INTERACTION IN ORAL PRODUCTION THROUGH PBL

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NOTE OF ACCEPTANCE

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Bogotá D.C., April 2017

Dedicatory

To my family who has been always in this learning process with their love, company and support. Especially to my dad who has been my example to follow, without him all this would not have been possible. To my husband, the most incredible man that has been next to me since the beginning of this adventure, because I met him at the UPN. To my beloved daughters, they both are my strength and my motivation to continue improving every day in my life as student, teacher-researcher, mother, wife, etc. To all the English language teachers I had from the beginning of my education process to 10th semester at the UPN. And last but not least, to my dear students at the CLE. They are the reason why I did this research study and this career.

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1. Información General	
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2. Descripción
Este es un trabajo de grado que pretende mejorar la interacción en la producción oral en inglés de estudiantes entre 10 a 12 años del Centro de Lenguas (CLE) de la Universidad Pedagógica Nacional (UPN); puesto que solamente utilizaban el inglés en actividades específicas en que la profesora lo solicitaba y no interactuaban con sus compañeros. Para ello, se implementa el uso del Aprendizaje Basado en Proyectos (ABP), donde los estudiantes puedan sentirse motivados en la elaboración del proyecto, exponiendo sus ideas y comunicándose entre ellos mismos. Para llegar a ese punto, se realiza un investigación acción, recolectando información con distintos instrumentos y analizando datos que arrojaron resultados positivos al mostrar que los estudiantes progresaron en su producción oral y en su interacción con los compañeros. Actualmente, los estudiantes intentan comunicar un mensaje sin preocuparse por los errores gramaticales en su habla.

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4. Contenidos

El presente trabajo de grado se compone de los siguientes capítulos:

Introducción: Describe el Centro de Lenguas (CLE) como lugar del estudio y la población que incluye 22 estudiantes entre 10 y 12 años de edad. Se explica el problema a abordar, el cual se resume en la falta de interacción en la producción oral en inglés de los estudiantes. Con la idea de incrementar el uso de la lengua extranjera

en el aula, se plantea como objetivo general promover la interacción oral a través del ABP, en los estudiantes de 10 a 12 años en el nivel Básico 2 del CLE.

Marco teórico: Se incluye el estado del arte, que compila trabajos de investigación desarrollados en la universidad, a nivel nacional e internacional donde se emplea un enfoque similar al de este proyecto (ABP), y la importancia de interactuar en el aula de clase para mejorar la producción oral. Se muestra la conceptualización de las tres referencias teóricas: producción oral, interacción entre estudiante-estudiante y ABP.

Propuesta pedagógica: Incluye la visión de lenguaje y aprendizaje; las etapas para manejar el libro que da el CLE (presentación, explicación y práctica). Igualmente se muestra un plan de estudios sobre las actividades a realizar durante los dos semestres de implementación. Además se expone una tabla con los objetivos y los indicadores de logro a tratar en determinadas fechas.

Análisis de los datos: Se describe detalladamente lo encontrado en los instrumentos de recolección de datos con respecto a cada categoría de análisis teniendo en cuenta los indicadores de logro.

Resultados: Se establece lo deducido en cuanto al progreso o receso de la interacción en la producción oral de los estudiantes. Por cada categoría se generaliza un resultado positivo o negativo según sea el caso. En general se obtuvieron resultados positivos y se concluye un progreso en la habilidad de habla de los estudiantes.

* El marco metodológico y las conclusiones son expuestos a continuación.

5. Metodología

El tipo de estudio a realizar es la investigación-acción, de manera que se puedan mejorar las condiciones y prácticas en las cuáles se detectó el problema; por esto, se utiliza un paradigma cualitativo por el proceso de asumir, interpretar y estudiar el problema de investigación. Dentro de la metodología a manejar para el análisis de datos, se realizan etapas de planeación, acción, observación y reflexión propuestas por Burns (2010). Se incluye un cuadro con la unidad de análisis (producción oral), las categorías y sus respectivos indicadores. Finalmente se da a conocer la población y los instrumentos a utilizar (encuestas/entrevistas, diarios de campo, video-grabaciones).

6. Conclusiones
- El enfoque del Aprendizaje Basado en Proyectos (ABP) fue bastante satisfactorio para la mejora de la interacción en la producción oral de los estudiantes de 10 a 12 años del Centro de Lenguas (CLE). - Los estudiantes muestran una motivación por producir oralmente en inglés sin temor a cometer errores gramaticales o a ser juzgados por sus compañeros, compartiendo sus ideas, interactuando principalmente con sus compañeros del mismo sexo. - La aplicación del ABP es pertinente para la población mencionada: niños entre 10 a 12 años del CLE de la Universidad Pedagógica Nacional (UPN); puesto que hay un desarrollo positivo en la producción oral de los estudiantes. - El proceso de investigación es una ayuda para que la investigadora se evalúe como futura licenciada de lenguas extranjeras, dentro del proceso de enseñanza y con las técnicas utilizadas en el manejo de clase y en el proceso de enseñanza-aprendizaje. - Es necesario que los estudiantes puedan expresar sus puntos de vista frente a temas que les son agradables, para que ocurra un mejor desarrollo de la clase en inglés.

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Table of Contents

Note of acceptance....2
Dedicatory....3
RAE....4
Table of Contents....10
Abstract....13
Chapter 1: Introduction....14
1.1 Local Context....14
1.1.1 Participants....16
1.1.2 Diagnosis....17
1.2 Problem Statement....20
1.2.1 Description of the Problem....20
1.3 Justification....22
1.4 Research Question and Objectives....23
Chapter 2: State of Art and Theoretical Framework....24
2.1 State of the Art....24
2.2 Theoretical Framework....28
2.2.1 Oral Production....28
2.2.1.1 Oral Fluency....29
2.2.1.2 Oral Interaction....30
2.2.2 Student–Student Classroom Interaction....31
2.2.3 Project Based Learning....33
2.2.3.1 Motivation....34
Chapter 3: Research Design....36
3.1 Type of Study....36
3.1.1 Action Research....36
3.1.2 Qualitative Paradigm....36
3.2 Data Management Procedures....37
3.2.1 Triangulation....37
3.2.2 Data Analysis Methodology....38
3.3 Categories....39
3.3.1 Overall Category Mapping....39
3.3.2 Population and Sample....40

3.3.3 Instruments 40
3.3.3.1 Surveys/Interviews 40
3.3.3.2 Field-notes 41
3.3.3.3 Video Recordings 41
Chapter 4: Pedagogical Intervention and Implementation 42
4.1 Vision of Language and Learning 42
4.1.1 Vision of Language 42
4.1.1.1 Communicative Language Function 42
4.1.1.2 Communicative Language Teaching (CLT) 43
4.1.2 Vision of Learning 43
4.2 Stages 44
4.2.1 Presentation 44
4.2.2 Explanation 45
4.2.3 Practice 45
4.3 Syllabus 46
4.3.1 Timetable 48
4.4 Lesson Planning 49
Chapter 5: Data Analysis 53
5.1 Analysis Management 53
5.2 Data Analysis 55
5.2.1 Category 1: Fluency 55
5.2.1.1 Indicator 1: Students sustain a conversation in a determined time 55
5.2.1.2 Indicator 2: Students express ideas and desires freely 56
5.2.1.3 Indicator 3: Students describe orally situations & problems without reading 58
5.2.2 Category 2: Interaction 59
5.2.2.1 Indicator 1: Students communicate ideas to others using the grammar structures given in class 59
5.2.2.2 Indicator 2: Students comprehend the ideas that others say and give an answer to them 60
5.2.2.3 Indicator 3: Students enroll in a communicative situation with their classmates 61
5.2.3 Category 3: Motivation 63

5.2.3.1 Indicator 1: Students have willingness to select a topic that involves real-life situations 63
5.2.3.2 Indicator 2: Students perform freely without matter the possible mistakes 64
5.2.3.3 Indicator 3: Students get involved in the topic to cause impact in himself/herself and others 65
Chapter 6: Results 67
6.1 Fluency 67
6.2 Interaction 68
6.3 Motivation 69
Chapter 7: Conclusions 71
Chapter 8: General Suggestions 73
References 76
Annexes 79
Annex 1: Field Notes in the Observations 79
Annex 2: Survey's Graphics 80
Annex 3: Diagnosis 82
Annex 4: Speaking Diagnosis 84
Annex 5: CLE's Matrix and CEFR Guidelines 85
Annex 5.1 Centro De Lenguas' Matrix of Speaking Evaluation 85
Annex 5.2 CEFR Guidelines 85
Annex 6: Speaking Results 85
Annex 7: Consentimiento Informado para Participantes de Investigación 86
Annex 8: Listening Mistakes 87
Annex 9: Lesson Plan Sample 87
Annex 10: Field Notes in the Practice 89
Annex 11: Transcription 1 – Profession / Dream Job 90
Annex 12: Transcription 2 – Mom and daughter discussion in Simple Past and Past Continuous 90
Annex 13: Transcription 3 – Deforestation 91
Annex 14: Transcription 4 – Lack of tolerance to the LGBTI 91
Annex 15: Transcription 5 – Shopping Role-play 92
Annex 16: Transcription 6 – Conversation: Giving a solution to a problem 92
Annex 17: Topics to develop the project 93

Abstract

This project pretends to improve the interaction in the student's oral production from the level Basic 2 of the Centro de Lenguas of the Universidad Pedagógica Nacional through the strategy of Project Based Learning (PBL). It was made a diagnosis based on the contents given by the Centro de Lenguas (CL) and the Common European Framework of Reference (CEFR) in order to establish that the students are in an A1 English level. This study is a Qualitative Action Research proposal where the problem detected is the lack of interaction among the students and the proposal made is based on the learning process the students have, their preferences, and the advantages of using PBL in the learners' oral production to have a better interaction.

Key words: Oral Production, Project Based Learning (PBL), Interaction, Qualitative Action Research.

Chapter 1: Introduction

In this section the reader finds information about the population the researcher observed in the semester 2016-1 (Basic 2); in the 2016-2 (Intermediate 1); and in 2017-1 (Intermediate 2) at Centro de Lenguas of the Universidad Pedagógica Nacional), the local context of the institution, the description of the institutional context, the population, the diagnosis, the problem statement, the justification, and the research question and objectives.

1.1 Local Context

The Centro de Lenguas of the Universidad Pedagógica Nacional is located in the Calle 79 Nº 16-32, almost all the classes are in this building, but on Saturdays the classes are given in the Universidad Pedagógica Nacional facilities located in the Calle 72 # 11-86.

The Centro de Lenguas (CLE) was created by the Superior Council of the Universidad Pedagógica Nacional to offer different language programs. It tries to construct academic processes that improve the cultural knowledge of the students; thus they can participate with equal conditions due to the possibility of learning a foreign language.

In the CLE, there is a syllabus per each semester based on the textbook that the students have. It is divided into three terms (two units of the book per term) with a suggestion of 11 hours per unit. Each unit has distinct topics and activities to develop the listening, writing, reading, and suggestions to manage the speaking skills. There are different books depending on the age and the level of the students.

In the two semesters of intervention (Intermediate 1 and 2), the researcher manages the book called *Up Beat Elementary* by Pearson (Longman) which has 12 units (6 units per semester) and there is the Students' Book and the Language Builder's book.

In the first one, there are the topics and the activities to do along the semesters including a CD with some listening exercises and a red bookmark to put onto the dialogues and texts that have pink words to make them disappear. In the second one, there are activities for the students can practice in the grammar, vocabulary, functions and skills which are in the Students' Book.

The evaluation process has both qualitative and quantitative system. The first one is developed through the activities done during the term, which objective is to identify student's weaknesses and strengths. The formative assessment has different activities with class work and online tasks (platform) developing student's autonomy, responsibility and motivation towards their learning process.

The summative assessment is by the end of every term through the implementation of a formal exam and every part has a percentage. The first and the second term are equivalent to 30% each. The final term is equivalent to a 40% to complete the 100% at the end of the semester. Every term has an exam developed by the CLE that evaluates the topics seen during that term in speaking, writing, listening, reading and grammar. Being the exam of the last term the most important, covering all the topics seen during the semester.

The CLE offers not only a textbook to use in class, but also the opportunity for the teachers to implement activities with tape players, video-beams, televisions, etc. The exams provided by the CLE cover all the topics that were seen in every term (2 units of the textbook per term). Likewise, most of the times they allow the teachers to apply the speaking part as they want to do it which gives even more variety for the teachers in the moment of evaluate.

1.1.1 Participants

The researcher observes a group of 23 kids from 10 to 12 years old of A1 level according to the Common European Framework of Reference (CEFR) that matches with the level Basic 2 of the CLE. By the end of the Basic 2 level the students should talk about abilities and free time activities they usually do. They have to talk about the past and to write simple paragraphs using simple grammar structures and vocabulary.

These kids have a right-wrong thought because everything what is said is in one extreme (right-wrong, black-white, yes-no) but not in a middle part. All what they say has to be the right in the class. (Annex 1.1) This is the reason why if they are not right, they get angry and some of them do not continue with the normal development of the class or continue with a bad attitude.

Kids in this age want to interact and compete with peers to develop a group identity showing that he/she is the best. In the case of these students, they are a little bit shy and do not like to interact with others unless the teacher says they have to do it. That is because their social life in the classroom is restricted to one or two classmates they talk to in the break. When the teacher says they have to work with others, they are not interested in doing the activities (Annex 1.2).

In the survey (Annex 2), the cultural aspects students have are shown in their common habits, the resources they have to do the homework, and what they want to do and see in the English class. Most of the kids like watching TV and practicing any sport, while the less activity they do is to surf on the Net and to dance. Most of the kids have computers and cellphones to do homework, but they use them more for playing than for educative or communicative purposes. Basically these kids are in the Centro de Lenguas because they want to learn English, they like it and they think is fun.

Regarding the linguistic characteristics, children at this age have a bigger complexity due to the effort that they make to organize ideas and to show them to the teacher. In the moment that kids have to express it to their classmates, they feel ashamed and try not to speak being afraid of making a mistake where their peers –and not the teacher– correct them. Sometimes they try to give synonyms and do their best to improve, having a better speaking all the time.

There is no conversation due to the non-integration with the other kids unless it is mandatory (Annex 1.2). Despite students are learning a foreign language in class, they only manage the English speaking in the classroom that they have in their schools and in the Centro de Lenguas. This is the reason they should speak outdoors these two spaces and to feel they have a relationship with the EFL in their daily life.

1.1.2 **Diagnosis** (Annex 3)

The researcher has the opportunity to do the speaking diagnosis through the evaluation of the First Mid Term Exam designing a small bank of questions to apply to the students with 5 questions per topic, based on the Syllabus first cut content (Annex 4). There is a matrix of speaking evaluation which the Centro de Lenguas gives so the teachers can grade the student's performance over a scale from 1-5. There are 4 skills. Therefore each category has a maximum punctuation of 0.25 (Annex 5.1).

The researcher follows this guide to grade the students' performance and uses the topics given by the Common European Framework of Reference (CEFR) for levels A1-A2 (Annex 5.2) and by the Centro de Lenguas. After the speaking, the results are good with the majority of the students. There are some students who do not want to prepare the speaking and have a bad attitude and they are the ones who do not have a good grade (Annex 6).

The speaking test is made by groups of two or three students and there are different topics in a bag. One integrant of each group has to take a random paper to know the topic they have to talk about. Every topic has five questions that the students organize depending on what they pretend to say in their conversation.

Most of the speaking mistakes are because of the lack of vocabulary due to the students do not know many words to express what they want to say in order to organize the conversation. The lack of vocabulary is a problem not only in the exam, but also in the class where kids do not even try to speak in English. Many times the students ask if they can speak in Spanish (Annex 1.1). In these cases the teacher leaves them and they speak in Spanish, even though the teacher most of the time speaks in English.

The rest of the diagnosis was taken during a parent's meeting. While the mentor-teacher was talking with the students' parents, the researcher was in another classroom with the students that were taking the listening, writing and reading test in fifteen minutes as it was informed in the 'Consentimiento Informado para Participantes de Investigación' (Annex 7).The researcher explained the test twice and answered the questions that the students before starting the exam.

In the listening part there were four words of the vocabulary they have already seen before (bathroom, butterfly, pencil case, uncle). The researcher said the words twice and they had to write them down. Most of the students understood the words but they did not know how to spell them. They had some mistakes (Annex 8). The only word that they wrote perfectly was 'uncle'.

In the reading part, the students had to look at a picture of the Simpsons' family (Annex 3) and read a text of four lines about it. Then they had to answer the relationship each member had with each other; writing the member of the family that belonged to every character. All the students put the right kinship.

Finally, the writing is based on the last topic they saw in class ‘Location of places’. The students describe where is located their favorite place. Most of them write that their favorite place is the cinema, the house or the park. There are a lot of mistakes in the spelling of the words, in the use of capital letters and articles, even though they had already seen the prepositions of place in class.

The analysis of the students’ needs is carried out through observations (Annex 1), informal questions (Annex 1.3), the survey (Annex 2) and the diagnostic itself (Annex 3). In order to make a complete diagnosis of the class Basic 2, different activities are carried out with the four skills, a survey to know the students’ skills preferences and a speaking in order to classify them in the CEFR and to give them a grade for the first Mid Term Exam.

The results of the speaking are essential because it allows establishing a starting point in the students’ speaking performance that corresponds to the level A1. During the observations it is possible to see that when the students have tasks to do they work better and learn more than when they do the activities of the book. When the teacher puts them activities to develop in class moving in the classroom and related to the real life, they try to speak and interact a little with the other classmates (Annex 1.3).

The main problem seen in class Basic 2 is the lack of interaction among the students. The students do not try to speak in English. They are taking an English course that helps them to improve this language in the learning process they are having in their schools. The only participation they have is when they want to show that they have the right answer. They do not think about the correct option, but try to compete with their classmates without sharing.

During the observations made in the class Basic 2 the researcher noticed that the students’ interaction in class is not the best. The students do not like to work with other

classmates except by the ones who are their friends; which means one or two maximum. The students that want to participate do it because they want to show that they have the right answer to any question and their classmates do not. They pretend to obtain points for the class and a grade depending on the number of points they have.

Unfortunately there is not a serious intention of participating for learning. The interaction among them has to be practically mandatory. The mentor-teacher has to form the groups due to they do not integrate a group unless it is with the classmates they know a little bit. They avoid working with the rest of the class that are not the classmates whom they are used to talk to.

1.2 Problem Statement

1.2.1 Description of the Problem

In the class Basic 2 of the Centro de Lenguas of the Universidad Pedagógica Nacional there is a problem detected related to the lack of interaction in oral production among students. This problem is detected due to the analysis through the observations made in the classroom, taking into account the dynamics and the responses of the students with the different activities (book activities, board games, and other activities proposed by the mentor-teacher).

Many times the lack of interaction among students is given because of the environment they are immersed in. Many studies have identified lack of neighborhood safety as a potential barrier to children's physical activity (Carver, Timperio, & Crawford, 2008). This means that if children cannot interact in their own spaces when they have free time and they spend less time playing outdoors; it makes very difficult that they interact in the classroom because it is an activity that normally they do not practice in their daily life.

In a classroom, teachers have to see the significant differences that the students can have like “status, sex, age, and years in the school…” (Fusani, 1994, p. 232) in order to improve the deficiencies they have. In this case, the lack of interaction can be because of the lack of interaction the students have outside the classroom, due to the age they are (10-12) is to compete and have a kind of relationship with the same sex (boys with boys / girls with girls). If the students do not interact outdoors with others it is more difficult to interact with their classmates in class.

Spoken language is used less confidently by learners in the English as a foreign language (EFL) classroom, and this has become a challenge for most teachers (Peña & Onatra, 2009). Getting learners to speak in the EFL classroom is both rewarding and demanding because there are a lot of elements to be considered when dealing with oral skills. Teachers have to keep in mind students' awareness of their learning as a process and not like a last stage product.

It is important to provide the students a confident learning environment to speak (Peña & Onatra, 2009) since in this way the students can interact more and speak more fluently. The activities which have an environment where students can interact among them in real contexts have the possibility to improve the oral skills. This is a consideration that is necessary to enhance the lack of interaction and the oral production in the classroom.

When kids do not interact, the group is in a comfortable area that does not let to increase the use of English in real situations; therefore the students prefer to speak in Spanish instead of using English most of the time. In a normal class, the students opt to answer in Spanish, and they even ask in English if they can answer in Spanish. As the teacher gives them the opportunity to do it in Spanish, they do not feel the necessity to speak in English.

1.3 Justification

In this project, it is necessary to improve the interaction among students in the oral production; to make it spontaneously. This is a process with the help of the teacher and the collaborative work of the students, because learning a foreign language is not only to memorize grammatical rules and many words, but to make a construction of the culture, the environment and the learner itself.

As Dörnyei (1990) states, “a motivational construct is postulated consisting of (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, which is a multifaceted cluster with four dimensions, (3) Need for Achievement, and (4) Attributions about Past Failures” (Dörnyei, 1990). This is why the students should have mainly the third point mentioned here; the necessity of speaking in English to achieve properly the learning of a foreign language; and this is only possible by practicing and interacting among them.

In the interaction the children have in the classroom, it is necessary to see not only the relationship they have with their classmates, but also the race, poverty and the parent educational attainment (Bowen & Lee, 2006). The aid of the parents is required to advance in the learning process of the students and in the interaction they might have with their classmates, because as these authors mention in their study, when the parents are involved with their kids’ learning process, children show more achievement in the activities that they do.

Another important aspect to take into account in the lack of interaction among children is to recognize the signs. To observe a student's changing tone, facial expression, and gestures is necessary to know the things that the students might want to do in class; because when teachers are sensitive and conscious of their students' and their own verbal and nonverbal signs of negative emotions, they are able to skip a

power struggle (Desautels, 2014); and in this way, to improve children's interaction and learning.

There are a lot of topics that the syllabus has and they all have to be seen because that is what the institution asks for. But there is also a necessity from the students to have different activities that make them feel comfortable and excited about doing something in a foreign language that improves the interaction among them. This can be a chance for the shy students to speak, to participate, and not to obtain points, but for the fact of having fun and learning another language that can help them to enhance their abilities of communication, specifically the oral ones.

1.4 Research Question and Objectives

After the analysis made to the group Basic 2 of the Centro de Lenguas (CLE) there appeared a question to solve: How does using Project Based Learning (PBL) enhance the interaction in oral production with 10-12 graders in Basic 2 with A1 (CEFR) English?

The general objective that is raised in the moment to solve the problem is to promote the interaction in the oral production of EFL through Project Based Learning in 10-12 graders in Basic 2 from the CLE. This objective has three specific objectives that are indicated below:

- To identify the incidence of the oral production in the improvement of the students' interaction.
- To analyze the impact of using PBL in the students' oral production.
- To determine the possible advances in the application of PBL as an approach in the development of the students' interaction.

Chapter 2: State of the Art and Theoretical Framework

To propose a solution for the problematic previously mentioned –the lack of interaction in the students' oral production–, this proposal needs to express the improvement of the oral production in an EFL classroom by the use of the Project Based Learning (PBL) to enhance the learning process and the interaction among the students.

2.1 State of the Art

This section describes some previous studies in both the national and the international context. They employ a similar approach to the one to be applied in this project (PBL). The authors in the *Table 1* talk about these theoretical foundations –separately– in their studies and express the importance of them in the classes. The necessity to interact in the classroom, to improve the oral production and also to understand that the learning is easier if the students make projects related to real-life situations.

Title	Author(s)	Year	Scope
The Effects of Task Based Approach (TBA) Upon Students' Oral Production in an EFL Classroom	Mariela Leal Hernández	2006	UPN
The Impact that Task Based Approach has in Oral Production when implemented in a Conversation Club	Diana Marcela Herrera Torres, Lina Paola Santamaría López	2006	UPN
Implementation of the Project Based Learning Approach in English Vocabulary Acquisition in order to Enhance Oral Communicative Skills in Third Grade Students at I.E.D. Liceo Femenino Mercedes Nariño	Miguel Ángel Hernández Hoyos	2014	UPN
Assessment of the "Project-based learning" strategy	Eduardo Rodríguez-Sandoval, Édgar Mauricio Vargas-Solano, Janeth Luna-Cortés	2010	Bogotá
Authentic Oral Interaction in the EFL Class: What It Means, What It Does not	José David Herazo Rivera	2009	Córdoba, Colombia
Understanding Strategies for Improving Oral Production Skills among EFL Learners at a Public University in Colombia	Darymar Redondo Fuentes	2012	Pamplona, Colombia.

Simple, Powerful Strategies for Student Centered Learning	George Martin Jacobs, Willy Ardian Renandya, Michael Power	2016	Switzerland.
Developing strategic competence in oral interaction in English as a foreign language – A classroom study	Per Selin	2014	Gothenburg, Sweden.

Table 1

In the first place, in the book *Simple, Powerful Strategies for Student Centered Learning* from Jacobs, Renandya and Power (2016); the authors mention in their third chapter *Student-Student Interaction* the general objective that is to examine why teachers should and how they can promote student-student interaction to enable students to learn more and enjoy the process. They explain that we learn best and enjoy learning most when we learn with and for others. To conclude that student–student interaction, peer interaction, collaborative learning, and cooperative learning, should be a regular and significant aspect of students' learning experiences. This is why in this project there is a focus on this kind of interaction where the students should learn a FL while they interact among themselves.

In the second place, Herazo Rivera (2009) mentions in his study *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not* that for developing a meaningful oral production, it is necessary to be effective in both student-student and teacher-student interaction. He concludes that the unauthentic communication is present when the students are passive members and that it is necessary to engage both teacher and students in learning to generate conversations in English. In this project the researcher focuses the attention on the first interaction; where students can learn from and among themselves. Due to collaborative dialogue among students creates language learning opportunities that contribute to foreign language development in the long run.

In the third place, the purpose of *Developing strategic competence in oral interaction in English as a foreign language – A classroom study* from Selin (2014) is to

explore the qualitative differences in the students' abilities to use strategic competence whilst interacting orally in English as a FL. Concluding that pupils need to understand the direction of the communication to establish and maintain an expanded conversation. For this reason, this project pretends to use the approach of PBL; where the students can understand what they are saying due to the real-life situations they manage which allows communicating orally in a better way while interacting.

The project *The Effects of Task Based Approach (TBA) Upon Students' Oral Production in an EFL Classroom* of Leal Hernández (2006) deals with the implementation of TBA in an EFL classroom to foster students' oral production. This project discovers that TBA encourages students to produce orally expressing their ideas with their own communicative purposes. This project is related to Leal's one because the PBL is made with tasks which help to the improvement of the oral production for the purposes that the students have.

One project related to the last one mentioned is *The Impact that Task Based Approach has in Oral Production when implemented in a Conversation Club*. Herrera Torres and Santamaría López' (2006) principal objective is to describe and analyze the oral production process through TBA. The conclusion is that when in the class there is the implementation of the TBA in the oral production; the students reflect about their own task. For this reason, this project shows how when implementing tasks where the students can take an appropriation of; they learn and produce orally more. In this case, they are not only tasks, but also a project related to their lives.

Moreover, in the research article of Redondo Fuentes (2012), *Understanding Strategies for Improving Oral Production Skills among EFL Learners at a Public University in Colombia*; the author's main objective is to understand strategies that improve the oral production of EFL learners. In her observation, she concludes that role

plays help learners to enrich their oral skills, while performing everyday situations. This is very relevant, because with the use of the PBL, students have to deal with real-life situations that make them to improve their oral production.

Besides, there is a study from Rodríguez Sandoval, Vargas Solano, and Luna Cortés (2010) *Assessment of the "project-based learning" strategy*. The authors' purpose is to show how some students feel about the classroom project used in a variety of theoretical-practical courses. The analysis of the results shows that the classroom project complements the learning process and that it is important for the professional development. For this reason, there is a development of critical and reflexive thinking and an interest in research. With this project, the researcher can see that with a PBL students are not only having a better learning, but also a critical thinking to express what they do in their research project.

Finally, the research of Hernández Hoyos (2014), *Implementation of the Project Based Learning Approach in English Vocabulary Acquisition in order to Enhance Oral Communicative Skills in Third Grade Students at I.E.D. Liceo Femenino Mercedes Nariño* develops oral communicative competence in third graders through the enhancement of vocabulary acquisition with the application of the Project Base Learning (PBL). The application of the PBL allows the students to take involvement and confidence when speaking; showing in some measure their interest for learning. Likewise, a project demands a developing process with creativity and strong teamwork; assuming a role that helps to produce orally in a better way.

With all these investigations, the researcher can see that all the fundaments from this project can be related in a good way. Due to the implementation of an approach that can help not only to involve children in the research camp, but also to let them to implicate real-life situations that will give them the possibility to have a better oral production and a good interaction among them.

2.2 Theoretical Framework

The three theoretical references announced in this document are Interaction, Oral production, and Project Based Learning (PBL). The researcher presents the conceptualization of these references to show that this project has the intention to work with specific competences and an approach that can improve the students' English learning.

2.2.1 Oral Production

The oral production is an aspect of the communicative competence which is necessary that the students improve because of the lack of communication they have in the English class. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners have to speak and to listen because they are common activities in the daily routine, and in this way, the communication with an audience is meaningful and can exist a fluently conversation. Without these skills it is not possible to have a good learning of a second language.

Oral production is only an aspect of the communicative competence and it allows the learners to be members of a community (Peña & Onatra , 2009). Learners have to develop skills and strategies to use the language with the intention to communicate meanings as effectively as possible in concrete situations. It is necessary to propose in class a context where learners start acting as members of a community.

Sometimes people do not distinguish between knowing grammatical rules and being able to use them effectively and appropriately in the communication (Peña & Onatra, 2009). Students that are in a foreign language class cannot express themselves when they participate orally in communicative activities. Learners think that they have to speak perfectly since the beginning to the end of the conversation and feel ashamed

or are afraid of making mistakes. This is why teachers should focus more on fluency than accuracy in the moment of evaluate, and highlight understanding meaning over the use of structures.

Speaking activities have to be applied in foreign language courses since they promote meaningful activities (Peña & Onatra , 2009). These activities forter a cooperative learning environment, improving the interaction among students. Finally, the speaking activities strengthen the self-steem and enhance the learning process that the students have in learning another language.

2.2.1.1 Oral Fluency

In the production of a foreign language there are often questions of comprehensibility and distractions that cause errors of pronunciation, word choice or syntax. As Al-Sibai mentions (2004), fluency are the features which give speech the qualities of being natural and normal, using pauses, rhythm, intonation, stress, rate of speaking, interjections and interruptions. It makes necessary to focus on fluency by making students communicate only in English to improve all these features.

Learners want to become fluent speakers because of the desire to feel confident when talking to others in another language. Fluency is “the ability to talk at length with few pauses, the ability to fill time with talk” (Filmore, 2000, p. 51). The idea of this project is that the students can speak with few pauses and spontaneously; showing what they have learnt without thinking a lot in the grammar mistakes they commit. They are in a learning process and those errors can be corrected with the time and the practice.

Oral fluency is a process that goes from fragmentary and incoherent words to expressions, whilst occasionally hesitant, have uniformity, and rarely rephrasing (ACTFL, 2012, p. 9). A person that arrives to this level uses connectors effectively as fillers; giving coherence, speed and length. At this point, the speaker stops using

disjoined sentences applying cohesive devices that show the improvement in the oral production.

Effective communication in the foreign language in real contexts requires learners who produce relatively accurate language of low structural complexity, delivered in a fluent way (Mora & Valls-Ferrer, 2012). It makes necessary to expose students to authentic L2 input and to give them opportunities for meaningful interaction in real communicative contexts. This is made in the classroom to ameliorate the fluency and the development of the learning process.

2.2.1.2 Oral Interaction

When students have to face problems in a second language, they try to have an oral interaction without matter the lack of knowledge in the linguistic, communicative and cultural codes of the L2 (Mariani, 2010). This mandatory interaction gives the opportunity to the students to ask to the interlocutor to help them when they do not understand or do not know how to say something.

As Mariani (2010) mentions, “communication strategies can play an important role in enhancing the quantity and quality of interpersonal and intercultural interaction” (p.1). Thus they can help learners to open and close conversations, manage it and apologize if there is something not-well said. The use of communicative strategies can help students to have a better communication in the second language they are acquiring.

Many of the activities to improve oral interaction used in the classroom are tasks, role plays and simulations, project work, conversation strategies, dialogues, presentations, and many other activities that we call communicative (Herazo Rivera, 2009). The individual and the cultural development cannot be separated in these activities for enhancing the learning process of the students. These developments

together give the possibility to the students to have a better interaction and learning of a second language.

To do activities that need a co-worker gives the chance to have an authentic communication, acquiring knowledge from the interaction and the learning that exist from and among themselves. In this way, the students have better communication not only in the second language they are acquiring, but also in the classroom with their classmates; outdoors playing with others and in the interaction they can have with the society around them.

2.2.2 Student–Student Classroom Interaction

The student-student interaction is practically mandatory for them to produce orally in this way having an oral interaction. Classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. When students work together, they increase the order thinking, have a greater engagement, and higher test scores (Jacobs, G., Renandya, W. A., Power, M., 2016). The collaborative and cooperative work is good to share the responsibility and to have a better learning.

The way students communicate with one another in class is very important. Kids spend many hours of class time in pair and group work with other learners. It is necessary to explore how peers contribute to language learning (Philp, Adams, & Iwashita, 2014) because every experience contributes to a better learning and a better production. If the students do not interact in the classroom it is very difficult they interact outdoors; and if they do not practice what they have seen in the class, the learning process is going to be longer and more complicated to them.

As Phil, Adams and Iwashita mention (2014) “peer interaction is a context in which the participants are all language learners who are together for the purpose of

learning" (p.2). In this order of ideas, there is a relation between the students in the classroom, the context, the activities done in class and the purposes that the participants have. For this reason, it makes necessary to have all these aspects into account to have a better enhancing of the learning process of the students.

Jacobs et al. (2001) mention that classes which have low interaction among students are more lecture-focused, well-organized, and they have clear material, with minimal text and images. The teacher has knowledge about the content, but there is little opportunity for interactions among students. Students need opportunities to discuss ideas in small groups and later to have a class discussion, because these discussions give voice to all students and provide sufficient time and opportunity to listen and consider the ideas of others.

"Classroom interaction can facilitate students' language development and communicative competence" (Yu, 2008, p. 12). The language development can improve due to the classroom interaction opportunities, because the learners can have collaborative dialogues and construct their cognitive knowledge; giving chances of enhancing the learning process and the oral production. When this kind of interaction is present in the classroom, the students learn in a better way the second language and also have the possibility to enhance the communication among them indoors and outdoors.

People learn best and enjoy learning most when they learn with and for others (Jacobs, G., Renandya, W. A., Power, M., 2016). This learning can be in the classroom or outside. People learn the foreign language from others in different contexts but the most common and practiced is in the English class. Students can help and let others help to enhance the ambiance in the class and to improve the skills for learning a foreign language.

2.2.3 Project Based Learning

The concept of Project Based Learning (PBL) comes from the educator and philosopher John Dewey (1959). Dewey affirms that students improve the learning by engaging in real, meaningful tasks and problems that emulate what experts do in real-life situations. This concept has been elaborated for many learning sciences researches to reach what today is known as PBL.

The PBL is an approach that increases students' engagement to understand deeper important ideas (Krajcik & Blumenfeld, 2006). The PBL allows students to learn by doing and applying ideas. Students engage in real world activities that are similar to the activities that adult professionals do every day. In this way, students understand better the concepts that have a relation with their real-world lives.

For this reason, "when we talk about 'real', 'meaningful' activities, 'real communication', it is not exactly true, we are still in a classroom situation within the boundaries set by examination syllabuses, school regulations" (Fysh, 1990, p. 23). These are some limitations that exist in the learning process. With these kind of classes with projects, students are able to communicate in the foreign language in a better way due to the engagement they have with the topic and the activities proposed about the real-word life.

Students can better and deeper understand an information or material when they work constructing their ideas. They "engage in real, meaningful problems that are important to them and that are similar to what scientists, mathematicians, writers, and historians do" (Krajcik & Blumenfeld, 2006, p. 317). When students have an engagement with real-life situations, they create incredible projects, manage a second language in a better way and have a deeper learning to interact among themselves.

Likewise, Marx et al. (2004) mention that students in project-based learning classrooms get higher scores than students in traditional classrooms. Due to the fact that the PBL allows students to investigate, make questions and hypotheses, discuss their ideas, challenge the ideas of others and try out new ideas.

In the PBL there are five key features that are necessary for a learning environment according to Krajcik & Blumenfeld (2006):

1. A problem that needs a solution.
2. Students explore the problem, learn and apply important ideas in the discipline they want to try on.
3. Students, teachers, and community members engage in collaborative activities to find solutions to the problem.
4. In the process of the investigation, students participate in activities that go beyond their capacities.
5. Students create tangible products that might solve the problem.

These features help the students and the teacher to have a better improvement in the subject they are threatening; and to enhance the learning, the production and the collaborative environment in class. PBL groups the oral production with the student-student interaction competences. Students have interaction and communication while making a project that involves real-life situations in which they can feel more comfortable with and more confident in the moment of speaking.

2.2.3.1 Motivation

When there is motivation a very effective learning happens. A good occasion to have it is when learning is situated in a real-world context. Students experience phenomena, and they practice, investigate, explain, model, and present their ideas to others. They can more easily see the value and meaning of the tasks and activities they perform. (Krajcik & Blumenfeld, 2006). This happens in the PBL when students have

an interaction with real-life situations that help them to improve the communication among them and the learning of a second language.

Like Krajcik & Blumenfeld (2006) say, in the moment that students create their own investigation, they answer a question that is important to them and their community; solving problems at the same time. When students memorize information, they do not understand all the information and it is difficult to generalize to new situations. If a context is meaningful, they have knowledge and experiences that can understand better.

"Project-based learning provides opportunities for students, teachers and members of society to collaborate with one another to investigate questions and ideas" (Krajcik & Blumenfeld, 2006, p. 325). Students collaborate with others asking questions, giving explanations, making conclusions, discussing data and presenting findings in the classroom. This is important to share the information and to have a student-student interaction while having an oral production showing the projects that the students elaborate.

These investigations previously mentioned have the intention to show that to promote the spontaneous oral interaction among the students it is necessary to have a learning process with daily human activities instead of classes where the only resource are the books. Classes where the learners can have an oral interaction and improve their knowledge about the second language they are acquiring. All this can be possible with the use of the PBL, where the students make a project that involves them in real-life situations; giving the possibility to improve their oral production and the interaction among them.

Chapter 3: Research Design

This study has the Qualitative Paradigm and the Action Research as an approach that allows the researcher to observe and to reflect about the context where the investigation is being done. The researcher collects and analyzes data mainly through observation, taking as a base the objectives that were mentioned in the first chapter of this document.

3.1 Type of Study

3.1.1 Action Research

The research approach that encloses this project is the Action Research (AR), because this is an approach commonly used for improving conditions and practices in range healthcare environments (Whitelaw, Beattie, Balogh, & Watson, 2003). This is what the researcher does in order to help to improve the practice as a student teacher-action researcher (Philips & Carr, 2010). The researcher develops and uses skills that arrive to the achievement of the objectives purposed at the beginning of the project to solve the problematic detected in the class Basic 2 of the Centro de Lenguas.

This study is led by AR since, following its characteristics; the researcher observes the students' behaviors and opinions regards speaking performance being this the unit of analysis. With a low oral production, the researcher applies strategies to increase students' performance in this aspect. After that implementation there is an observation to know the effects of the process and a reflection about the failure or success of the project. With the results, the researcher decides the future actions to develop a new AR to improve the results even more; to solve the problem because the present one was not successful; or only to share the study for further researches.

3.1.2 Qualitative Paradigm

As it is mentioned in the introduction, this research is qualitative due to the characteristics that shape this kind of study. The definitions for qualitative research

vary; the researcher takes the meaning that gives Cresswell (2013) like “an approach to inquiry that begins with assumptions, an interpretive/theoretical lens, and the study of research problems exploring the meaning individuals or groups ascribe to a social or human problem.” It is necessary to collect data to establish themes with the voice of the participants and the reflection of the researcher.

3.2 Data Management Procedures

3.2.1 Triangulation

One of the principal objectives of the researcher is to analyze the data collected because the questions produced during the project give answers about the learning process of the students and their preferences. This information is examined through Triangulation because the data collected provides a complete view of the problem and therefore of a possible solution (Philips & Carr, 2010). The point of view of the participants is necessary to have different perspectives and conclusions of the general process of the class and moreover for the data collection instruments used during the process.

3.2.2 Data Analysis Methodology

Following the main theoretical perspectives presented in the last chapter, the data collected is analyzed depending on the needs of the students’ learning process. Following to Burns (2010), the stages necessary to do action research are: *planning*, *action*, *observation* and *reflection*. These stages are the steps to gather and analyze the information of the data collected.

1) **Planning:** The researcher detects the problematic and determines the objective of the project. In the first place, the researcher makes a general view to see the weakness of the students and to focus in a specific problem to be solved. When having clear the focal point of the study, the researcher

defines the research question and the objectives to start with the plan that will try to solve the problem.

This planning stage takes four months, from February 13th of 2016 to May 28th of 2016. The researcher observes the population and the behavior they have with the mentor teacher. In this observation, the researcher makes field notes (Annex 1). Likewise, there is a permission that the parents sign to make the study (Annex 7). After analyzing, the researcher sees that the problem is the lack of interaction in the students' oral production. Students do not communicate among them. For this reason, the researcher decides to look for strategies that improve these two components.

2) **Action:** The researcher puts into practice what is planned in the last stage. This stage lasts from July 30th of 2016 to September 24th of 2016. The researcher uses the PBL in order to improve the students' interaction and oral production. The students can only speak in English in the classroom, using commands and looking at the dictionary for the unknown words. All the students make groups and select a topic related to real-life problems that there are in the society and the families.

During the whole semester, the students see some grammar that is required for the CLE. This grammar is connected to the topic they chose. They have to write a small text about their topic, putting sentences in the tenses seen during the classes. The other groups have to say their opinion about the other topics. The teacher-researcher gives some information to the students about the topics they select so the learners can know more about these themes, being involved more in the problem that is constantly around them.

3) **Observation:** The researcher observes the effects of the implementation collecting the data to discover if the approach used to improve the interaction

in oral production works or not. These observations are made from October 8th of 2016 to December 3rd of 2016, and from February 11th of 2017 to March 4th of 2017. The researcher observes the students' reaction and the possible results that this study causes on them.

The teacher-researcher makes audio-recordings to see the enhancing of the students in the oral production. Likewise, at the end of the semester, the students can make an oral presentation without reading about what they have learnt regarding to real-life situations that involve all of them. In the next semester, the students can talk about their experiences; selecting the topic of the groups that the class likes the most to delve more in that theme and have a project where they can be immersed on.

4) **Reflection:** Finally, the researcher analyzes the data, taking into account the students' interaction, the fluency in oral production, and the motivation that produced the topic they select for the project. The researcher describes the effects of those categories in the enhancing of the students' oral interaction to understand the data clearer. In this stage from March 11th of 2017 to April 15th of 2017, the researcher determines if the approach used for solving the problem is the appropriated one, or if the population needs another strategy to have a better oral interaction.

3.3 Categories

Based on the three main theoretical perspectives presented in the previous chapter, the data collected is analyzed keeping in mind its functionality in the students' learning process.

3.3.1 Overall Category Mapping

UNIT OF ANALYSIS	CATEGORY	INDICATOR

Oral Production	Fluency	1. Students sustain a conversation in a determined time.
		2. Students express ideas and desires freely.
		3. Students describe orally situations and problems without reading.
	Interaction	1. Students communicate ideas to others using the grammar structures given in class.
		2. Students comprehend the ideas that others say and counterargument to them.
		3. Students enroll in a communicative situation with their classmates.
	Motivation	1. Students have willingness to select a topic that involves real-life situations.
		2. Students perform freely without taking into account their possible mistakes.
		3. Students get involved in the topic to cause impact in themselves and others.

3.3.2 Population and Sample

The students that make part of this study are from the CLE. They have ages between 10 and 12 years old. It is a group of 23 students during the Basic 2 level (2016-1). In the second semester (2016-2), they are in an Intermediate 1, where 19 of the students from Basic 2 continued in the same group, while the others come from other courses. In Intermediate 2 (2017-1) remained 18 students from the same group. The researcher selects 12 students for the sample and the data analysis; 4 with a very good English level, 4 with a medium English level, and 4 that do not have the best English level. This criterion is taken with the grades and behavior of the students in class.

3.3.3 Instruments

3.3.3.1 Surveys / Interviews

When the researcher has conversations with the students and the teacher, and makes more formal interviews and surveys; there is the possibility to know the population that has the problem. This happens because of the inquiry and listening to others (Philips & Carr, 2010). The researcher uses these instruments to know the topics

the students want to work with and the concepts or thoughts they have about certain themes that are managed in the development of the project. Likewise, the students can give their opinion in interviews and/or surveys to show the enhancing of the use of language.

3.3.3.2 Field Notes

When observing a culture, setting, or social situation, field notes are elaborated by the researcher to remember and record the behaviors, activities or events that are observed in the class (Crabtree & Cohen, 2006). These instruments give the opportunity to the researcher to produce meaning and understanding of the culture, social situation or phenomenon that appear in the projects developed by the students. In this way, this instrument can give an opportunity to take important information to know the final results of the study.

3.3.3.3 Video Recordings

Having the possibility of recording while doing an activity to collect data without laying aside the tools, improves the efficiency of the development of the activity (Rumble, Juntti, Bonnot, & Millspaugh, 2009). In this case, the researcher uses the video recordings to take into consideration the things that could not be taken in the field notes and to reflect the oral production the students have in the moment of speaking. These videos have an analysis to do some kind of “praxis” where the teacher-researcher can modify the attitudes or activities that do not have the best result in class.

The methodology that the researcher uses in this project has elements from the Qualitative Action Research which are part of the process with the Data Analysis instruments. These allow to analyze and reflect the way that the problematic detected in class Basic 2 of the Centro de Lenguas can be improved; showing the results when the students are in the level Intermediate 2.

Chapter 4: Pedagogical Intervention and Implementation

The Collaborative Learning (CL) is necessary for students to work together to solve a problem. CL is when learners at various performance levels work together in small groups toward a common goal (Laal, 2012). When students confront real problems, they can collaborate to their classmates facilitating the integration and interaction among the participants. This proposal pretends to enhance the interaction in the students' oral production with the use of PBL, collaborative work and the assignment of designed tasks. This process starts with a controlled interaction and finishes with a spontaneous oral production in the classroom.

4.1 Vision of Language and Learning

4.1.1 Vision of Language

Language in the Centro de Lenguas (CL) is seen as an active instrument that gives the possibility to communicate and create the meanings since the culture and the proper aspects of the social interaction (Monroy Guzmán, Ríos Lombana, & Casas Leal, 2014).

4.1.1.1 Communicative Language Function

In the CL the students' final objective is to communicate with specific purposes of the foreign language they are acquiring. According to Halliday (1970), the communicative language function is divided in seven functions:

- Instrumental: To express the needs (e.g. "Want juice").
- Regulatory: Language is used to tell others what to do (e.g. "Go away!").
- Interactional: Language is used to make contact with others and form relationships (e.g. "Love you, Mummy").
- Personal: To express feelings, opinions, individual identity (e.g."Me good girl").

- Heuristic: Language is used to gain knowledge about the environment (e.g. 'What is the tractor doing?')
- Imaginative: Language is used to tell stories and jokes, and to create an imaginary environment.
- Representational: The use of language to convey facts and information.

This project pretends to use all this concepts during the elaboration, but especially the interactional, personal, and imaginative functions of the language (Halliday, 1970). The researcher focuses on those functions because the students should interact with others in the classroom; expressing their feelings and opinions; creating and imaginating the environment they want to live in.

4.1.1.2 Communicative Language Teaching (CLT)

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). The population of this project likes learning English and the teacher-researcher has to take advantage of that to improve the language learning in the oral production. This is given with the development of a project where they can be creators and promoters of the communicative context that allows the interaction inside the classroom.

4.1.2 Vision of Learning

The CL is engaged with the use of innovative tools that facilitate the learning and the continuous improvement of the exercise of teaching-learning through the use of the communicative abilities, having with them, interaction and feedback (Monroy Guzmán, Ríos Lombana, & Casas Leal, 2014). This exercise has to be analyzed, guided

and motivated by the teacher who solves the problems detected and formulates answers for the students to learn the language.

According to Project Based Learning (PBL), learning is organized around projects, complex tasks, based on challenging questions or problems that involve students in design problem-solving, decision making, or investigative activities (Thomas, 2000). This gives students the opportunity to have a process where the competition disappears. There is autonomy and cooperative work, and the learning process culminates in realistic products or presentations.

4.2 Stages

In the Centro de Lenguas (CL) it is mandatory the use of the textbook. The researcher proposes a development of the project directly related to the topics given by the book. The textbook presents 12 units –six per semester– that the CL takes to implement the syllabus. In every unit there are 4 lessons. Every lesson has a grammar topic, new vocabulary, and a communicative situation where the grammar and the vocabulary can be implemented. The stages to develop these contents are 1) a **presentation** of input (reading and listening) using the grammar topic and the new vocabulary, 2) an **explanation** of the grammar structure, and 3) the **instructions** for students to practice the usage of the topics learnt by writing and/or speaking.

4.2.1 Presentation

In the first stage, the activities proposed by the textbook are reading and listening to give input on the usage of the grammar topic and the new vocabulary. There are examples about how to use the structure and the vocabulary through a text that students can read and listen at the same time. Every unit has a distinct vocabulary with readings where some important words are highlighted so the students can use them in further activities.

4.2.2 Explanation

In this stage, the text gives a grammar chart which explains the structure of the topic studied. It suggests that it must be explained by the teacher who must ask students to give more examples later. The examples given by the students can be used in the next stage where they have to put in practice this grammar explanation.

This stage is developed mainly by the teacher who explains the grammar topic. However, the teacher decides whether explaining the grammar chart or making an activity to explicate the students the topic in an inductive or deductive way. The students can give at the same time, contributions to the development of the class and improve the learning and the ambiance in the classroom.

4.2.3 Practice

The last stage consists on putting in practice what students have learnt in the textbook during the previous stages. There are activities where students can produce texts or conversations using the grammar and vocabulary seen. These activities can be individually or in groups depending on the intention of the class.

The researcher focuses the attention in the last stage regarding to the stages presented in the Data Analysis Methodology (planning, action, observation, and reflection) that are developed in the practices during the classes. In this practice the researcher applies the research instruments to discover the problematic. After knowing that the students need to improve the oral production, the practice becomes in the application of the interaction, fluency and motivation that they can have to have oral production in English based on the approach of the PBL. The researcher collects the data for analyzing if the planning has positive, negative, or none effects on the students' learning process, specifically in the interaction in oral production.

4.3 Syllabus

In accordance with the objectives proposed in this document, the lessons described below have a semi-structured development of the tasks at the beginning, where the students' participation is essential to show their ideas about the projects. The topics and activities in the *Table* 2 are based on the syllabus that the CL has for Intermediate 1 and 2- Kids from 10 to 12 years old. At the end of the course, the tasks are conducted by discussion spaces about the activities done showing the interaction among the students in the development and ending of the projects.

DATE	OBJECTIVE	ACTIVITY
July 30th / 2016	To introduce ourselves and to give the general objectives, achievements, and rules for the course using the Simple Present.	Games: "Find someone who". "Stop"
August 6th / 2016	To talk about the problems in the family and the society in Simple Present.	Papers with nationalities and countries and Parents' Meeting # 1.
August 13th / 2016	To identify the uses of Simple Present and Present Continuous.	Mimics.
August 20th / 2016	To talk about the problems that different professions have using Simple Present and Present Progressive.	Book and roleplay.
August 27th / 2016	To talk about real-life issues, objects, and food using have got, possessive adjectives, and possessive pronouns.	Roleplay.
September 3rd / 2016	To have a general review about the topics seen in the first term.	Conversation and first exam.
September 10th / 2016	To identify the uses of the Gerund form (-ing) through a film.	Movie "Zootopia".
September 17th / 2016	To see the difference between the Verbs of emotion, Imperatives and be going to.	Game: "Simon says" Draws.

September 23rd / 2016	To notice the difference between comparatives and superlatives.	Book and discussion.
October 8th / 2016	To make a general review about the topics seen during the second term.	Review activity and second exam.
October 22nd / 2016	To understand the past of the 'to be' in the interpretation of real-life situations.	Sentences as fast as I can and Parents' Meeting # 2.
October 28th / 2016	To study the Simple Past with the activities/experiences the students have had.	Costumes presentation. Game: "Hot potato".
November 5th / 2016	To review the grammar seen reinforcing the Simple Past and Past Continuous.	Real life situations. Game: "The cookies jar".
November 12th / 2016	To see the Simple Past and the Past Continuous in real-life situations.	Mimics, book and conversation.
November 19th / 2016	To have a general review about all the topics seen along the semester.	Conversation.
November 26th / 2016	To make the review the final project and the final exam.	Conversation and final exam.
December 3rd / 2016	To have the final project presentation.	Speaking and Parents' Meeting # 3.
February 11th / 2017	To review the topics from the level Intermediate 1.	Conversations and roundtable.
February 18th / 2017	To establish differences between the city life and the country life.	Book and "Hot potato".
February 25th / 2017	To understand the management in a restaurant and its vocabulary.	Role-play and draws of the food.
March 4th / 2017	To use indefinite pronouns and adjectives when shopping.	Conversation and "Broken phone".
March 11th / 2017	To see the care to the pets in the country and in the city.	Conversation using toys or teddy bears.

March 18th / 2017	To present the first term exam and the speaking that proves the knowledge acquired about the project.	First exam and final speaking for the project research.

Table 2

The dates proposed in the *Table 2* are taken following the schedule of the CL that starts on July 30th and finishes on December 3rd. On July 30th is the introduction and presentation of the general aspects of the class, on October 15th there is no class because of the break-week, and on December 3rd it is the delivery of the final grades. The level of Intermediate 2 is with the dates until March 18th because until that date there is the recollection of the information by the researcher for the data analysis; and this can be evidenced better in the *Table 3* where there is the Timetable thought for the two semesters of intervention.

4.3.1 Timetable

Objectives and Achievement Indicators	**2016 - 2**					**2017 - 1**	
	August	**September**	**October**	**November**	**December**	**February**	**March**
Objective 1: To identify the incidence of the oral production in the improvement of the students' interaction.							
Achievement Indicator 1: To make descriptions about the problems seen in the society and the family.	6th – 13th						
Achievement Indicator 2: To see the impacts that the problems talked have in the society and the family.	27th	3rd – 10th					
Objective 2: To analyze the impact of using PBL in the students' oral production.							
Achievement Indicator 1: To select a topic about the problems given in the		17th – 24th	1st				

society and the family to start with the development of the projects.							
Achievement Indicator 2: To develop projects which involve the problems given in the society or the families of the students.			8th – 22nd – 29th				
Objective 3: To determine the possible advances in the application of PBL as an approach in the development of the student's interaction.							
Achievement Indicator 1: To make the presentations of the projects per group.				5th – 12th – 19th			
Achievement Indicator 2: To discuss the impact of every project in the class and the students' lives.				26th	3rd	11th	
Achievement Indicator 3: To analyze the data collected.						18th – 25th	4th

Table 3

4.4 Lesson Planning

All the activities that the researcher plans are very carefully designed using a sample of Lesson Plan (Annex 9). The researcher describes in detail the activities to develop in class, with clear objectives –general and specific ones–, the stages to manage the course, in which there is the presentation of the materials to use, and the time that is necessary for the activities to develop with the students in class. The researcher mentions at the same time if the activities have to be individually, by couples, in group and/or with the help of the teacher-researcher.

There is also a part of monitoring to have the knowledge of how to manage the class trying to have the control of the course. An evaluation that is most of the time qualitative like it is mentioned in the methodology to use in this project. And finally there are some comments that the researcher makes to establish the relationship that exists among the activities developed and the research project itself. An example is below:

1. **OBJECTIVES:**

1.1 GENERAL OBJECTIVE: To introduce ourselves and to give the general objectives, achievements, and rules for the course using the Simple Present.

1.2 SPECIFIC OBJECTIVES:

- To get to know better to each other.
- To exchange personal information in Simple Present.
- To understand the information given during the class.

2. **STAGES:**

- To make a little introduction about myself.
- PRE: To present and explain the game "Find someone who".
- To draw on the board a grid (5 squares across and 5 down). In each square put the prompts: hates cats, likes music, lives near the school, likes pasta and enjoys dancing.
- WHILE: To give ten minutes to the students to copy the grid and to start the game where the students have to ask about the prompts mentioned with the questions in simple present. Ex: Do you hate cats? The students have to answer in simple present too. Ex: Yes, I do.
- POST: The teacher is going to ask how many people accomplish with the prompts and to put the statistics on the board.
- To explain the rules of the class for the semester.
- To present the book and to answer doubts or questions the students might have.
- PRE: To ask the students what kind of vocabulary they know.
- WHILE: To play "stop" with the principal vocabulary: animals, members of the family, objects, cities, and colors.

- POST: To identify the correct writing of the words the students wrote.
- To remember the parents' meeting next Saturday.

3. MONITORING:

The monitoring is going to be constantly watching the students, paying attention about the knowledge and behavior they have, and solving any question the students might have.

4. EVALUATION:

Depending on the results of each activity, the teacher is going to congrats the students because of the behavior and attitude they had during the class.

5. COMMENTS:

As this is the first class, in the explanation of the rules there is a general explanation of the development for the project. The students have to select a problematic that the society and the families have and to give a possible solution; relating all the topics seen during the semester.

It is important to implement a topic which the students have an authentic connection with, developing or designing a comprehensive final product that each student has a role in creating and connecting with the real world. This gives the possibility and opportunity to have a better oral production and interaction with others; due to the students feel identified with the problems that are shown.

All this gives a new perspective of how students and teachers can learn about different topics in class that involve the families and the society they are living in. This has a pedagogical perspective where students can give their own viewpoints about the problems they see in the real-world-life. The teacher-researcher is a guide for the production the students have, and also a constant learner that improves the knowledge that exists about the problems in the population that is being managed and the product the students will give in the final project.

The proposal made in this project is elaborated towards the problematic detected in the class Basic 2 of the CL. There are considered various aspects in the class as the population, the context, and the institution itself. Based on the Qualitative Action Research, the researcher can make a needs analysis, the description of the problem and the proposal which includes the PBL as an approach that might help to improve the students' oral production and the interaction among them. In conclusion, the strategy of the researcher in this project is to personalize the classes based on activities that might relate the contents that are taught with the students' real life-world.

Chapter 5: Data Analysis

In this chapter, there is the analysis management and the data analysis. In the first part, there are the general observations that the researcher made regarding the achievements and limitations of the whole process of the project. In the second part, there is the analysis of each indicator from every category; giving some examples to sustain with theory at the same time, the success or failure of every indicator.

5.1 Analysis Management

In the process of collecting and analyzing data, the researcher noticed that the students acquired confidence and enhancing in the oral production. At the moment of making videos, the students did not change the attitude and continued with the class normally. At the beginning of the observations the students were very nervous and shy, they did not speak a lot and did not have interaction among them. When the time passed, they got accustomed to the presence of somebody else in the classroom and when the assessor came to look at the researcher's practice, they continued with the normal class.

The process of collecting data was very difficult while teaching because there were some moments that the time was not enough to make field-notes and to explain and guide the learning process of the students at the same time. The video recordings were important instruments that helped to collect the data after the classes and to complement the missing information in the field-notes that was relevant for the study, like attitudes, behaviors, and reactions that the students had at the moment of speaking English to express an idea. All the instruments were an excellent support to see whether or not the students improved in the oral production through PBL and had a better interaction.

At the moment of thinking about the proposal, the researcher thought in a project where the students could give a topic related to real-life problems in their society and their families. The topics were: bad opportunities in education, ELN, FARC, animal abuse, hawkers, lack of tolerance to the L.G.B.T.I. group, and deforestation. Unfortunately, at the end of the first semester of implementation (2016-2), one mother expressed the disagreement about the topics despite they had been already approved by all the parents since the beginning of the semester. She said that they were not appropriated for the age of the children. The researcher had to give another focus to the project in the second semester of implementation (2017-1), by specifying on the animal abuse like a way to take care of the pets. The students had an interaction among them and had an oral production with few difficulties in the topics they had in both semesters.

Despite few failed indicators, the majority of indicators showed in the analysis that there was a big progress in the students' speaking and interaction. Being the oral fluency the most advanced item. The interaction is still a few complicated because of the age. They do not like a lot to relate with the other genre, but they interact with people of the same genre better than before and speak with them in English which is a huge advance.

There was too much data that the researcher had to analyze and sometimes the researcher had to play a lot of times the video-recordings to transcribe correctly the interventions. It took a lot of time to think about the success or the failure of every single indicator and to find out the authors that supported every indicator. Nevertheless, this was a good process where the researcher improved all the time with every activity to develop; planning, implementing and analyzing in an appropriate time.

5.2 Data Analysis

The principal objective of this study is to promote the interaction in the oral production of EFL through Project Based Learning. In the observations, the researcher collected data necessary to identify the problem. This data was analyzed with a unit of analysis that is the Oral Production, and with three categories (fluency, interaction, and motivation); each one with three indicators. These indicators are based on some theories that support the ideas and data shown.

5.2.1 Category 1: Fluency

5.2.1.1 Indicator 1: Students sustain a conversation in a determined time

Most of the students could sustain a conversation when the teacher-researcher gave a determined time. The majority of the students made themselves understand and there was a clear message to the receiver. Despite they doubted sometimes about what to say and had grammar mistakes, they expressed understandable ideas. One example of this is the next conversation:

<< S.A.: "I am a police-man. What problem?"
S.M.: Mmmm… They crushed us!
S.L.: Yes, yes. I don't saw.
S.M.: Ahhh. Ok, I understand. >> (Annex 11).

The students had a lot of repetitive expressions like "*Mmmm*", "*Ahhh*"… but they maintained the conversation and gave an answer to continue speaking about the topic using simple words. The questions and the answers given in the conversation had authentic responses and the turn-taking occurred spontaneously. As Ketch (2005) mentions, the most powerful language occurs when students engage in authentic interactions and purposeful conversations. Students can sustain a conversation making affirmations and questions to solve a problem that imitates a situation of the real life.

Another example for this indicator is an activity developed in the classroom where the students had to give sentences as fast as they could and then created a conversation with those sentences (Annex 10). Conversations help students to make sense of their world (Ketch, 2005). All the students tried to express their ideas by practicing the use of the sentences written and gave a logical order to them.

All the activities presented in class were a great opportunity for students to speak in the foreign language they are learning. With every activity given, the students improved the oral production and made conversations with their classmates. When they had a determined time, they felt sometimes held down but they made the activities anyhow.

5.2.1.2 Indicator 2: Students express ideas and desires freely.

Students had contact with real-life activities with the topics selected for the project. They felt free to express their feelings and thoughts without taking into account the possible mistakes they could have in the moment of the speaking. Activities where the learners had the opportunities to express themselves as they wanted were a good learning process because they were talking about the topics that they liked and they were not the imposed ones by the teacher.

One example of this was the presentation of the final project at the end of the semester 2016-2, in which the students showed the investigations they had made about problems in the society and in the families. When people express problems, they externalize or personalize them in a subject-way (ABLE, 2015). In one of the presentations (Deforestation), the girls opted to use the puppet of a tree with few leaves. They interviewed the puppet (P) to give the point of view they had about this topic; showing the feelings they had with respect to this topic without being afraid of

committing mistakes but trying to express their ideas about a topic that was relevant to them:

> *<<… P: All the people, all the humans, cut me and my family. My family and my friends was death because the humans cut everything. (Sad face)…*
> *P: People have to have critical thinking because YOU NEED ME and all need oxygen to life.*
> *V: What do you remember about other times?*
> *P: I remember that kids played with balls and dolls. Now, kids play with guns. Because the society think in wars not in a good world.*
> *V: What is the consequence about this?*
> *P: The consequence are that all will die. All the plants, animals, humans, need me and all my friends; the oxygen for life. Care me and respect too! >>* (Annex 13).

Expressing life experiences in different ways can be an opportunity to open up and engage actively in verbal conversation (ABLE, 2015). In the moment that the students have contact with something that is close to their experiences in their real life; they have the opportunity to express themselves in a better way. In these moments, the learners do not think about the grammar mistakes and speak without restrictions (Annex 10.3).

At the beginning of the first semester of intervention, the students did not express many ideas in the speaking. With the time, they were enhancing the oral production and they felt more comfortable to produce orally. They learnt to speak in English with their classmates and with the teacher in a freely way without thinking that much in the grammar mistakes.

5.2.1.3 Indicator 3: Students describe orally situations and problems without reading.

Students looked for information about situations and problems of the real life. They selected topics in which they could give a point of view. Along the semester 2016-2, they searched important data about the theme they chose and they elaborated a writing that had all the grammar seen in the semester and that was improving with the time. That writing was the base for them to make great presentations at the end of the semester, having knowledge about the topic they liked, and showing the perspective they had despite the massive media. One example of these presentations is transcript below:

> *<<…S.L.: The LGBTI is an organization that protect the rights of all the humans that are not heterosexual...*
> *S.M.: Yes. All humans are equal and can't be critized for other people.*
> *S.R.: In my opinion, all people are equal and if they have a sexual orientation is not important. Is important the attitude with others.*
> *S.L.: One example, my friend is lesbian, and we talk about much things and have funny. And other person is heterosexual and treats bad others for yes. That is the important: to be a good person.*
> *S.M.: Yes. Don't juge for the sex, the color, the culture, etc. >>* (Annex 14).

This example shows the way students could talk without reading about a previous investigation they did giving their own point of view. It was necessary that they read, to push them to think differently, to move them out of their intellectual comfort zone, discussing and giving their personal opinion (Beard, 2012). These students did that. They expressed their feelings through a topic they like. It is a problematic that is in their context and that they investigated to be discussed in the presentations without the necessity to read from a paper but with a good opinion described orally.

When the students started the semester of Intermediate 1, they could not make a conversation without reading what they had written before to remember the topic they were supposed to talk about. When this project was implemented, they studied about a topic they liked. They investigated reading and listening about the topic to give finally a conclusion, a point of view in their own words without the necessity to read from a paper that information, expressing orally a situation, a problem in which they are immersed on.

5.2.2 Category 2: Interaction

5.2.2.1 Indicator 1: Students communicate ideas to others using the grammar structures given in class.

Students tried to communicate all the time in Spanish because they were afraid of making mistakes in English. The teacher-researcher tried to remove that fear by telling them some experiences about the foreigners that speak Spanish without thinking about the grammar mistakes and we understand them. When communicating, grammar is necessary although it is not the most important aspect in communication. At the moment of learning a foreign language, the grammar aspect becomes a process. Here comes an example of this:

<<S.L.: I am going to go shopping.
C.S.: I am going with you…
C.G.: How can I help you?
S.L.: I wanted that t-shirt.
C.S.: How much is it?
C.G.: It is twenty pesos.
S.L.: You say twenty pesos?
C.G.: Sorry, sorry! Twenty thousand pesos.
C.S.: I am buying it!
S.L.: I see it first! I am going to buy it…>> (Annex 15).

In that example, the activity had to use the present continuous for future purposes. These students chose going shopping to make the role-play. Unfortunately, this topic was confused with the '*Be going to*' by the student S.L., while C.S. understood it perfectly. There were some mistakes at the moment of selecting the correct tense, like when S.L. says <<*I wanted that t-shirt*>>; she made the sentence in past when she pretended to express it in simple present. This same occurred in the sentence: <<*You say twenty pesos?* >>; she wanted to say the verb in simple past but she said it in present.

As it was mentioned before, grammar is a process. It is necessary to begin with the use of the language and improve that use by progressively learning the rules (O'Reilly, 2005). Sometimes, kids tend to confuse some tenses and that is because they are in a learning process. Despite they try to communicate their ideas using the grammar seen in class, they have some mistakes that are progressively enhanced with the time and it can be seen every class where students show their improvement every time more and more.

5.2.2.2 Indicator 2: Students comprehend the ideas that others say and counterargument to them.

Students learnt to create and elaborate conversations, listening to the ideas of others and counterargument with coherence. They did not want to interact a lot with other students of the opposite genre, but they talked in English more frequently to the ones of the same genre. They spoke in English comprehending what others said most of the time, because sometimes the transmitter had to repeat the information given. Next there is one example:

<< A: (Hitting a teddy dog).
S.A. What are you doing?
A: I am castigating my dog.

S.A.: What?

A: I am castigating my dog.

S.A.: Why?

A: He bite me.

S.A.: What?

A: He bite me.

S.A.: And what? He is small. Correct he with love.

A: How?

S.A.: With a hug (He holds the dog into his arms)…>> (Annex 16).

In this activity the students make couples. The student *A* (A) has to create a problem with one object that the teacher-researcher gives to them (teddy dog). The student *B* (S.A.) has to react and act depending on the action(s) the student *A* makes. It was evident that they could communicate and explain themselves. There were some mistakes in grammar, but it was possible to stablish a comprehension of the problem created and a solution as a response to it.

As Byrne (1991) mentions, it is necessary to listen and to speak in oral tasks. When students are in a conversation, they have to understand the message to give an answer. These are the first actions that learners should do when learning a foreign language. Then, they are improved with the use of grammar as a process that becomes stronger with the practice of the oral skills.

The students learnt to establish and sustain a conversation by listening and speaking in a better way. Despite at the beginning of the process they did not interact a lot and spoke very few. With the time they understood the words that their classmates said and could have a better interaction. The students continue in a learning process of a foreign language and they continue improving in the conversational aspect with the time.

5.2.2.3 Indicator 3: Students enroll in a communicative situation with the classmates.

In communicative situations related to the real life, students tried to speak more in English with their classmates. Despite they do not speak frequently with their classmates of the opposite genre, they essayed to communicate in English with the ones of the same genre (Annex 10.1). This is still a problem in terms of interaction for the whole group, but with an advance for some of them.

Despite students do not interact with the classmates of the opposite genre; they do it with the ones of their same genre like in this example:

<< C.G.: Hello daughter. Why you didn't do the homework?
C.S.: I was doing it when you entered my room! (Anger face).
C.G.: I was cooking and I came to see you because your dad called and he was working...>> (Annex 12).

In this conversation the students were relaxed and represented a paper with a good attitude. They had to form couples and create a situation of the real life using the tenses of Simple Past and Past Continuous. They accomplished the task and interacted well because they could select the classmate and the topic they wanted to work with making a meaningful communication.

It is necessary to create meaningful and communicative situations that invite the students to use the foreign language as a vehicle of oral communication within the classroom with the classmates (Martínez, 2009). In activities where the students feel a connection with, they understand better not only the topic, but also the structures. They give sense to the context. Communication becomes into an easier aspect to enhance the oral production.

When students enroll in a communicative situation, they have the opportunity to express their ideas with their classmates freely. They sometimes think about the

grammar mistakes they can commit and they doubt about saying a word and/or expression in the conversation. In the moment that they speak, if they know the topic and if it is meaningful to them, they do not mind those mistakes, and continue having an oral production and interacting with their classmates.

5.2.3 Category 3: Motivation

5.2.3.1 Indicator 1: Students have willingness to select a topic that involves real-life situations.

The topics the students selected from the beginning of the semester (2016-2) to make the final project were chosen from a long list they gave in one class. (Annex 17) They gave the problematics they knew that happened in their society and in their families. From that list, they chose: bad opportunities in education, ELN, FARC, animal abuse, hawkers, lack of tolerance to the group L.G.B.T.I., and deforestation.

The willingness they had to select topics that they really liked was a good option to see the level they had at the moment of speaking because they expressed their opinion about something that is related to their real-life. It was possible to see that they have the willingness to help other people: <<*J.C.: There are a lot of injustice and we can help giving jobs to the reinserted to have a better world*>> (Annex 10.2). Despite they cannot do many things because they are children, they already know the problematic. Kids can make aware people –adults– to help society. With these actions, they can make a better world.

The willingness can become better and better at collaborating effectively, not just collaborating (Kashtan, 2015). This attitude was the one that these students had when they presented their point of view about the topic selected and they collaborated to their classmates at the moment of forgetting information because they were nervous in

the presentations (Annex 10.2). Collaboration was also an important part to notice that they have the willingness to learn and to help their classmates to do so.

When the focus of the Project Based Approach changed in the second semester of intervention (2017-1); the students put willingness despite the topic of the animal abuse was only from one group. They were also motivated because they could have contact with an animal and express their feelings (Annex 10.3). In this way, they can think more about how to take care of the animals, especially from their pets and be conscious of a problematic that is in their real-life.

When a topic is related to real-life situations, the students are more motivated to investigate and talk about it because it is something that they might like and that is in their lives, in their environment. Kids are sometimes in a bubble because the society does not let them to delve more in some aspects. Their input is generally the massive media. When a project is carried out and they can search about what they have selected, they can build a thought and an opinion about that topic; having more motivation for further investigations of the themes they select.

5.2.3.2 Indicator 2: Students perform freely without taking into account their possible mistakes.

In the final presentations, the students did not take into account the grammar mistakes. The teacher-researcher told them from the beginning that the important aspect in the presentation was their personal opinion related to the topic they selected. The next activities done with the students after those presentations were more relaxing because they had already in mind that the important aspect was the content and it was not the form. One example of that is the following:

<< S.L.: I am a taxi driver and I love this place but <u>it polluted</u>...

S.A.: I am a police-man. <u>What problem</u>? >> (Annex 11).

In that example it is possible to see that there is missing the verb to be and an article in “What problem”, it should be “What IS THE problem?”; and it is also missing the to be in “it polluted” where it must be “it IS polluted”. Nevertheless, the students could express their ideas freely and without problems. They understood the context and it was understandable for everybody; without mention that they enjoyed the role-play they did which is a great advance showing that they were disinhibiting and improving every day even more.

For speaking English successfully it is not necessary the grammar at all, “Grammar is important for writing, but for speaking, important words carry the day” (Thompson, 2010). With these ideas, it is easier to think about a free presentation in which the students can show their ideas without taking into account the possible mistakes. The grammar is a process that the students have along all their learning of a foreign language.

Students perform freely because they feel comfortable talking about the topic they are presenting. When the public is tolerant, they are not afraid of making grammar mistakes due to everybody knows that they are in a learning process. No one was born and started walking; everything is a process to carry out in the moment of learning, whether we decide how to walk or how to speak a foreign language.

5.2.3.3 Indicator 3: Students get involved in the topic to cause impact in themselves and others.

The topics selected at the beginning of the semester (2016-2) were the ones the students liked from the problems they knew (Annex 17). Since they started with the investigations, the topics had caused an impact on them because they knew them at least from hearing to someone else speaking about those topics. In the development of the

project, while doing the research and making the presentation, they were getting the big problematics that they had in their societies. It was not only a research about the massive media information, but also about asking their relatives and friends about the thoughts they had about these situations to give a clear point of view.

In one of the presentations (Annex 10.2), the students made their parents to speak in English although they did not know how to do it very well to show a different perspective of the situation they were introducing (ELN). This shows the engagement they had at the moment of their presentation. There was a big impact caused on them and in the other people who could see their problematic presentation (student, parents, and teacher-researcher).

Our words carry enormous weight. They often impact people (Hyatt, 2016). These are reasons to try to get a better world. When kids improve in their oral production with the help of their families and are also engaged with topics of the real-life world, they can change the world little by little. They have conscience and understand that the change starts from them to impact others in a good way, to change the world, the society and the families, to have a better future for all of us.

Chapter 6: Summary of Results

According to the process of analyzing the data, it is evidenced that the students from 10 to 12 years old at the Centro de Lenguas –now in Intermediate 2 level– had a good improvement in terms of their oral production. Before implementing PBL students did not want to try to express themselves in English or interact with their classmates. This approach improved the main unit of analysis (oral production) in its three categories (fluency, interaction, and motivation).

6.1 Fluency

Despite the mistakes in grammar, the students had a good development in this category. They started to understand little by little, that the grammar is not the most important aspect, although it is necessary to go in a learning process. Nevertheless, the best learning was provided when they made mistakes, because they corrected themselves immediately like in the example to follow:

<<C.G.: It is twenty pesos.

S.L.: You say twenty pesos?

C.G.: Sorry, sorry! Twenty thousand pesos>> (Annex 15).

There it is shown that the students can correct themselves with the help of others. Their own classmates are support and an aid to stablish connections of coherence and understanding. Sometimes because of the distractions, the natural development of a conversation loses its fluency (Al-Sibai, 2004). Nevertheless, the students can sustain conversations expressing their ideas in regards to situations of the real-life.

The cooperation and the knowledge they acquire from others, is equally very important to develop the fluency. When focusing on fluency, learners can demonstrate

to themselves that they can succeed in speaking English (Al-Sibai, 2004). If this happens with the collaboration of their classmates, it gets a better improvement of the language learning process, enhancing the oral production that is the most important aspect in this project.

6.2 Interaction

When the teacher-researcher faced the 10-12 graders at the CLE for the first time, she realized that they had few or none interaction among them. During the two semesters of intervention, they could improve this aspect a few. It was not possible to enhance this aspect very much among the opposite sex students; but it got better when students of the same sex had to interact among them.

In the following conversation, it was possible to make evident that the two girls implied there, were relaxed talking about something they like (shopping) but they had to create a problem and could enjoy it in this role-play:

<<S.L.: I am going to go shopping.
C.S.: I am going with you.
(S.L. and C.S. go to the clothes' store) (…)
S.L.: I wanted that t-shirt.
C.S.: How much is it?
C.G.: It is twenty pesos (…)
C.S.: I am buying it!
S.L.: I see it first! (Screams) I am going to buy it!
(Both girls start fighting by the shirt and break it)>> (Annex 15).

In the moment of the role-play that they decide to fight for having the t-shirt, they get into the role that much, that they scream as if they were really angry. These girls did not have the best interaction among them before this activity, but after that, they talked more frequently and helped to each other in further activities.

There are activities to improve oral interaction used in the classroom like tasks, role plays, project work, dialogues, presentations, and many other activities that we call communicative. These activities give the possibility to students to learn from and among themselves (Herazo Rivera, 2009). With this implementation in the classroom, there is an advance in the student-student interaction, where kids can have a better communication, speaking for and with their classmates.

6.3 Motivation

The students felt more motivated when implemented the project that they liked. They selected topics they felt identified with. Those topics were related to real-life problems that exist in their society and their families. They chose the ones that called their attention the most and made a research to understand them better. Some of them made their parents to participate in the presentation and elaboration of their research study (Annex 10.2), making the presentation more interesting to the presenters and to the public who was observing them.

Students are motivated to look for the information they like, to show the problematic they found interesting and to give a personal opinion about it. They try to get a better world like in the example below:

> <<(…)*V: What do you think for this actions?*
> *P: People have to have critical thinking because YOU NEED ME and all need oxygen to life.* (…)
> *V: What is the consequence about this?*
> *P: The consequence are that all will die. All the plants, animals, humans, need me and all my friends; the oxygen for life. Care me and respect too!* >> (Annex 13).

These students were very motivated. They used a puppet to express their opinion about their topic (deforestation). With the project based learning (PBL), students are more

motivated to do and apply ideas by engaging in real world activities (Krajcik & Blumenfeld, 2006). If an activity is meaningful to them, they have knowledge and experiences that they can understand better and feel free to make activities that can be useful and helpful for their learning process.

Chapter 7: Conclusions

The interest of the researcher was to improve the interaction in oral production through PBL. The researcher wanted the students to speak in English in a fluent way, interacting among them, and being motivated in this learning process. To achieve those thoughts, it was necessary to design some objectives that were mentioned in the first chapter of this document.

The first objective was *to identify the incidence of the oral production in the improvement of the students' interaction*. It was possible to see that the students improved the interaction among them, especially with students of the same genre. Moreover, the teacher-researcher started the project by clarifying them that the most important aspect in the speaking was to explain themselves and that the grammar was a process that they could improve with the help of the teacher-researcher and their classmates.

The students could make descriptions about the problems they detected that happened in their society and their families. They made presentations in which they could show the interest they have to get a better world to live. They learnt to help to each other in moments in which they forgot information or did not know what to say, although it was specific information and/or grammar mistakes.

Moreover, they could see the impacts that the problems talked have in the society and the families. The teacher-researcher was also impacted about the imagination and creativity that students have when making different kind of activities. They involved their parents in their presentations to show their own point of view and to show the public (parents, students, and teacher-researcher) the big impact that a problem can cause on them, even though they were not directly implied on the problematic.

The second objective of this research was *to analyze the impact of using PBL in the students' oral production*. The approach of PBL was a good choice to enhance students' oral production. Kids could improve their speaking by making a project in which they could feel an attraction with. They felt identified somehow with the topics they selected giving a personal opinion about them and a possible solution to those themes.

The students gave a list of problems that they have seen in their society and their families (Annex 17). They made groups and selected a topic from that list to make a research project. They looked for some information about the topics chosen and during the semester (2016-2) they could develop a presentation that impacted to themselves, to their classmates, their parents, and the teacher-researcher.

Although there was a change in the content of the projects for the semester (2017-1), the students continued engaged with a problematic (animal abuse). At this point, it was even more related to their real-lives because the most of them have pets and feel identified with the abuse that others can cause on their animals. They understood that these problems can hurt them and their families and could express it by talking about their pets and the feelings they had (Annex 10.3).

The third specific objective was *to determine the possible advances in the application of PBL as an approach in the development of the student's interaction*. The use of PBL was an excellent tool to help students to interact. They could search together information and make texts about it with their own words. That information was later presented in an oral way for parents, classmates and the teacher-researcher; showing the impact that the topic selected caused on them.

The presentations the students made were a good way for them to interact with their classmates. They helped to each other when someone forgot any information or

made a mistake. All the activities developed during the two semesters of intervention, were a good way for them to enhance their interaction and also think about interacting with others outside the classroom.

After every presentation of their final project, there was a discussion about the thoughts and feelings the public had. Although parents spoke in Spanish congratulating them for their investigations, it was a good factor of motivation for the students continuing with further research studies. Also, the teacher-researcher learnt a lot about the presentations and the creativity the students have.

When kids had something to do that is related to their real lives, they got involved more with the activities and participated, interacted, and learnt more about distinct topics. The teacher-researcher learnt a lot from the students along this process, not only by the information they brought to the classroom, but also because of the attitudes of the students. Everyone is a complete world of different experiences, expectations and imagination that made the classroom time an adventure to live every day.

The research experience was something incredible for the teacher-researcher. This project had a lot of work to do but every second was worth it. To transcript the video recordings by listening them a lot of times, was a good way to improve the listening. To look for so many information and to decide which one was the correct one, was a good exercise to develop the reading skills. To write this document trying to give the most relevant and specific information related to the topics threatened in the project, enhanced the writing skills. Finally but not least important, to be with a wonderful group that has so many things to offer, and to try to teach them and guide them in their learning process; was an excellent job to ameliorate the oral production and the abilities as teacher-researcher.

Chapter 8: General Suggestions

With the learning process the students had in this project, it makes necessary to continue with this approach to improve even better the interaction in oral production. It is recommendable to continue with communicative strategies that enhance the interaction among them, especially with the classmates of opposite genre. The students have to remember that the use of English is necessary in the classroom and if possible, outdoors to practice and not only have the input of a foreign language in the classes at the CLE and in their schools.

English has to be used in the classroom all the time. Students should use mimics, gestures, and/or to ask "How do you say _____ in English" to express their ideas. Sometimes they want to speak in Spanish, but it depends on the teacher if it is allowed or not in the classroom. They have to see the importance of communication in their interventions. People who do not practice a foreign language, difficulty acquire it.

Students know that they can learn from their mistakes. They make mistakes and correct them. This process ought to continue in this way because if someone puts the grammar first, they will probably come back to be afraid of making mistakes and will not speak in English at all. As it was mentioned before in this document, no one was born and started walking; this is a learning process in which the students are immersed on to try to get a better foreign language use.

It is important to mention that a good environment for the students is appropriate to enhance their learning and to understand their wishes but especially their needs. All the students do not have the same learning process because they have different world perspectives, opinions, attitudes and behaviors. It is practically mandatory to make them feel that every person makes mistakes and that there are opportunities to speak English in other spaces different to the classroom.

When students are encouraged to have an oral production because of a communicative purpose and not because of a grammar structure, they have the opportunity to improve more and more every semester they are learning at the CLE or at any other place where they want to practice their English. It could be good to apply this approach in all the courses at the CLE and then to make a huge project that involves all the institution.

It is necessary to develop activities in which the students can express their ideas and personal opinion because they feel free to do it and learn even more. Instead of obligating them to see the grammar structures of the textbook and to do exercises based on that, it is better to make them to talk about their personal experiences using them. The CLE demands the use of the textbook. It can be used some classes as a support of the activities that the students take advantage of and not all the time to fulfill the class.

If classes were not strictly based on the textbook, the activities could be longer and the students could learn easily because of the use of the PBL or strategies that could help the improvement of their learning process. The oral production is bigger when students can interact more time with their classmates. If a teacher is with the students in the whole process –from Basic 1 to Conversational level–, it would be great to take data every semester to improve all the time all the skills the kids need to enhance.

Finally, to improve the development of this research project, it is necessary to have more time, especially for implementing the project and for analyzing data. If there is more time in the implementation, the learning process is better and there are more benefits for the students and the teacher-researcher. The interaction would be better because the students would have more time to know and talk to each other. The data analysis would be more detailed and the researcher would not be that exhausted in writing the document that requires too much time.

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Annexes

Annex 1: Field Notes in the Observations

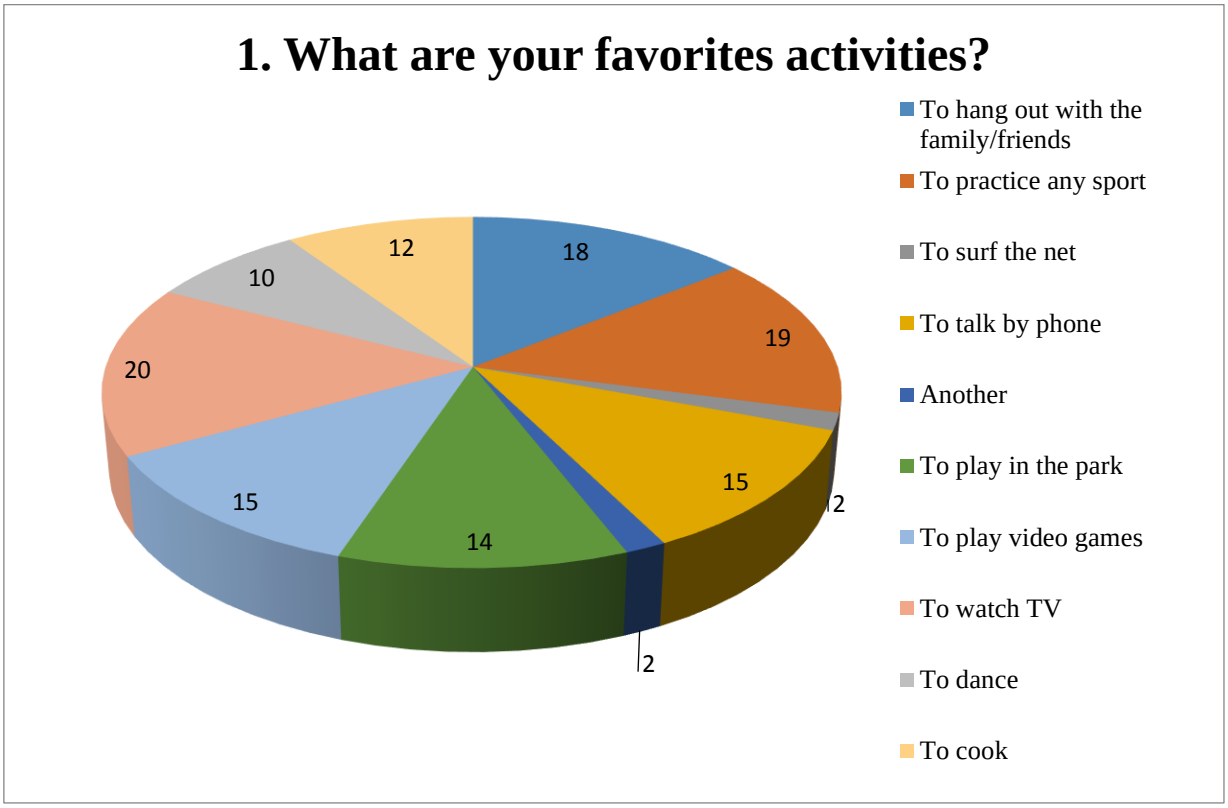
Some parts of the field-notes taken in the first semester of the practice (2016-1) during the observations to the class Basic 1.

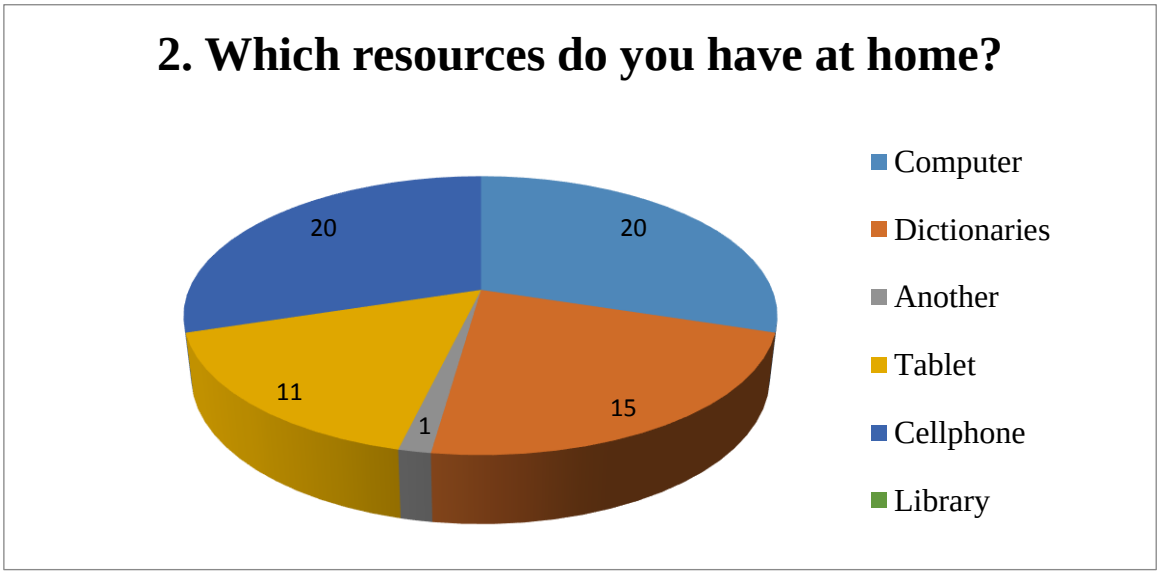
ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)
Annex 1 – February 20th, 2016.		
All the students arrive from the break and the teacher tells them to sit down and organize the chairs.	The teacher speaks most of the time in English, except when she mentions the nicknames like "mi(s) amor(es)", "corazón", "papi", "mami".	The teacher tells them "sweet nicknames" in Spanish for them to feel comfortable with her.
Annex 1.1 – March 12th, 2016.		
Some kids say that they do not understand the explanation given by the teacher and the teacher explains twice more in English, as they still without understanding, she speaks in Spanish to clarify.	Some children make gestures of non-comprehension about the topic and do not want to be corrected by the teacher although she tries to explain. The students say that the teacher should speak in Spanish and finally they succeed.	Even though the teacher tries to explain many times in English, many of the kids are too closed and if they do not understand, they do not understand and that is it; they do not make any effort to comprehend. Although there is an explanation in Spanish, they do not have a good pronunciation and production in the moment of speaking about the topic.
Annex 1.2 – April 30th, 2016.		
The students have to form groups of three people. They only form groups of two, one or four members and the teacher has to organize them in order to do the activity about asking and answering questions.	Some kids do not like the classmates designated by the teacher, so they try to work with another classmate, but when the teacher 'catches' them, she reminds them the group they have to work with for not conform it when it was told to do it.	Most of the kids are not interested on working with other classmates until they are practically obligated by the teacher. This means that they do not have any interest to have an interaction and prefer to work individually and/or compete with others in the development of the activities.
Annex 1.3 – May 21st, 2016.		
While they are doing the activity, the researcher asks them if they like the activities during the class and they answer that some of them are interesting because are different, but that some others are boring and	When some students see that the researcher is making questions to other classmates, they try to find out what she is asking and want to answer too just to compete and show that they can answer too.	The competition is a clear attitude in every class and the students try to practice it as many times as they can to show they can 'do it better'. The activities that they develop in class are interesting for them if they are different to the ones

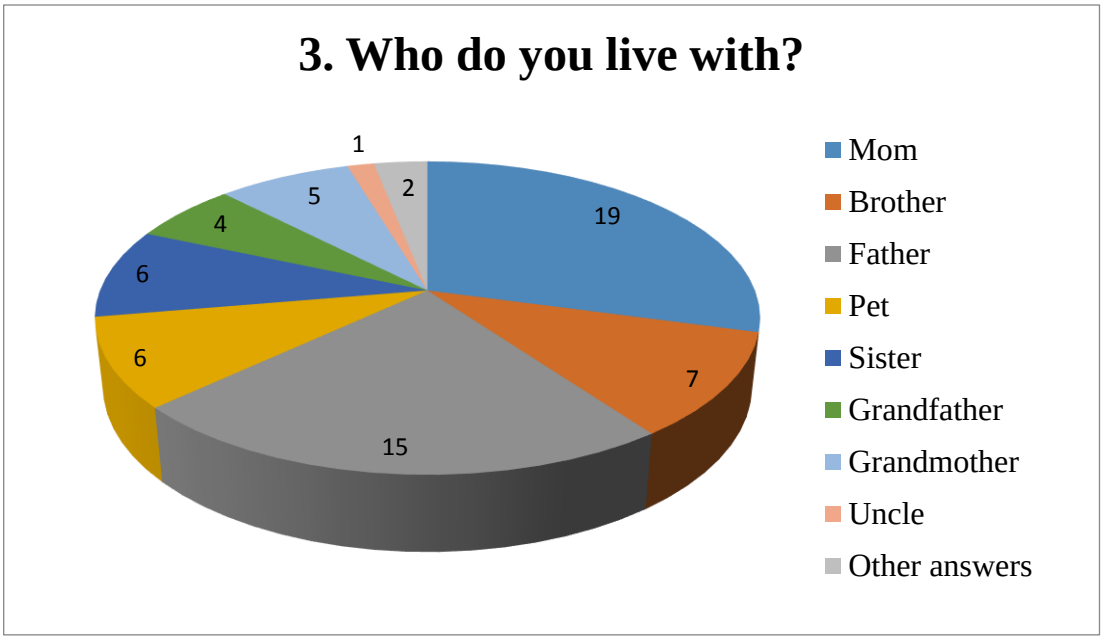
moreover when they are in the book.		that they do in the book because those are things that they do not manage every day in the schools.

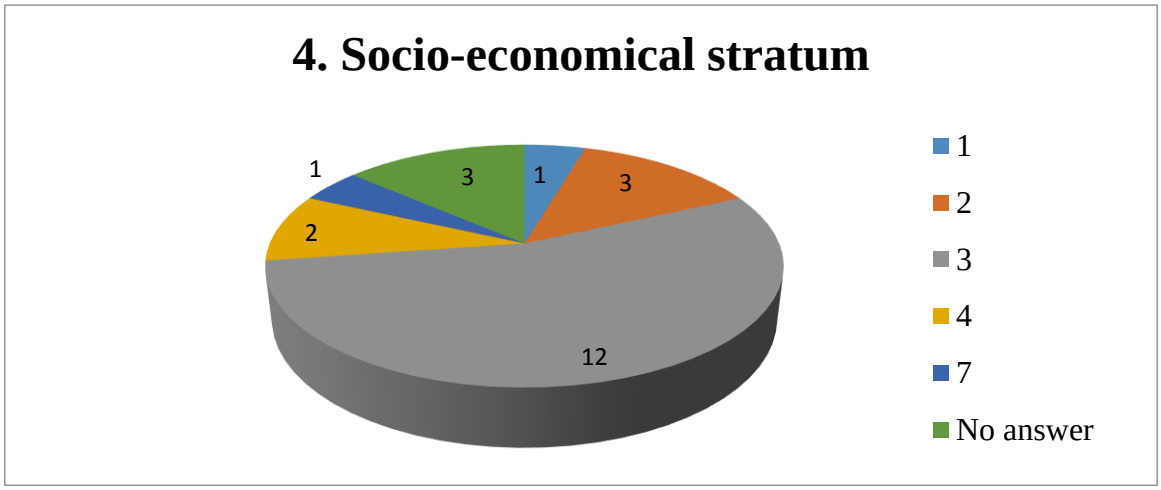
Annex 2: Survey's Graphics

The following graphics explain the quantity of students that had those responses in every question.

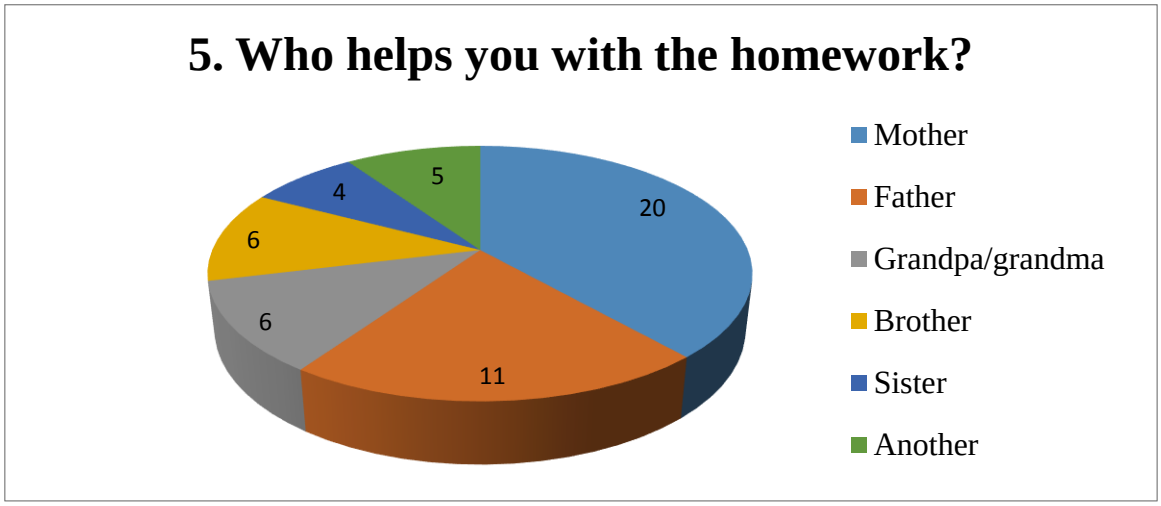




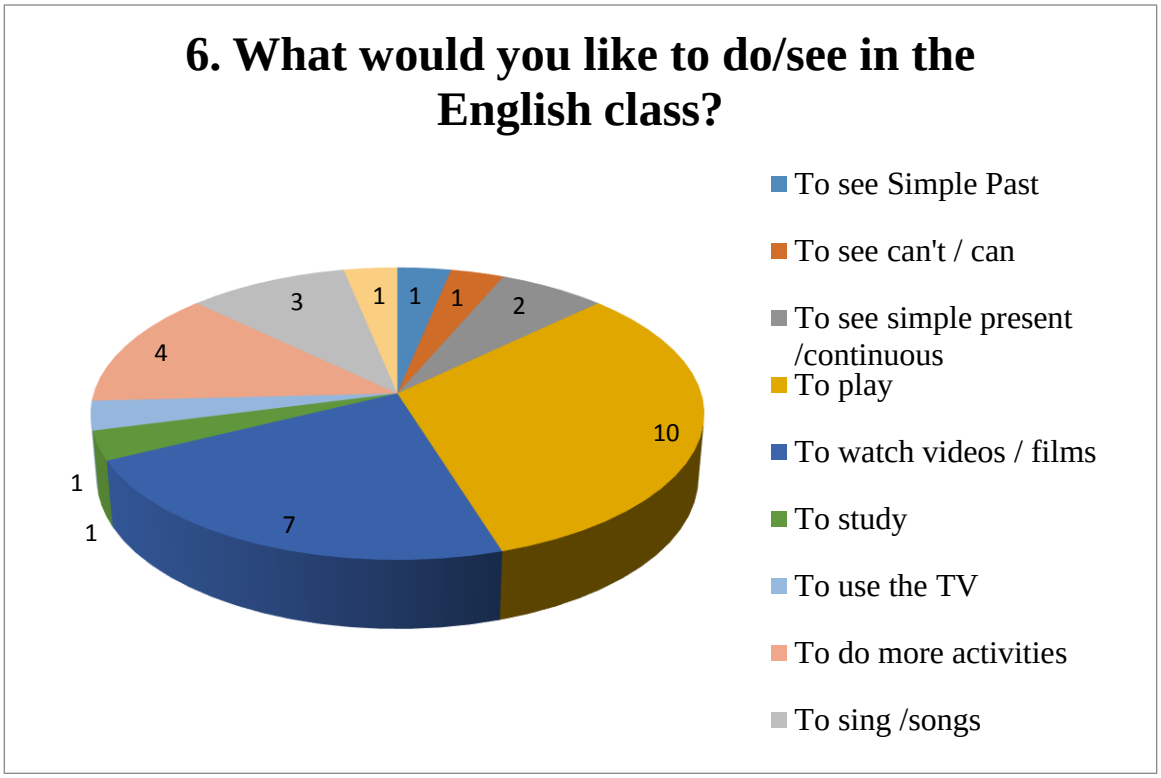


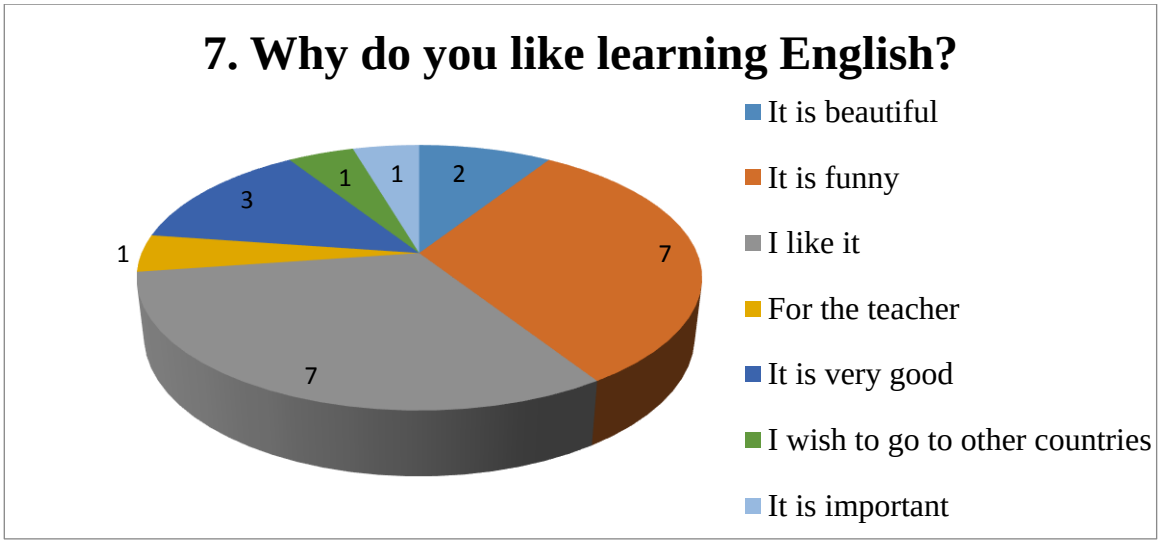


Other answers: Tunal, House.



Other answers: Baby-sitter, cousin, teacher, uncle.





Annex 3: Diagnosis

This is a diagnosis made to know better the population level in the four communicative skills (listening, writing, reading, and speaking). The speaking part is the same applied for the speaking test of the first term at the CLE designed by the researcher.

- **This little exercise is to know how your English level is.**

NAME: _____ AGE: _____

1. Listen and write the word you hear.

_____ _____

_____ _____

2. Look at the picture, read the text and answer the questions

Homer is Marge's husband. They are married a long time ago and they love to each other a lot. That is why they both have three children: Bart, Lisa and Maggie. Although Bart is the "bad brother" his sisters love him a lot. Lisa is the smart girl but Maggie is very intelligent too. Mother and father are very proud of their children.

1. Bart's is Marge's _____.
2. Marge is Maggie's _____.
3. Lisa is Bart's _____.
4. Homer is Lisa's _____.
5. Bart is Maggie's _____.

3. Describe where is located your favorite place.

_____

_____

_____

Annex 4: Speaking Diagnosis

The students have to take a piece of paper from a bag with a topic seen in class. Every topic has 5 questions related that they should answer creating a small conversation by couples.

Example: 0. Technology.
- Can we use a computer?
- Is there any apple?
- Where is the laboratory of systems?
- What are you doing?
- Do you use Word and Excel?

A: Hi Diego! How are you?
B: Hi Sara! Fine, thanks. And you?
A: Well, I'm hungry. **Is there any apple?**
B: Yes, I have an apple in the bag.
A: I have homework. **Can we use a computer?**
B: Yes, but I don't know **where is the laboratory of systems?**
A: It is in front of the stairs.
B: OK. **What are you doing?**
A: I am starting to do my homework.
B: **Do you use Word and Excel?**
A: Yes I do. And you?
B: More or less. I am learning.

1. Playing in the park. - Can you run five kilometers? - Is there any hot dog stand? - Where is the park? - What is he doing here? - Do you come on Sundays?	**2. Making a cake.** - Can we bake the cake? - Is there any sugar? - Where is the supermarket? - What are you doing right now? - Do you use vanilla in cakes?	**3. Language Center.** - Can you speak English? - Is there any restaurant here? - Where is the Language Center? - Which language are you learning? - Do you come here on Mondays?
4. In the city. - Can we go to eat something? - Are there apple pies? - Where is the café? - What are they doing here? - Do you normally put one sugar spoon in your coffee?	**5. Soccer match.** - Can you play soccer? - Is there a popcorn store here? - Where is the bathroom? - What is Falcao doing now? - Does James play in the Real Madrid?	**6. The weather.** - Can I jump in the rain? - Is there Emulsion de Scott? - Where is the park? - Is it raining a lot? - Do you go to the park when it is sunny?
7. Sports. - Can she play basketball? - Are there ice cream stores? - Where is the sports shop? - Which sport is he doing at the moment? - Do you often play tennis?	**8. Free-time activities.** - Can they dance? - Is there any grocery store? - Where is the swimming pool? - What are they doing at the moment? - Does he always run for fun?	**9. Doing the homework.** - Can we do the homework today? - Are there candies on the table? - Where is the library? - What are you doing now? - Do you do the homework on Fridays?

Annex 5: CLE's Matrix and CEFR Guidelines

Annex 5.1 Centro De Lenguas' Matrix of Speaking Evaluation

This matrix is used to evaluate quantitatively the speaking in every term at the CLE.

CATEGORY	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	POOR
TASK FULFILLMENT	0,25	0,20	0,15	0,10	0,05
FLUENCY	0,25	0,20	0,15	0,10	0,05
GRAMMAR	0,25	0,20	0,15	0,10	0,05
VOCABULARY	0,25	0,20	0,15	0,10	0,05

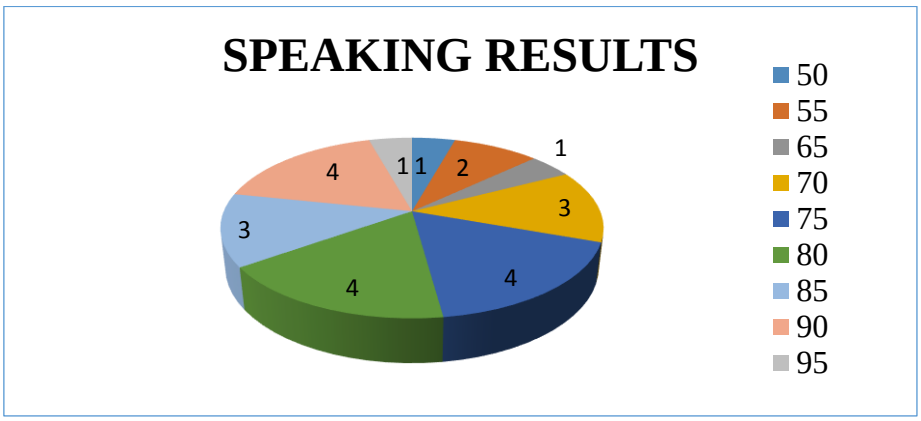
Annex 5.2 CEFR Guidelines

These are the guidelines the Common European Framework of Reference uses to classify the learners in a determined level. There are shown only the levels A1 and A2.

Level	Listening	Reading	Speaking	Writing
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for or pass on personal details in written form

Annex 6: Speaking Results

Based on the Centro De Lenguas' Matrix of Speaking Evaluation (Annex 5.1); these were the quantitative results the students had.



Annex 7: Consentimiento Informado para Participantes de Investigación

El propósito de este formato de consentimiento es proveer a los padres y madres de los/las participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por la estudiante-profesora Katerine Sepúlveda Ramírez de la Universidad Pedagógica Nacional. La meta de este estudio es realizar una observación para detectar los inconvenientes que se presenten en las habilidades comunicativas en inglés en el curso Basic 2 del Centro de Lenguas de la Universidad Pedagógica Nacional, y así poder proponer una posible solución para mejorar el nivel académico de los estudiantes.

Se grabarán las sesiones de las clases de inglés en donde se implementen las habilidades comunicativas en inglés, también se le pedirá a los niños responder preguntas en una entrevista y completar una encuesta para conocer lo que ellos piensan del inglés y la implementación de diferentes actividades en esta materia. Esto tomará aproximadamente 15 minutos de una de las sesiones del tiempo de la clase de inglés. Lo que conversemos durante estas sesiones se grabará, de modo que se puedan transcribir después las ideas que los/las estudiantes hayan expresado; y también se tomarán fotos para evidenciar el proceso de los estudiantes.

La participación es este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Las respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez trascritas las entrevistas, las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento. Igualmente, su hija/hijo puede retirarse del proyecto en cualquier momento sin que eso le perjudique en ninguna forma.

Desde ya le agradecemos la participación de su hija/hijo en este proyecto.

Acepto que mi hija/hijo participe voluntariamente en esta investigación, conducida por la estudiante-profesora Katerine Sepúlveda Ramírez de la Universidad Pedagógica Nacional. Hemos sido informados de que la meta de este estudio es observar los posibles inconvenientes que se tengan en las habilidades comunicativas para la adquisición del inglés como lengua extranjera.

Me han indicado también que mi hija/hijo tendrá que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente _____ minutos.

Reconocemos que la información que mi hija/hijo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin nuestro consentimiento. Hemos sido informados que podemos hacer preguntas sobre el proyecto en cualquier momento y que podemos retirarnos del mismo cuando así lo decidamos, sin que esto acarree perjuicio alguno para mi hija/hijo. De tener preguntas sobre la participación de mi hija/hijo en este estudio, puedo contactar a Katerine Sepúlveda Ramírez al teléfono 3184902882 o al correo katasera@hotmail.com.

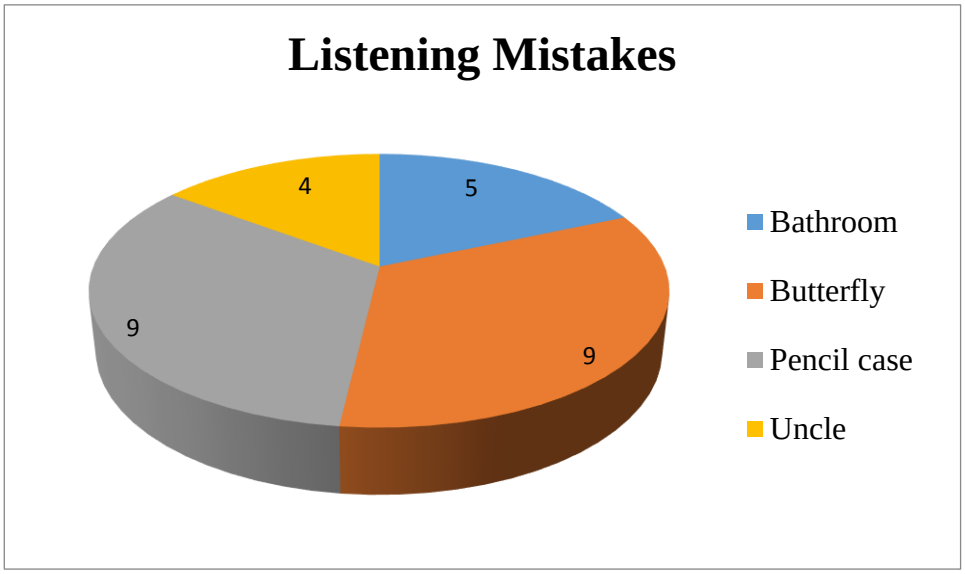
Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a Katerine Sepúlveda Ramírez al teléfono anteriormente mencionado.

--- --- ---

Nombre del(a) Participante (En letras de imprenta) | Firma del Padre de Familia | Fecha

Annex 8: Listening Mistakes

These are the words that the students did not understand in the listening and the quantity of students that put wrong the word or simply did not put it.



Annex 9: Lesson Plan Sample

This is the example of the first lesson plan designed by the teacher-researcher.

NATIONAL PEDAGOGICAL UNIVERSITY
FACULTY OF HUMANITIES
DEGREE IN SPANISH AND FOREIGN LANGUAGES
CLE Teacher: JENNY CASALLAS
Student: KATERINE SEPÚLVEDA RAMÍREZ
Code: 2010238058
JULY 30TH 2016

LESSON PLAN 1

6. OBJECTIVES:

1.3 GENERAL OBJECTIVE: To introduce ourselves and to give the general objectives, achievements, and rules for the course using the Simple Present.

1.4 SPECIFIC OBJECTIVES:

- To get to know better to each other.
- To exchange personal information in Simple Present.
- To understand the information given during the class.

7. STAGES:

- To make a little introduction about myself.
- PRE: To present and explain the game “Find someone who”.

- To draw on the board a grid (5 squares across and 5 down). In each square put the prompts: hates cats, likes music, lives near the school, likes pasta and enjoys dancing.
- WHILE: To give ten minutes to the students to copy the grid and to start the game where the students have to ask about the prompts mentioned with the questions in simple present. Ex: Do you hate cats? The students have to answer in simple present too. Ex: Yes, I do.
- POST: The teacher is going to ask how many people accomplish with the prompts and to put the statistics on the board.
- To explain the rules of the class for the semester.
- To present the book and to answer doubts or questions the students might have.
- PRE: To ask the students what kind of vocabulary they know.
- WHILE: To play "stop" with the principal vocabulary: animals, members of the family, objects, cities, and colors.
- POST: To identify the correct writing of the words the students wrote.
- To remember the parents' meeting next Saturday.

8. MONITORING:

The monitoring is going to be constantly watching the students, paying attention about the knowledge and behavior they have, and solving any question the students might have.

9. EVALUATION:

Depending on the results of each activity, the teacher is going to congrats the students because of the behavior and attitude they had during the class.

10. COMMENTS:

As this is the first class, in the explanation of the rules there is a general explanation of the development for the project. The students have to select a problematic that the society and the families have and to give a possible solution; relating all the topics seen during the semester.

Annex 10: Field Notes in the Practice

These are some parts of the field-notes taken in the two semesters of intervention.

ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)
Annex 10 – October 22nd, 2016.		
Students have to write 5 sentences using the past of the '*to be'* as fast as they can. Then, they have to make a conversation by pairs with the sentences written.	When the students are writing the sentences, they do not look at the others to copy from them. In the conversations they expressed movements with the body and said sentences like: <<Where were you? >>, *<<I was in the park>>*, <<Because she was a bad girl? >>, *<<Yes, she was in the bathroom and I was in the kitchen looking for her>>* (Sad face).	Kids are engaged with the activities to develop and show interest in the class. They are focused thinking about what they have to write. When making the conversations, they combine the sentences and give logical sense to the situation.
Annex 10.1 – October 28nd, 2016.		
The teacher-researcher forms groups of four members and asks the students to present their Halloween costumes and to relate the experiences they had in their last Halloween celebrations.	Kids make disgusted and sad faces. They say: *<<Teacher, change the group? >>*. Some feel ashamed and do not want to present their costume.	The kids do not like the groups formed because they wanted to be with the classmates they are used to talk to. They feel ashamed because they have to present the costume to their classmates that are from the opposite sex.
Annex 10.2 – December 3rd, 2017.		
There were some presentations of the final project. One presentation as about the terrorism and one of the students wanted to give specific data and forgot it, so her classmate helped her.	<<S.R.: According to data from Global Terrorism Database, more than -ehmm->> <<C.G.: many people has death in terrorist acts>>.	This act shows the collaboration among them and the willingness to present a topic without matter the exact data, but facts that they are interested about.
Another presentation was about ELN. They made their parents to talk about the topic giving their opinion and then, they concluded with another opinion.	<<Mom: Woman are mistread and leave to thee weapons. That is bad because we deserve respect and love>>. <<J.C.: There are a lot of injustice and we can help giving jobs to the reinserted to have a better world>>.	There is commitment from the parents and the students, because although they did not speak excellent, they helped to give a good personal opinion about a topic they like and to cooperate in the formation of their kids.
Annex 10.3 – March 11th, 2017.		
The teacher-researcher saw a little dog inside the UPN and took that opportunity to take the little dog to the class (with the permission	All the students open the eyes and the mouth, having a face of wonder. They say expressions like <<It's so cute>>, <<I want to take it home>>, <<It is for us? >>,	Students like to have contact with animals. They express their feelings and thoughts by simple sentences with sense. They do not have restrictions

of the CLE), to show the care to the pets and to see the reactions and expressions used by the students.	<<My mom don't let me to have one, she likes cats>>, <<It is black and grey! >>.	in the moment of speak because they like to live that moment, and it does not matter of it is in English or in Spanish, they enjoy it.

Annex 11: Transcription 1 – Profession/Dream Job.

Date: August 20th, 2016.	**Place:** UPN – Classroom A222.
Instruction: The students have to select a profession/dream job and create a solution to any problem in the society or the families.	
S.L.: "I am a taxi driver and I love this place but it polluted." (S.M. arrives and they crush) S.A.: "I am a police-man. What problem?" S.M.: "Mmmm… They crushed us!" S.L.: "Yes, yes. I don't saw." S.M.: "Ahhh. Ok, I understand." S.A.: "You have to pay! OK?" (Aggressive voice) S.L.: "OK-OK!" (Shakes the hands) "Don't you worry. I pay. A million is OK?" (Laughs) S.M.: "Sure." (Receives the imaginary money).	

Annex 12: Transcription 2 – Mom and daughter discussion in Simple Past and Past continuous.

Date: November 12th, 2016.	**Place:** UPN – Classroom A222.
Instruction: Students form couples and have to create a situation of the real life using the tenses of Simple Past and Past Continuous.	
C.G.: Hello daughter. Why you didn't do the homework? C.S.: I was doing it when you entered my room! (Anger face). C.G.: I was cooking and I came to see you because your dad called and he was working. C.S.: Ok. See you later. C.G.: Ok. Be a pretty girl and tend our bed also. C.S.: After. Bye! (Gives the back to her mom).	

Annex 13: Transcription 3 – Deforestation.

Date: November 26th, 2016.	**Place:** UPN – Classroom A222.
Instruction: One group has the oral presentation about their project. They use a puppet of a tree with few leaves to make it an interview about the though they have about the deforestation.	
V: Why are you with no leaves? P: All the people, all the humans, cut me and my family. My family and my friends was death because the humans cut everything. (Sad face)… V: What do you think for this actions? P: People have to have critical thinking because YOU NEED ME and all need oxygen to life. V: What do you remember about other times? P: I remember that kids played with balls and dolls. Now, kids play with guns. Because the society think in wars not in a good world. V: What is the consequence about this? P: The consequence are that all will die. All the plants, animals, humans, need me and all my friends; the oxygen for life. Care me and respect too!	

Annex 14: Transcription 4 – Lack of tolerance to the LGBTI.

Date: December 3rd, 2016.	**Place:** UPN – Classroom A222.
Instruction: All the final presentations are presented by the students in maximum 5 minutes each. The one below is about the lack of tolerance towards the group LGBTI.	
S.R.: We are going to talk about the lack of tolerance to the group LGBTI. S.L.: The LGBTI is an organization that protect the rights of all the humans that are not heterosexual. It is: lesbians, gays, bisexuals, transsexuals, and intersex. S.M.: Yes. All humans are equal and can't be critized for other people. S.R.: In my opinion, all people are equal and if they have a sexual orientation is not important. Is important the attitude with others. S.L.: One example, my friend is lesbian, and we talk about much things and have funny. And other person is heterosexual and treats bad others for yes. That is the important: to be a good person.	

S.M.: Yes. Don't juge for the sex, the color, the culture, etcetera. S.L.: We have to be tolerant and respect others. S.R.: The valors are important to have a better society, a better family, a better world. S.M.: Thank you!

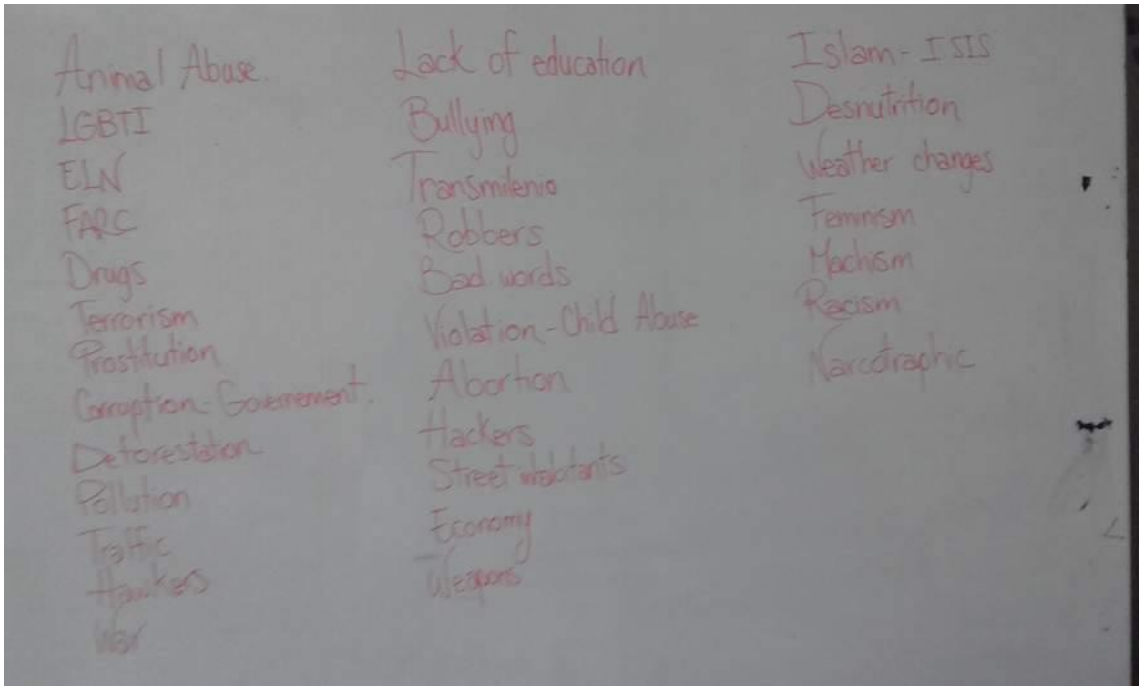
Annex 15: Transcription 5 – Shopping Role-play.

Date: March 4th, 2017.	**Place:** UPN – Classroom A316.
Instruction: The students make groups of three and create a story to use the present continuous for future purposes.	
S.L.: I am going to go shopping. C.S.: I am going with you. (S.L. and C.S. go to the clothes' store) C.G.: How can I help you? S.L.: I wanted that t-shirt. C.S.: How much is it? C.G.: It is twenty pesos. S.L.: You say twenty pesos? C.G.: Sorry, sorry! Twenty thousand pesos. C.S.: I am buying it! S.L.: I see it first! (Screams) I am going to buy it! (Both girls start fighting by the shirt and break it).	

Annex 16: Transcription 6 – Conversation: Giving a solution to a problem.

Date: March 11th, 2017.	**Place:** UPN – Classroom A316.
Instruction: The students make couples. The student A (A) has to create a problem with one object that the teacher-researcher gives to them (teddy dog). The student B (S.A.) has to react and act depending on the action(s) the student A makes.	
A: (Hitting a teddy dog). S.A. What are you doing? A: I am castigating my dog. S.A.: What? A: I am castigating my dog.	

S.A.: Why?
A: He bite me.
S.A.: What?
A: He bite me.
S.A.: And what? He is small. Correct he with love.
A: How?
S.A.: With a hug (He holds the dog into his arms)
A: You are cursi.
S.A.: Is an animal, no a toy.
A: Yes. Is a toy.
(Laughs).

Annex 17: Topics to develop the project

These were the topics the students told about the problems that we can find in the society and in our families.