7°and 11° grade are exposed to 3 hours per week. On the other hand, in the *Institución Educativa Instituto Guática*, the numbers of hours that the students faced from 6° to 9° are 3 hours per week; and the students of 10° and 11° are exposed to two hours per week.

Participants

This classroom project had the support and guidance of the teachers of English subject, the directives of each Institution, and the researchers of this project.

Students

In the *Instituto Agropecuario Veracruz*, this classroom project was carried out with a pilot group at each grade level with a total of 169 students; the high schoolers’ ages range between 10 and 17 years old; 92 out of the 169 were boys and the other 77 were girls. Most of the students were in A1 level and just 5 students of 10° grade were in A2 level; due to the fact that they were studying English at the Centro Colombo Americano.

Regarding to the *Institución Educativa Guática*, this classroom project was also implemented with a pilot group each grade of the Institution from 6° to 11° with a total of

202 students, the average number of students per group were range between 28 and 42 learners, the students' ages range between 10 and 18 years old and most of the students were in A1 level.

In both institutions, the students were aware about the importance that the English has nowadays, their interests related with this project were the collaborative group and competitions according to the topic; given the fact that they had roles according to students' abilities.

Teachers

As mentioned before, in Santa Rosa de Cabal this classroom project had the guidance of two teachers of English subject; the teachers' role was to implement the lessons that were sent to them. The teacher 1 who taught grades 6^o, 7^o and 8^o was graduated from *La Normal Superior de Risaralda* since 2000, she coursed until the 14th level of English at the Colombo Americano, in 2001 she started to work in *La Normal Superior* with pedagogical innovation projects; in 2002 she worked with kindergartens; in 2003 she presented the professors' test and she had the appointment to work in Balboa. She has a degree in Computer Science from the *University of Tolima* since 2009. Also, she did some English courses with Institutions as SENA, Oxford, UTP, etc., since 2009 she teaches English at *Instituto Agropecuario Veracruz*.

The teacher 2 who taught grades 9, 10 and 11 has a degree in Modern Languages from *Universidad de Caldas* since 1997, He has two specializations; and nowadays, he is doing a Master degree in *Migraciones Internacionales* at the *Universidad Tecnológica de Pereira*. According to the last English test he was in B2 level, he had participated in programs for the implementation of English with the Colombo Americano, Universidad

Tecnológica de Pereira and Universidad Católica de Pereira; as well in 2006 he was in the English immersion program in San Andres for a month.

In addition, the *Institución Educativa Guática* one teacher guided the implementation of the project in all grades. The teacher was graduated from the *Universidad de Caldas* since 2002 from the *Modern Languages* program. He had participated in programs and training proposed by *Secretaría de Educación*.

Lesson designers

The role that we both had was to plan the lessons for the teachers' Institutions that were sent each week according to the teachers' reflections.

Design

General design

This classroom project was developed by the methodology described above 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 English language; moreover, it was aimed to the improvement on the teaching practice of the in-service teachers of the municipalities of Risaralda.

In order to implement the Project-Based Instruction methodology, we followed the six steps proposed by Barret (2005) which were integrated in three phases designed by Moss et al. (1998). The first phase consisted on two steps that corresponded to the presentation of a Project, in which the students were engaged to develop it and make an action plan to solve it. This phase initiated when the teacher proposed a Project which needs to be solved throughout a process. To develop that project, students needed to create a group in which they defined

what the project was, the skills and knowledge required, and the agreement on a possible action plan that contributed to the project development; this phase was crucial as it was necessary to engage the learners in the project with a topic which could 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 was when students started to develop 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 collected 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 was related to the presentation of the final product and the reflection. Arguably; in this phase, students would 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 opportunity to the students to express their thoughts about the project and the process itself with the teacher and their peers.

Specific design

The lessons plan were designed based on Project Base methodology; took into account the E-S-A model proposed by Harmer (2011) and the translanguaging suggested by García and Wei (2014) in order to develop the lesson appropriately. This first model consisted in three phases, *Engage*, referred when teachers must had the students' attention and interest.

This should be through an activity in which the students' interest, curiosity and attention were increased. During the *Study* stage, the lesson was focused on language and how it was constructed; the teacher could use a variety of teaching styles to present the topic focusing on grammar, pronunciation or vocabulary. And the final stage was *Activate*, which it was when students used and practiced the language focused in the study stage.

In addition, the translanguaging allowed that the lesson was currently managed, in which the in-service teacher could select features strategically to communicate effectively what is the lesson about and increased the students' action and practice towards their second language. In that sense, the language selected to design the lesson was in Spanish in order to have a better understanding of the topics; in which the lessons plan designers stated where the in-service teacher could use English to explain the topic.

Furthermore, the lessons plan designers took into account the strategic framework in which each lesson plan covered a topic from it as the course where it was developed. The selection of the topics to each grade were based on the students' level by comparing the topics to each other and relating these to the subjects that the learners had already seen. These were the topics related to the strategic framework:

Grade	Topics
6th	Organigrama - Valores Institucionales
7th	Objetivos - Bandera y Escudo
8th	Principios - Descripción general del currículo
9th	Perfil del estudiante - Filosofía

10th	Misión - Visión - Políticas
11th	Proyectos institucionales

In that sense, the activities were also planned based on the students' level and needs; where they could use English in communication and rehearsing their previous knowledge, in which the students developed worksheets such as crosswords, puzzles, word searches, readings and sometime videos. Additionally, Project Based Instruction methodology allowed the students to increase their language skills such as; reading, writing and speaking where they were focused on the grammar structure in order to develop their tasks correctly.

Resources

In the execution of this project, we made use of materials used to guide the teaching and learning process. Firstly, the lesson plan that will lead the teacher throughout the pedagogical sequence in which the teacher will have specific procedures in order to develop the lesson; on the other hand, the teacher can 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, the teacher can provide handouts and worksheets in order to work on readings, diagrams and different kind of activities.

Moreover, students will collect information about their projects using all the technological devices which are available such as tablets, mobile phones and computers; also the use of non-technological aids such as books, photocopies or articles. The information collect will be shown using posters or slides in the presentation stage. Finally, more traditional resources such as the board and markers will be 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 need to have anticipated solutions to possible problems such as lack of video beam, computer, or any other technological devices; therefore, the use of other kinds of tools such as board, markers, photocopies, posters, books are proposed in advance in order to solve this kind of difficulties.

Reflection

The main purpose of the reflection is to identify if the Project-Based Instruction methodology can be useful to enhance the English language skills. In that sense, we will use one of the two types of reflection proposed by Schön (1983) which is *on action reflection* due to we will not implement the classes, the in-service teacher will do it and he/she will reflect about the classes; this type of reflection will give us a constant evaluation of the project development. This reflection will be both the teacher and us as researchers seeking the observations resulting from the implementation of the methodology, to be applied for the following classes. In order to monitor this reflection, we will follow three steps which allow us an organized sequence of reflection a *Reflective Log* (Appendix 1), a *focus group* and a *final evaluation*.

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

Focus groups consist in an interview which is going to be conducted at the end with the teachers as well as the students of the different institutions involved in this project with the aim of analyzing the impact of project based methodology regarding language development and the strategic framework appropriation.

Final exam will be made at the end of the process; students will do a presentation in which they will show the project developed in written form as well as orally. Therefore, assessment criteria will be followed by the researchers which are aimed to evaluate the students' performance in terms of language proficiency and in particular their productive skills.

RESULTS

This section contains the information collected and subsequent conclusions after the data analysis procedure. The following results are the association of what the in-service teachers learned and the students developed towards the PBI methodology.

Professional growth

- ❖ **Project Based Instruction required team work to strengthen the relationship and interaction amongst students.**

The necessity to include team work tasks to improve the interaction and communication between the participants in “Project Based Instruction” (PBI) methodology is essential for its development and success. The support for this particular concept was taken from the teachers' reflective logs.

VT1 RF 1 L 47/62/76 (9°-10°-1°)...Se conformaron los equipos de trabajo teniendo en cuenta como criterio que cada uno integrara el equipo en el que quería estar y cada teamwork asignó los roles a cada miembro...

By allowing the students to establish their own groups, it encouraged them to work cooperatively towards a common goal, be autonomous and responsible for their own learning, be empowered with tools that allowed them to rely on each other abilities and strengths to overcome challenges and difficulties, and make the learning process more meaningful than the more traditional methodologies.

VT2 RL 1 L 29-31 ...la metodología basada en proyectos es una estrategia activa, ya que le permite al estudiante trabajar en equipo, construir sus propios conocimientos y empoderarse de sus aprendizajes y darle sentido a su vida cotidiana...

The previous entry provides evidence about the importance and impact of team work tasks in PBI, it also explore the idea of how skills developed through this methodology can be transferred to real life scenarios and experiences that are highly valuable in our modern society, as it is established in the Project-based Learning Handbook (2006), “Project-based Instruction activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices.” Based on the previous assertions, it is evident that the in-service teacher inferred that the PBI methodology can promote a collaborative necessity between the members of a team to accomplish a collective objective. This methodology also allowed the learners to have more freedom and autonomy over their own learning, and helped them acquire or master essential skills for their academic and personal lives.

V T1 RL 1 L 106...Los estudiantes tienen claro cuál es la función de trabajar en equipo y compartir ideas y responsabilidades...

From this fragment, we can interpret that the constant sharing of ideas, experiences and opinions between the team members strengthen their relationships, allowing them to be more capable to deal with different challenges and negotiate different perceptions and positions to deliver an expected outcome. The learners assigned their own roles taking full responsibility for their own progress and the in-service teachers did not influence their decisions, the way they operate as a group and how to proceed with their assignments and tasks. According to Heguy (2006), PBI approach is focus in the learner's active role in their learning process, the author also claims that learner's autonomy and responsibility is guided into a collaborative and cooperative learning process by PBI.

I.G. T RL 5 L 160-161...El trabajo en grupo es primordial para apropiación del nuevo conocimiento y con una buena retroalimentación se crea un ambiente favorable para el aprendizaje...

The in-service teachers provided meaningful and enriching feedback that guided more properly the process, helped the learners fulfill the requirements for the course and set a more appropriate environment that facilitates the learning, the communication between the team members and the establishment of rapport between the students and the in-services teachers.

I.G. T RL 2 L 27-31...La pedagogía basada en proyectos pretende fortalecer el trabajo en equipo, llevando a la formación de personas que apunten a la eficiencia y eficacia de los aprendizajes a través de un trabajo cooperativo que debe involucrar a los actores: maestros-alumnos. Con el desarrollo de estas actividades se ha

implementado en un mayor grado esta pedagogía, gracias al material empleado, al trabajo organizado y a las competencias desarrolladas...

From the previous sample, the in-service teacher concluded that the PBI methodology was an efficient tool for the proper development of a learning process since it helped enhancing the team's' dynamic and communication, and the cooperative work. Adderly et al (1975), indicated the importance of a methodology based on projects in order to provides the opportunity for intrinsically motivating students to learn, encouraging problem solving, and developing independent and cooperative working skills. The materials designed, the activities appropriateness, the organization to carry out the activities and the competences selected to be accomplished, they all were essential elements for the success of the PBI methodology, turning the learners into autonomous students and making the learning process more meaningful for them.

❖ Project Based Instruction as a tool for second language acquisition

As it was discussed in the previous finding, the main objective of any teaching methodology or approach is facilitating the process for the participants to learn better and efficiently. PBI provides a unique tool for the learners to acquire English as a foreign language more effectively by exposing them to a different learning methodology that creates a more appropriate environment to learn. PBI also permitted to change the learners' habits and routines, leading to the exploration of more meaningful content that is useful for the learners' lives and allowed them to be empowered with an immersive role that ultimately generated more committed and engaged learners with their own language learning experience.

One of the teachers witnessed positive behavior from the learners towards PBI methodology, as well as some professional growth evidence in the following log.

VTI FML 600 - 603 ...me permitió pues abrir puertas para que los estudiantes cambien esa parte monótona de estar siempre en una clase magistral, por ser ellos los actores del conocimiento y los constructores de su propio conocimiento; entonces pues pienso que me fortaleció mucho, me gusta mucho la metodología...

It is evident that the teacher perceived that a change in the teaching methodology and routines, created a better disposition and attitude towards the language learning process through PBI since it provided a more engaging and autonomous role that let the learners be in control on how they want to learn the content proposed by their facilitators. Learners need to develop strategies for self-assessing in order to identify strengths and difficulties, they need to be independent and autonomous so as to take responsibility of their learning process and evaluate the results (Sprague School District, 2008)

The teacher also recognized some professional growth and improvement in his or her teaching techniques due to a shift in the way they approached and perceived the language learning process by switching from a teacher centered to a learner centered methodology.

❖ The design, implementation, competences appropriateness and the shift from teacher-centered to learner-centered methodology: keys elements that enhanced the learning process through Project Based Instruction

This whole research project has been an enriching experience not only for the learners and teachers but for the researchers as well since they played a very important role as designers of the materials and the activities that were developed through PBI. As designer,

the researchers faced a tough and demanding challenge of understanding what the learners needed and required to successfully acquire a foreign language through a not so common methodology as PBI. Nevertheless, with the exploration of different theoretical input and the constant practice of designing, they were able to improve their skills and create activities and material that were aligned with the official policies and required competences, and were appropriate for the learners' age, needs and level of proficiency.

In the following statements, some teachers' reflections about the materials and activities provide evidence about the impact of the design in PBI.

VT1 RL 4 L 271-272 (9°-10°-11°)...Considero que las actividades propuestas se ajustan al grado noveno y que son muy apropiadas y conducen a una mejor comprensión de la temática...

As stated by the teacher, the activities were appropriate for the learners' level and allowed a better comprehension of the topics and content. The design process required a throughout analysis of the learners' needs and it was only achievable through the constant communication, interaction and the feedback provided by the in-service teachers that guided the design of the material in the desired direction for the proper implementation and the success of the PBI methodology.

I.G. T RL 2 L 33 – 36 La experiencia de trabajar el lesson No 2, permitió desarrollar una clase muy didáctica, ya que la ayudas audiovisuales estuvieron a la altura y despertó el interés de los estudiantes ya que es un programa que todos los estudiantes conocen, igual que sus personajes y aterrizarlos a un contexto real fue de gran

importancia para fortalecer este vocabulario e implementar la estructura del verbo to be.

The inclusion of activities and materials that were appealing, engaging, and which included real context situations that permitted a better relation between prior knowledge and new content increased the interest and attention from the learners towards the language learning process and helped achieving the lesson objective which was the acquisition of vocabulary and improvement of the verb to be structure. According to the established by Egenrieder (2010), the facilitator requires to design a guided question that will lead learners to achieve the school's curriculum and enhance the exploration on their own interest. Moreover, the adequate planning of the lesson helped the teacher developing the session, supported the methodology principles and aims, and facilitated the learners' comprehension and a better acquisition of the knowledge intended.

The implementation of the PBI methodology has been proven as a satisfying and encouraging experience for the teachers since it has integrated different elements that improve and facilitate the learning and teaching experiences as expressed in the previous reflective logs. Nevertheless, it also required a shift in the teaching perception and how it should be develop. Traditionally, the teacher's role was as a content provider and the learners were the mere vessels of the content that is not very interesting or appealing to them. By changing from a teacher centered methodology to a learner centered, students were given the tools and resources to take responsibility for their own learning and were able to explore interesting and meaningful content and materials that facilitated the process.

❖ **The students' lack of experience working in groups, the recognition of their roles, the amount of students in a grade, the learning environment and the use of audiovisual aids: components that affect the implementation of Project Based Instruction during the teaching and learning process**

Teaching a second language is a challenging and demanding task even for professional and experienced teachers since it requires proper planning, excellent teaching methodologies and techniques, and more importantly students' engagement, positive attitude and proper disposition to learn. Through the implementation of PBI, the learners in some public schools were benefited with a different methodology that let them be in control and take responsibility of their own learning process. However, some difficulties such as lack of experience working in groups, not being aware of their own roles, the large numbers of students making difficult the collaborative work and the requirement to use a different setting or learning environment were presented throughout the PBI implementation process.

Some of the teachers witnessed and expressed the lack of experience and difficulties to work in teams by learners as stated in the following reflective log.

V T2 RL 2 L 90... los estudiantes tuvieron dificultad para trabajar en equipo, para aceptar a sus compañeros. Se presentó un caso de discriminación a un estudiante...

It is evident that PBI relies extremely in the relationships between the participants and how effectively they can work as a team. The Project Based Learning Handbook (2006) explains that students have an active role in PBI as learners plan, design, research, propose, evaluate and implement based on their own ideas. By not establishing rapport among the

learners, the whole PBI implementation process struggles to achieve the main objective which is learn cooperatively meaningful content.

One of the strategies used to improve the relationships and encourage proper teamwork was the constant reminder of the importance of their roles and support for the benefit of the group. Nevertheless, if the learners do not recognize their roles, characteristics and functions inside their teams, the implementation and achievement of the objectives become more difficult since it demands more time to explain and solve doubts which hamper the progress and fluency of the process. As expressed by a teacher in the following sample.

V T2 RL 3 L 229 ... en cuanto a la organización de los teamwork algunos estudiantes no reconocen cuál es su rol por lo que se hace necesario explicarles de nuevo en qué consiste cada uno de los roles...

One of the most important and remarkable characteristics of PBI is the autonomy given to the learners to solve problems using collaborative work without the constant supervision and guidance from a teacher as Solomon (2003) argues, during the course of this process the teacher's role is to guide and advise, rather than to direct and manage the students' work. However, a proper assignment of the roles is necessary for the development of the methodology. If the learners are confused by their roles, teachers have to explain them focusing on the qualities of the roles for their internalization and awareness thus they can excel in their groups.

Another challenge that makes difficult the implementation of PBI and collaborative work in a Colombian setting is the high amount of students. As highlighted in the following teacher's log.

V T2 RL 2 L 94... no conformaría los grupos tan numerosos porque esto ha impedido un agradable trabajo en equipo...

The lack of experience working with PBI and the high number of students in each group made a demanding task to implement the methodology throughout the first sessions. Adding to this the misunderstanding of autonomy's concept as Heguy (2006) points out that autonomy does not mean isolation, but it is intrinsically connected to the concept of social commitment; disrupt the implementation of the PBI approach. Some actions to assure the proper development of the methodology were considered and done such as reducing the teams for better comprehension and establishment of a proper learning environment.

Another major issue encountered during the implementation of PBI was necessity to use a different learning setting and moving to a more adequate environment when audiovisual aids were necessary.

I.G. T RL 1 L 10 – 12... además con las ayudas audiovisuales se gasta más tiempo del previsto ya que hay que mover a los estudiantes del salón y volverlos a organizar para iniciar la clase es un poco demorado.

ICT's activities were incorporated into the lesson plans with the only purpose to contextualize the learners with the topics and content that was going to be developed. Nonetheless, these activities required a different setting which demands time for moving to a more suitable place, ultimately affecting and reducing the time to cover more relevant materials and activities. The use of the ICT tools is important in the development of PBI methodology taking into account the ideas of Thomas (2000): 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.

Students' responses

The following findings are aligned with the students' responses category which will be reflected through the teachers' reflective logs and documented experiences.

❖ The interest and engaged behaviors from the students towards the implementation of PBI methodology

Up to this point, the teachers' perceptions and reflections have been explored and analyzed which have provided enriching insights about the implementation of PBI in public schools. However, the reception through actions and behaviors from the learners towards the methodology are very important to establish the results and impact in their academic experiences. To address this concept some evidence can be found in the following statement.

V T1 RL1 L 13 – 14...los estudiantes de 6º4 son interesados en el tema de Teamwork, dan a conocer reflexiones muy sensatas y acordes a la situación y tema...

The learners seemed to enjoy and comprehend the instructions about the methodology and activities. They were interested by the idea of doing a project in which they were in charge of its development and outcomes; this is supported by authors as Adderly et al. (1975) who 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. The proper presentation of the topics and content

addressed, helped accomplishing better results and the contributions given by the learners were very relevant for the achievement of the objective previously established.

By having learners engaged and interested, the relationships and collaborative work are more relevant, meaningful and encouraging for the teachers since they noticed a better disposition and a proper attitude for learning. The support for this statement is evident in the following reflective log.

VTI RLI L 24 – 25...sus aportes con respecto al trabajo en equipo son acertados y se evidencia interés por el trabajo a realizar...

The PBI methodology established team work as a mean to reach a goal. According to Heguy (2006) PBI is a learner-centered approach which gives the learner an active role in his/her learning process and also it is claimed that an individual autonomy and responsibility is guided by PBI into a collaborative and cooperative learning process, for that reason the motivation to work cooperatively with the members of a team resulted in a better involvement with their respective roles to fulfill the necessary requirements for the development of the activities and getting significant results .

The PBI implementation, the activities designed and the competences proposed were initially intended for a very specific population: high school students from different rural schools. However, as it was developed within a varied range of grades, it was evident that regardless of the population, the PBI methodology can be an efficient and effective tool to acquire a foreign language.

VT1 FML 999...Pues en los grados inferiores tuvo muy buena acogida, a los niños les gustó mucho trabajar en equipo...

The PBI methodology and its more remarkable characteristic: teamwork is not restricted to a specific population. If this new methodology is well introduced, the topics are properly presented and the intended population is aware of the necessity to acquire a foreign language, it can be successfully implemented and with positive results. For learners who are beginning their learning experience in high school, who are constantly trying to establish their own identity, this particular methodology is very convenient since they do not have to face new academic challenges on their own and can be more confident with their roles and feel empowered with the support of a group that facilitates the development of the project.

❖ **The PBI methodology improved the participation and the development of the roles in the teams**

It is extremely important for the proper development of the PBI implementation that the learners participate actively from their respective roles. It was very rewarding for the teachers that the learners were highly engaged with the methodology and recognized their roles within each group. As mentioned by a teacher in the following sample.

VT2 RL2 L 134 -135...teamwork está dando buenos resultados ya que cada estudiante intenta participar en las actividades desde el rol que se le ha asignado...

The participation by learners increased after the establishment of the roles due to the fact that they had a very specific task, not wandering around or waiting for the appropriate moment to contribute. PBI approach is centered in learners need and gives them an active role in his/her learning process (Heguy, 2006), this conception enhance the autonomy and

responsibility of learners that is needed in a collaborative learning process. Each learner knew from the beginning their obligations and responsibilities and were aware of the importance of their work for the achievement of the objectives.

VT2 RL2 L 154 - 155...en cuanto a la organización y participación de cada uno en los teamwork fue buena puesto que cada uno asume el rol dentro del equipo...

The designation of the rules within each team was autonomously done by the own learners, that could be a reason for the increase and effectiveness of their participation as each member was committed with their roles and their performance was in concordance with was established since the establishment of the groups.

To avoid conflict and strengthen the communication within the teams, the assignment of roles has to be properly developed. If done so, the benefits for the implementation of the PBI methodology are more significant than expected.

VT1 RL 5 L 320...Interactúan entre sí tratando de cumplir roles, y resolver sus conflictos...

The roles assignment had to be developed considering the different characteristics that each member of the teams might have to improve the performance of each group. By designing activities that were suitable for their abilities or characteristics, the tasks were distributed fairly balanced letting each member fulfilling their tasks and encouraged an active and meaningful participation that helped developing the project successfully.

IG T RL3 L 74-75... los estudiantes estuvieron atentos a la realización del organigrama, ya que fue algo nuevo para ellos, además participaron activamente de la clase...

The internalization and acquisition of each of the PEI (Proyecto Educativo Institucional) elements developed through the PBI methodology was accomplished due to the authenticity of the activities designed since the prior knowledge of the learners was seriously considered for easier contextualization and motivation that allowed working on the content while learning a foreign language.

❖ **The oral interaction and the students' motivation and participation were elements that influenced the students' behavior during the implementation of Project Based Instruction methodology**

Lightbown and Spada (2006) state that the usual successful L2 learners are those who are motivated, as opposed to those students who are not motivated and are often inhibited and unsuccessful in terms of their L2 attitudes, proficiency and cognitive progress in that sense encourage the students to use their second language in an oral task is a challenging process; due to learners are not enough exposed to the English. The Project Based Instruction methodology allows the students to be more exposed to speak in English, given the fact that they should present the tasks that they develop during this process. Nevertheless, the students' motivation and participation were affected; due to the learners felt insecurity, anxiety and they did not comfortable presenting a task, those factors were presented during the implementation of the methodology.

In the following statements, the in service teachers' reflections deliver data about the lack of students' motivation towards the class.

VT1 RL1 L 38 - 39... aumentar el interés por la clase, pues hay algunos estudiantes pasivos, desconcentrados y haciendo otras cosas...

The issue about increase the students' motivation and enhance them to participate actively during the lessons was a challenge; due to the students have different learning styles and their attention is scattered easily, for those reasons the teacher's intervention is important to help the students face those elements, increase and reinforce the use of English, and develop techniques that encourage the students to participate.

VT1 R L561-562...pues que no los he visto súper activos, porque la verdad es un grupo muy pasivo que hay que desarrollar estrategias como para jalarlos...

The students should be engaged with the topic throughout techniques that increase their motivation towards the participation and help them to be more active during the activities proposed, this is supported by Cummins (1991) who states that 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.

IG T RL3 L95-96...sin embargo, no todos los estudiantes hicieron la actividad con la lectura...

The teacher concluded that there are activities where some students need more motivation than the others, for this reason the implementation of the lessons were

focused about the students' interest in order to achieve a good implementation of the methodology. However, the fact about increase the students' motivation, develop and design the lessons based on their needs were not enough when learners should develop an oral presentation.

V T1 RL 7 L 461-462 Los estudiantes se presentaron nerviosos por lo que tenían que presentar el cartel en inglés elaborado en la casa con el perfil del educando. Se les dificulta mucho el expresar frases en inglés durante la exposición por el temor a equivocarse.

The oral presentations were a demanding challenge; given the fact that the students do not have an appropriate manage of the language, their behavior was controlled by the panic and anxiety that they felt when they should present. In addition, motivate the students to feel comfortable was another challenge that the teacher and the students faced during the implementation of the methodology.

IG T RL 4L 112-113 Motivar a los estudiantes a hacer una presentación en inglés fue difícil ya que no se cuenta por parte de los estudiantes una buena fluidez verbal como para realizar una exposición...

The students' English level affected the teaching and learning process through the PBI methodology; however, the teacher's feedback allowed to students to feel more comfortable when they made their final oral presentations.

After a thorough analysis of the fragments and sample collected, we can objectively infer that the core concept of PBI is to make learning more meaningful. By making the learning process a collaborative experience through the implementation of team work task

and procedures, the main objective was achieved. It also enhanced the relationships between the participants, promoted an autonomous learning and encouraged learners to acquire and master skills that are essential in our modern society. We can also deduce that the teachers had to modify their teaching style and techniques to help the learners achieve their objective and fulfill their needs; therefore, a more guiding and supportive role was demanded than the more traditional one as content provider.

IMPLICATIONS

During the implementation of the Project-Based Instruction methodology and according with the results obtained, we faced a number of implications which were presented as follows.

First, the lesson planning involved take into account the resources that each teacher and schools had in order to develop the lessons plans, due to each lessons plans contained activities that required the use of modern materials like ICT's; also, the amount of activities and students were a factor that implied a modification on the design of some lessons.

Other implication was regarding to the communication that was established not only with the in-service teachers but also with the directives of each Institution; given the fact that, at the moment to implement the classroom project it allowed a significant and constant communication with them.

To conclude, this classroom project permitted the acquisition of a meaningful experience about how to implement the Project-Based Instruction methodology not only for the in-service teachers but also for the lessons designers. In addition, the awareness about

how to work in collaborative groups, take into account the amount of students, their English level and interests.

LIMITATIONS

Throughout the process of implementing this classroom project, Project Based Instructions for the appropriations of the strategic framework in 5 non-certified municipalities of Risaralda, we found certain limitations which hindered the process both to design and implement the project; however, these limitations were overcome successfully over time.

One of the biggest challenges we face as designers, was the fact of using a new methodology with which we did not have much experience working and which contained specific characteristics for proper development. The fact that this methodology was so complete and complex in turn made us strive more, understand and internalize it in our professional lives; on the other hand, the methodology also helped us to grow professionally, both to us as designers and teachers that implemented in the classroom, who confessed that they will continue implementing the methodology in all classes since the methodology provided them with another teaching perspective which was implemented and welcomed in a very positive way in the classroom.

Another major constraint encountered in the process was present when designing the respective lessons each week. This was a rather complex issue because much research and experience on the part of our working group was required to design activities that include the methodology and which in turn were topics of interest to students. The experience we had designed the lessons was very low and this made the design of the lessons took longer than

planned; however, as we were designing we were gaining experience which we use to complete the design of lessons on time.

On the other hand, the teachers had several limitations in terms of time devoted to each lesson, since they already had organized the academic calendar at the beginning of the year and they did not count with the working proposal presented in the project, so many lessons, due to the different academic activities, had to be postponed thus extending the implementation time stipulated. However, all the lessons were fully implemented by the teachers, who managed to overcome these obstacles and complete the project with all the activities that were agreed from the start of implementation.

On the other hand, teachers were faced with a large group of students who, as they were not familiar with the type of work handled in methodology, were a bit skeptical at the beginning of the implementation delaying the beginning of it. The large number of students found in the classroom required a greater concentration by teachers in the discipline part because the methodology required a subdivision in small groups of about 5-7 students, students always were seeking how to focus on them and not putting on a lot of attention to the lesson or the teacher's instructions. As lessons were presented and developed each week, students were running a good attitude and good discipline and allowing the entire implementation process was successful.

Although several limitations were presented by both of us the designers and teachers when implementing the lessons designed, it can be concluded that the implementation of the project, Project Based Instructions for the appropriations of the strategic framework in the 5 non-certified municipalities of Risaralda, was completed successfully and fully met the

objectives. Also, teachers and educational institutions of Santa Rosa de Cabal and Guática, were highly satisfied and motivated to continue implementing the methodology in their English classes and in the future to adapt the methodology to other subjects.

CONCLUSIONS

Although the linguistic category was not developed in this classroom project, we conclude that during the implementation of Project-Based Instruction methodology and throughout the in-service teachers' reflections provided during this process, this had a positive impact in the English as a foreign language, increasing learners' motivation, autonomy, responsibility, and participation, characteristics that are indispensable for succeed in the learning process, especially in the language context.

Primarily, the use of a different methodology as PBI which involves the collaborative learning raise qualities in learners that aid in the language acquisition process, qualities like motivation enhance learners' participation, and generated opportunities in which they made use of the target language and consequently increasing their proficiency level.

Second, the teamwork strategy that is embedded in the PBI methodology improve the relationship among learners, the collaborative work raise their awareness towards the differences of their peers, and the strength that can became from this variety if each one of them appropriated the role designated during the project development.

Third, it is important to highlight the role that each designer developed in order to guide the in-service teacher to implement the methodology correctly; due to this the implementation of the methodology had a positive impact.

Finally, we can draw from this project is that the Project Base Instruction methodology not only increase the students' motivation and participation, it allows them to work in groups and develop critical thinking where they can practice their second language skills in different contexts and be aware about the Plan Educativo Institucional take into account the territorial integration and participation of the vision 2032 Colombia bilingüe.

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APPENDIXES LIST

Annex 1: reflective logs

FORMATO DE REFLEXIÓN

Nombre: _____ Institución: _____

Lección #: _____ Fecha: _____

El proyecto de investigación “Pedagogía Basada en Proyectos para la apropiación del marco estratégico en 8 municipios no certificados de Risaralda” tiene como fin el mejoramiento de las competencias comunicativas en lengua inglesa, al igual que el empoderamiento de dicha pedagogía; por consiguiente, éste formato busca conocer su percepción acerca de la implementación, ya que para nosotros sus opiniones son muy valiosas y significativas.

En ésta primera sección se quiere conocer la percepción del profesor frente a la metodología de “Pedagogía Basada en Proyectos”.

Describa el proceso de implementación.

En ésta sección se quiere conocer la reacción que los estudiantes han tenido frente a la implementación de PBI.

Describe la reacción de los estudiantes.

Finalmente, se quiere conocer cuáles son sus observaciones frente a la metodología de PBI.

¿Qué haría diferente en una próxima sesión?

Annex 2: videos of the meetings developed with the in service teachers



WP_20141128_001



WP_20141128_002



WP_20141128_003



WP_20141128_004

Annex 3: lesson plan (6th grade-lesson N°1)



UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

PBI in the 8 non-certified municipalities of Risaralda

GRADO 6

Lesson Plan 2

Fecha:	Clase número: 2
Objetivo: Al final de la clase, los estudiantes comprenderán la estructura de un árbol familiar.	
Estándares Básicos de Competencias (MEN)	
Estándar General:	

<ul style="list-style-type: none"> • Escucho un texto oral y, si me resulta familiar, comprendo la información más importante. <p>Estándares Específico por habilidad</p> <p>Escucha:</p> <ul style="list-style-type: none"> • Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 1, 2, 3 <p>Monólogos:</p> <ul style="list-style-type: none"> • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 1, 2 <p>Conversación:</p> <ul style="list-style-type: none"> • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1, 2. <p>Indicadores de logro:</p> <ul style="list-style-type: none"> • Reconoce los diferentes miembros de la familia. • Identifica el verbo TO BE con sus respectivos pronombres.
<p>Conocimiento previo:</p> <ul style="list-style-type: none"> • Se presume que los estudiantes en esta etapa de su educación han alcanzado un nivel de inglés A. 2,1; el cual les permitirá desarrollar la actividad de una manera más autónoma, aunque contando de igual forma con la guía del profesor pero sin sentir la necesidad constante de aprobación, lo que ayudará al desarrollo exitoso del proyecto.
<p>Materiales: Video proyector (video: https://www.youtube.com/watch?v=e5_2-eDAhaU), lectura, tablero, marcadores, hojas de trabajo y lesson plan.</p>

Actividad/Tiempo	PROCEDIMIENTO Actividad del Facilitador y del Aprendiz	Problemas anticipados y posible solución	Comentarios de Reflexión
Elicitación / 8 min	1. El facilitador comienza dando unas palabras claves en inglés a los estudiantes las cuales hacen relevancia al video que observarán luego. Estas palabras claves serán enseñadas en una presentación en power point,	Si el video proyector o la sala de sistemas no estan disponibles, las imagenes pueden ser	

<p>Gramática / 18 min</p>	<p>tablero o flashcards, las cuales facilitarán la visualización e interpretación de las mismas. Con base en las palabras dadas previamente, los estudiantes deberán proporcionar varias ideas en inglés o español sobre lo que podría significar estas palabras y sobre lo que el video podría mostrarles, Ex: Dad, Mom, Cousin, Brother, Sister, Grandparents, Uncle.</p>	<p>impresas.</p>	
<p>Video y discusión / 12 min</p>			
<p>Conformación de los grupos / 7 min</p>	<p>2. Tras la introducción del vocabulario, el profesor explicará el verbo TO BE y escribirá en el tablero algunas frases en inglés para que los estudiantes participen de forma autónoma saliendo al tablero. Ex: He ___ Tom, I ___ Valeria, We ___ friends, She ___ Maria, They ___ teachers, You ___ student.</p>		
<p>Lectura / 7 min</p>			
<p>Desarrollo del trabajo / 8 min</p>	<p>3. El profesor mostrará un video a los estudiantes en el cual se contemplará el árbol genealógico de una familia (<i>Los Simpsons</i>). Seguido del video, el profesor le pedirá a sus estudiantes que respondan unas preguntas oralmente en inglés acerca del video, Ex: Who is Hommer? Who is Ling? Who are Abraham and Mona? Who is Herb? Who is Bart?</p> <p>4. Después de presentar el video y responder algunas preguntas, el facilitador pedirá a sus estudiantes que se hagan en los grupos conformados la clase anterior, una vez los</p>		

	<p>estudiantes estén ubicados, el facilitador les dará una hoja a cada grupo en la cual hay una lectura acerca de la familia.</p> <p>5. Una vez todos los grupos tengan su lectura, el profesor la leerá para ellos y los estudiantes seguirán al profesor, algunas veces el profesor puede pedirle a cualquier estudiante que continúe con la lectura.</p> <p>7. Tras haber acabado con la lectura, el facilitador le pedirá a sus estudiantes que realicen el árbol genealógico en inglés de acuerdo a lo antes leído, a medida que los estudiantes estén realizando el trabajo el profesor pasará por cada grupo verificando que lo estén haciendo bien.</p> <p>Nota: Si los estudiantes no han terminado su tarea, en la siguiente clase se continúa y se socializa.</p>		
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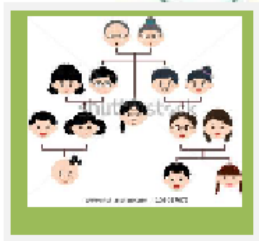
My Family Tree

My family is quite big. I have 3 brothers and 3 sisters. My brother's names are John, James and Jake. My sisters' names are Sarah, Samantha and Stacey and there is me, Sally. We all live with my parents, Joseph and Stella.

My Dad has two brothers and one sister. His brothers are John and Jack and his sister is Melissa.

My Mom has one brother his name is Robert.

I still have all of my grandparents. My mother's parents are May and Edward and my father's Parents are Robert and Lucy. So, this is my family!



Family Tree

1 Describing your job

a Read the texts and match them to the pictures. What are the jobs?

 <p>A</p>	<p>1 I only work part-time – four mornings a week and I sometimes do overtime on a Saturday morning. I don't earn a big salary. It's a temporary job and I only have a six-month contract at the moment. But the working hours suit me as I have very young children. When they go to school I would like to find a permanent job and work full-time. What I like most about my job is working in complete silence! The only noise you can hear is of people turning pages and whispering.</p>	<p>2 I did a six-month training course at Technical College to get my qualifications and then I worked for a local company to get some experience. I worked long hours for a low salary and so I resigned last year and became self-employed. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I'm lucky, I'll be able to retire when I'm 60!</p>
 <p>B</p>		

2 Organize and answer the following questions

a. ? a librarian the Is lady

_____?

Yes, _____

No, _____

b. days of the does work How week many the lady?

_____?

R//: _____

c. like What her job? does the most the lady about

_____?

R//: _____

d. Does the lady earn a big salary?

_____?

Yes, _____

No, _____

e. the man training course Where do did the?

_____?

R//: _____

f. man in group prefer Does the work?

_____?

Yes, _____

No, _____

g. earn a lot Does the man of summer money in?

_____?

Yes, _____

No, _____