

**Enhancing Cooperative learning and communicative skills in children through Project
Based Learning**

Thesis submitted in partial fulfillment of the requirements for the Degree of Major on
Basic Education Teaching with emphasis on Humanities: English and Spanish

Paula Geraldine León Contreras

Ricardo Amórtegui

Advisor

Universidad Pedagógica Nacional

Facultad de Humanidades

Licenciatura en inglés y español

2025

NOTA DE ACEPTACIÓN

Presidente del jurado

ACKNOWLEDGMENTS

Specially gratitude to God, who has strengthened me in every stage of my life. I owe him the person that I am today.

Also, to my mother, who has been there for me during this process unconditionally. To my father, who, I am sure, would be very proud of what I have achieved. To my teachers at school, the ones who encouraged me to become a language teacher and my teachers at university, who have opened the path so I can follow their footsteps. To my university, which has provided me with the most meaningful experiences and friends I could ever expect.



FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN - RAE

Código:

Versión: 01

Fecha de Aprobación:

Página

1. Información General

Tipo de documento	Trabajo de grado.
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Enhancing Cooperative Learning and Communicative Skills in Children through Project Based Learning (Desarrollando Aprendizaje Cooperativo y Habilidades Comunicativas en los niños a través del Aprendizaje Basado en Proyectos.)
Autor(es)	XXXXXX
Director	XXXXX
Publicación	Bogotá, Universidad Pedagógica Nacional, 2025
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	Aprendizaje Cooperativo, Motivación, Aprendizaje Basado en Proyectos, Habilidades Comunicativas, Investigación Acción.

2. Descripción

Este enfoque metodológico, junto con el énfasis en la interacción oral y el trabajo colaborativo, refleja una visión del lenguaje como práctica social y comunicativa, en consonancia con el **Proyecto Educativo del Departamento de Lenguas**, que promueve la formación de docentes generadores de prácticas pedagógicas innovadoras orientadas al desarrollo de la competencia comunicativa, tanto en lenguas extranjeras como en otros sistemas simbólicos. Asimismo, el carácter interdisciplinario del proyecto y su atención al contexto escolar responden al perfil de un diseñador de currículos críticos y flexibles, capaz de articular el lenguaje con las necesidades formativas de la educación colombiana. Finalmente, el proceso de reflexión sobre los resultados, las limitaciones encontradas y las recomendaciones para futuras investigaciones evidencia una actitud autocrítica y un compromiso con la autoformación, aspectos fundamentales en la formación profesional que plantea el programa.

3. Fuentes

- Acosta, C., & Paula, M. (2019). *Promoting EFL speaking skills and community in a cooperative and artistic classroom*. Universidad Pedagógica Nacional.
- Aper, W. P. (n.d.). *A Literature Review*. Eric.ed.gov. Retrieved June 2, 2023, from <https://files.eric.ed.gov/fulltext/ED578933.pdf>
- Avison, D. E., Lau, F., Myers, M. D., & Nielsen, P. A. (1999). Action research. *Communications of the ACM*, 42(1), 94–97. <https://doi.org/10.1145/291469.291479>
- Burgos, M., & Andrea, L. (2016). *My committee : a cooperative opportunity to interact in a PBL experience*. Universidad Pedagógica Nacional.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Creswell, J. W. (2013). *Qualitative inquiry & research design : choosing among five approaches*. <http://ci.nii.ac.jp/ncid/BB09168370>
- Daniels, H. (2002). *An Introduction to Vygotsky*. En Routledge eBooks. <https://doi.org/10.4324/9780203434185>
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a

- Science. *Annual Review Of Organizational Psychology And Organizational Behavior*, 4(1), 19-43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The Sage handbook of qualitative research* (5th ed.). Sage Publications. <https://www.daneshnamehicsa.ir/userfiles/files/1/9-%20The%20SAGE%20Handbook%20of%20Qualitative%20Research.pdf>
- Dörnyei, Z., & Taguchi, T. (2009). Questionnaires in Second Language Research. En *Routledge eBooks*. <https://doi.org/10.4324/9780203864739>
- Foucault, M. (n.d.). Truth and power. In C. Gordon (Ed.), *Power/Knowledge, Brighton: Harvester* (pp. 107–133).
- Gardner, R. C. (1968). Attitudes and Motivation: Their Role in Second-Language Acquisition. *TESOL Quarterly*, 2(3), 141. <https://doi.org/10.2307/3585571>
- Google Books. (2012). *Choice (Chicago, Ill.)*, 50(04), 50-1800-50–1800. <https://doi.org/10.5860/choice.50-1800>
- Halliday, M. A. K. (2012). Ideas about Language. CORE, 11. <http://openjournals.library.usyd.edu.au/index.php/ART/article/download/5494/6165>
- Kritzman (ed.), Michel Foucault: Politics, Philosophy, Culture: Interviews and Other Writings, 1977–1984, London: Routledge, p. 38
- Lantolf, J. P. (2013). Sociocultural Theory and Second Language Learning. <http://eslenglishclassroom.com/Art-05.pdf>
- Lev Vygotsky's Theory of Child Development - Gowrie NSW. (n.d.). <https://www.gowriensw.com.au/thought-leadership/vygotsky-theory#:~:text=Vygotsky's%20sociocultural%20theory%20about%20child,building%20knowledge%20and%20understanding%20concepts.>
- LICEO FEMENINO MERCEDES NARIÑO. (n.d.). Edupage.org. Retrieved June 2, 2023, from <https://liceofemeninomercedesn.edupage.org/>
- Michel Foucault: Politics, Philosophy, Culture: Interviews and Other Writings, 1977–1984.* (1977).
- Mission #5 - cooperation.* (n.d.). Unicef.org. Retrieved June 1, 2023, from <https://www.unicef.org/lac/en/mission-5-cooperation>
- Ng, C. F. and Ng, P. K. (2015). *A Review of Intrinsic and Extrinsic Motivations of ESL Learners.* Proceedings of the International Conference on Culture, Languages and Literature, Kuala Lumpur, Malaysia, 9-10 June 2015
- Noble, H., & Mitchell, G. (2016). *What is grounded theory? Evidence-Based Nursing*, 19(2), 34–35. <https://doi.org/10.1136/eb-2016-102306>
- Ruble, R. (Ed.) (2017). . (Vols. 1-4). SAGE Publications, Inc, <https://doi.org/10.4135/9781483381411>
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. <https://doi.org/10.1017/cbo9780511667305>
- Thomas, J. W. (2000). *A review of research on project-based learning.* The Autodesk Foundation.
- Valarmathie Gopalan, Juliana Aida Abu Bakar, Abdul Nasir Zulkifli, Asmidah Alwi, Ruzinoor Che Mat; A review of the motivation theories in learning. *AIP Conference Proceedings* 3 October 2017; 1891 (1): 020043. <https://doi.org/10.1063/1.5005376>
- View of bridging inequality: Cooperative learning through literature in two vulnerable schools in Santiago.* (n.d.). Edu.Co. Retrieved June 2, 2023, from <https://revistas.unal.edu.co/index.php/profile/article/view/81384/75320>
- View of The Impact Of A Pedagogical Intervention To Enhance The Communicative Skills Of 7th-Grade Students At The Filadelfia School, Colombia (2021-2022).* (n.d.). <https://migrationletters.com/index.php/ml/article/view/7710/4987>
- W. Johnson, D., & T. Johnson, R. (2019). Cooperative learning: The foundation for active learning. In S. M. Brito (Ed.), *Active Learning - Beyond the Future.* IntechOpen.
- Webster. (1983). *The Merriam-Webster Dictionary.* https://en.wikipedia.org/wiki/Merriam-Webster's_Dictionary_of_English_Usage
- (N.d.-a). Org.uk. Retrieved June 1, 2023, from <https://www.teachingenglish.org.uk/professional-development/teachers/educational-policies-practices/articles/content-based-instruction>
- (N.d.-b). Researchgate.net. Retrieved June 2, 2023, from https://www.researchgate.net/publication/330952938_Cooperative_Learning_The_Foundation_for_Active_Learning

4. Contenidos

Ya que este Proyecto de investigación es de tipo Investigación-Acción, se plantearon 6 capítulos. En el primer capítulo se hace la caracterización de la población, la pregunta problematizadora que tiene como objeto analizar en qué medida la implementación del aprendizaje cooperativo a través del Aprendizaje Basado en Proyectos impacta en el desarrollo de las habilidades comunicativas de las estudiantes de cuarto grado de primaria del Liceo Femenino de Cundinamarca Mercedes Nariño. Del mismo modo, se describen la hipótesis y los objetivos general y específicos que tienen que ver con la implementación y análisis de los enfoques comunicativo y colaborativo para la producción del proyecto final. Luego, en el segundo capítulo, se presentan en detalle las bases teóricas que soportan esta investigación, entre ellas, se define el aprendizaje cooperativo, la motivación intrínseca y extrínseca y las habilidades comunicativas. Asimismo, se presenta el estado del arte, que da cuenta de antecedentes, locales, nacionales e internacionales sobre investigaciones en este campo. Pasando al tercer capítulo, este describe la metodología de la investigación, así como el proceso de recolección de la información. En el cuarto capítulo se describe cómo tuvo lugar la implementación e intervención pedagógica incluyendo el cronograma de actividades. En el quinto capítulo se analizó la información recolectada a través de los distintos instrumentos y se discutió dicha información. Finalmente, en el capítulo sexto se incluyeron las conclusiones, las limitaciones y recomendaciones para futuras investigaciones.

5. Metodología

En cuanto a la metodología que se implementó se siguieron los parámetros de la investigación acción. En la primera etapa, se hizo una observación no participante, en la que se estableció la población a estudiar, en este caso, 32 estudiantes de cuarto grado en la clase de inglés como lengua extranjera. Durante esta etapa también se identificaron algunas problemáticas que podían ser atendidas desde la intervención pedagógica, que, en este proyecto fueron las habilidades comunicativas para trabajar en equipo. Además, se realizó una entrevista con la docente a cargo para conocer su perspectiva del grupo y de la dinámica que manejaba en la clase. Luego, en la segunda etapa se diseñaron las actividades y los planeadores como estrategia pedagógica para hacer la intervención en la que se hizo énfasis actividades comunicativas y colaborativas en las que las estudiantes tuvieran que interactuar entre sí. También se implementaron los instrumentos de recolección de información. En la última etapa, se tomaron los datos recolectados a través de diarios de campo, cuestionarios, grabaciones de grupos focales y los talleres realizados en clase y se organizó la información siguiendo un código de color para facilitar su clasificación en 3 grandes categorías: habilidades comunicativas, aprendizaje cooperativo y motivación como estrategia de aprendizaje; se analizó y discutió dicha información por categorías.

6. Conclusiones

Gracias a la recolección de información y el análisis de datos se identificaron las categorías de análisis, lo que evidenció un avance significativo en la motivación y las habilidades colaborativas para lograr objetivos comunes entre las estudiantes. De hecho, la motivación fue una categoría que no se tuvo en cuenta en los resultados e impacto esperados pero que reveló que las estudiantes logran un mejor desarrollo de su proceso de aprendizaje cuando las actividades estuvieron relacionadas con sus gustos e intereses, así como su contexto cercano. Por otro lado, también se identificaron vacíos en cuanto a las habilidades comunicativas tanto escritas como orales. Se les dificultó participar satisfactoriamente en actividades de habla y escritura. La docente en formación tuvo que rediseñar varias actividades para que las estudiantes pudieran completarlas sin llegar a frustrarse por no tener las herramientas suficientes. Ahora bien, dentro de las limitaciones, se pudieron identificar dos. La primera tiene que ver con el tiempo, ya que las sesiones no duraban lo que en un inicio se acordó con la docente titular debido a agentes externos tales como el tiempo de refrigerio, cancelación de clases y reuniones con el grupo para eventos escolares. La segunda tiene que ver con los conocimientos previos que se debían tener de acuerdo con el plan de estudios, pues al hacerles el diagnóstico, las estudiantes no estaban en el nivel esperado, lo que dificultó el avance en términos de seguimiento de instrucciones y desarrollo de las actividades interactivas como juegos de roles.

Elaborado por:	León Contreras; Paula Geraldine
Revisado por:	Amórtegui González; Oscar Ricardo

Fecha de elaboración del Resumen:	20	04	2025
------------------------------------------	----	----	------

Contents

Abstract	1
Chapter I	3
Contextualization	3
Characterization	3
<i>Local context</i>	3
<i>School context</i>	3
<i>Mission</i>	4
<i>Vision</i>	5
<i>PEI</i>	5
<i>Population</i>	6
Diagnosis	6
Statement of the problem	8
<i>Question research</i>	8
<i>Hypothesis</i>	8
<i>Questions</i>	9
<i>General Objective</i>	9
<i>Specific objectives</i>	9
Chapter II	13
Literature Review	13
State of art	13
<i>Local</i>	14
<i>National</i>	15
<i>International</i>	16
Chapter III	25
Methodology (Research design)	25
Qualitative study	25
Method	25
<i>Action research</i>	26
Data collection instruments	26
<i>Questionnaires</i>	27
<i>Artifacts</i>	28

<i>Field notes</i>	28
<i>Focus groups</i>	29
Unity of analysis	29
Ethical issues	30
Chapter IV	32
Proposal of pedagogical intervention	32
Vision of curricula	32
Vision of language	33
Vision of learning	34
Instructional Design	35
Schedule	41
Chapter V	44
Data analysis and results	44
Data analysis procedures	45
Categories	46
1. Communicative competence (Productive Skills)	47
2. Cooperative learning	56
Chapter VI	73
Conclusions and limitations	73
Conclusions	73
Limitations	76
References	78
Annexes	81
<i>Annex 1</i>	81
<i>Annex 3</i>	83
Annex 4	87
<i>Annex 5</i>	89
<i>Annex 6</i>	90
<i>Annex 7</i>	93
<i>Annex 8</i>	94

Table of figures and images

Table 1[Matrix Literature]]	13
RELATIONSH IP CATEGORY-OBJECTIVES 1	46
Stages of pedagogical intervention 1	37
Table 4 Activities during Implementation 1	41
[Questionnaire # 2. November 2024] 1	72
[Artifact # 3. August 2024.] 1	66
[Artifact # 4. May, 2024] 1	53
[Artifact # 5. August 2024] 1	51
[Artifact # 7. October 2024] 1	54
[Artifact # 9. November 2024] 1	69
[Questionnaire 2. November, 2024] 1	55
Categorical Matrix 1	30

Abstract

This action research project is focused on improving communicative skills in children applying cooperative learning through Project Based learning. The study took place at Liceo Femenino de Cundinamarca Mercedes Nariño at elementary school with fourth grade students in the afternoon shift. The objectives were to observe how social skills operate in children during elementary school, to explore the advantages of cooperative learning in children, and to propose pedagogical alternatives using Project Based Learning to improve communicative and teamwork skills. Information was gathered through interviews, focus groups, artifacts, and field notes during three stages of intervention. Finally, thanks to the classification and analysis of the information the conclusions and limitations were described for further research.

Key concepts: Cooperative Learning, Communicative skills, Project Based Learning, Motivation, Action research.

Resumen

Este proyecto de investigación acción se enfoca en mejorar las habilidades comunicativas en los niños mediante la aplicación del aprendizaje cooperativo a través del Aprendizaje Basado en Proyectos. El estudio se llevó a cabo en el Liceo Femenino de Cundinamarca Mercedes Nariño, en la sección de primaria, con estudiantes de cuarto grado en la jornada de la tarde. Los objetivos fueron observar cómo se desarrollan las habilidades sociales en los niños durante la educación primaria, explorar las ventajas del aprendizaje cooperativo en la infancia, y proponer alternativas pedagógicas utilizando el Aprendizaje Basado en Proyectos para mejorar las habilidades comunicativas y de trabajo en equipo. La información fue recolectada a través de entrevistas, grupos focales, artefactos y diarios de campo durante tres etapas de intervención. Finalmente,

gracias a la clasificación y análisis de la información, se describieron las conclusiones y limitaciones del estudio para futuras investigaciones.

Palabras clave: Aprendizaje Cooperativo, Habilidades Comunicativas, Aprendizaje Basado en Proyectos, Motivación, Investigación Acción.

Chapter I

Contextualization

This section is dedicated to describing the characterization including local context, school context, and population. Then, the diagnosis that explains the activities and the purpose behind them regarding the objectives and the statement of the problem.

Characterization

There are three main aspects to cover the characterization. The first one is the local context, the second one is the institutional context, and the third one is the population.

Local context

The school is in the locality of Rafael Uribe Uribe in Bogotá, Colombia. The principal avenues near the school are the Caracas Avenue, where Transmilenio is the main transportation and the 1 de Mayo street.

According to the *Plan de Ordenamiento Territorial POT (2025)*, the socioeconomic strata go from level 1 to 3, which means this sector belongs to a middle-low class of the city. Besides, near the school the main source of income is commerce of all kinds. There are several stores including clothes, casinos, food, and night clubs. Not far away, a private university called Antonio Nariño is located.

School context

The school's name is Liceo Femenino de Cundinamarca Mercedes Nariño (IED). It is in Avenue Caracas 23 24 south neighborhood San José Sur, Bogotá, Colombia. It is in the southeast

of Bogotá. It is an official school and recognized as one of the most emblematic schools in Bogotá because of its historical structure and its symbol of academic institution in the city.

Regarding the school's organization there are 4 modalities. Morning, afternoon, night and Saturdays. Each shift has a specific population and objective. While morning and afternoon are for children and adolescents according to *Ministerio de Educación Nacional* (from now on MEN) requirements, night and Saturday shifts goes toward people with special needs such as mental, psychological, and physical ones, or people who cannot attend on a regular schedule because of work, in the case of single parents.

As described by the official web page of the school Liceo Femenino de Cundinamarca Mercedes Nariño. (n.d.) there are three main principles that define its identity. First, an epistemological type, which highlights knowledge as an important pillar and mostly that previous knowledge is necessary as well. Second, a pedagogical type that has to do with actions that develop empathy, awareness of others and respect. And last a philosophical type, that portrays the process of reflection about thoughts and actions.

There is a series of values that allow the development of the entire scholar community. These are honesty, freedom, responsibility, respect for life, and solidarity. In the majority, they respond to the necessity of enhancing social skills including group work.

Mission

In this section, the school attempts to influence not only the academic aspect in the students' life but also, their integral growth including aspects as their moral, their participation as active members of the society, and the construction of their life's project. Also, it is necessary to highlight a simple word that makes a difference: transformation. The school, as a social sphere,

intends to help the students change what they consider needs to be changed in their own context. The main purpose of the school is “guaranteeing living together in the enjoyment of a full and happy life to inhabit the present with dignity.” (Liceo Femenino de Cundinamarca Mercedes Nariño, 2023).

Vision

As the Liceo Femenino de Cundinamarca Mercedes Nariño school has remarked, by 2025, on the one hand, it will be recognized by its excellence in foreign languages such as English and French; on the other hand, there will be improvement in basic sciences, arts, information, and communication technologies. Both students and graduates will be able to give themselves in service to the communities. Therefore, the graduate students will demonstrate a higher level apart from knowledge regarding values and principles that will represent the process they have been through in which they have transformed their mindsets.

PEI

The “Proyecto Educativo Institucional”, from now on *PEI* contains the main objectives of the school, in which it intends to include all members of the school community, such as the principal, coordinators, counselors, teachers, students, parents as well. The question will be, with which purpose? Well, for a transformed society, there must be as many helping hands as possible. The school recognizes the importance of teamwork. Actually, it is mandatory to involve all members of the school in this project for it to be a success. It is not just to fill out a form or have a checklist for the *Ministerio de Educación Nacional*, from now on *MEN*. In favor of the wellbeing of the members, each one of them should be critical, reflective, autonomous,

transformative of contexts for coexistence, and this last concept has to do with tolerance, and to live in a peaceful environment that is what counts.

Population

This study focuses on 31 students of fourth grade (among 8-9 years old) in the afternoon shift. According to the instruments of characterization applied, the students have a tendency of enjoying the English class. In the question “mention a thing you like the most about your English class” there were many positive responses for instance, “I like when we play”, “I like when we watch videos”, “Everything”, “I like that the teacher is lovely, and she doesn’t yell at us”.

The methodology of the teacher consists of reviewing topics with them by watching videos, singing songs, repeating several times and writing activities. The space of the classroom is well used in terms of desks, so students are organized into groups of four people.

Diagnosis

Here it is important to clarify that at the beginning of the diagnosis process, students were in third grade in the middle of the scholar year. Therefore, students were in fourth grade when the research project stage finished. Now, related to diagnosis activities, they had the purpose of analyzing what their current level is based on the four skills (writing, reading, listening and speaking). I decided to include an extra activity that examined communicative skills keeping in mind that this is one of the approaches of this research project. The activity consisted of creating a short story in groups using three characters presented previously, and as mentioned above an advantage with this activity is that they had to write in groups of four people. During the development, I could observe some of them were organized to work in a group while others got distracted easily or were chatting to their partners. In this matter, I also observed some of the

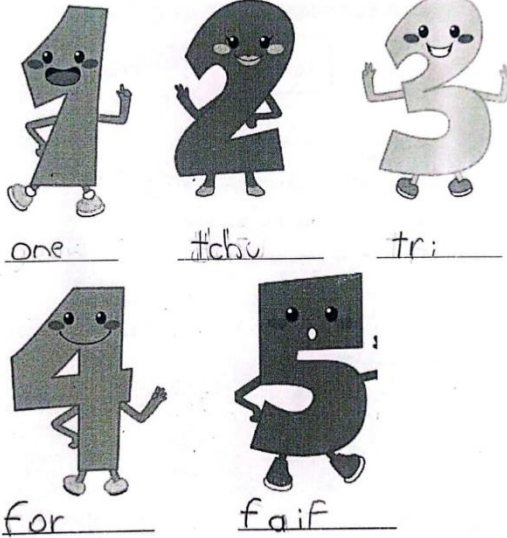
students took the leadership to solve group problems, what made the diagnosis activity even more interesting for the initial process of the study.

Besides, during each part of the activity it was revealed they were good listeners and responded effectively even when they were not sure about the answers. They were receptive to the instructions and participated actively during the session. In terms of their English level, most of them answered phonetically when they were asked to write the transcription of the numbers from 1 to 5.

In terms of pronunciation, students could reproduce sounds in words and complete sentences as the teacher guides them in the exercises they practice. However, when they had to write the numbers only 2 out of 32 students did it correctly, which means they can communicate even if they do not know how to write properly. Well, here it is important to remark that skills are developed through time and practice and that the positive aspect is they take the risk of giving it a try. Only one student did not complete the writing section, but the rest of the group did as in the following example.



2. Escribe cada número debajo en inglés. (Numbers)



1[Data Collection Instrument]

Statement of the problem

This section provides the question research, the hypothesis, the objectives, and the problematic identified to establish a starting point for the project.

Question research

To what extent does the implementation of cooperative learning through Project Based Learning impact the development of communicative skills among fourth grader students at elementary school at Liceo Femenino de Cundinamarca Mercedes Nariño?

Hypothesis

The implementation of Cooperative Learning through Project Based Learning in fourth grader students at Liceo Femenino de Cundinamarca Mercedes Nariño will improve communicative skills.

Questions

- To what extent does the implementation of Project Based Learning foster motivation in fourth grader students to increase interest in English?
- What are the advantages of the implementation of Cooperative Learning at elementary school?
- How can Cooperative Learning enhance the learning process in children, specifically communicative skills?

General Objective

To analyze to what extent the implementation of a Cooperative Learning approach through Project Based Learning impacts the development of communicative skills among fourth grader students at Liceo Femenino de Cundinamarca Mercedes Nariño school.

Specific objectives

- To analyze communicative skills development among fourth grade students through Project Based Learning.
- To analyze how motivation influences students by using a yearbook that documents their learning process.
- To explore the development of communicative skills based on cooperative activities.

Rationale

Nowadays, communication has become a necessity around the world. Not only in terms of technology but politics, education, cultural expressions and the family context. It is a duty to listen to what different perspectives are saying, their opinions, statements, requirements, and proposals. Everywhere there are different people speaking through many devices. For instance, music, food, social media, dress codes, language, and so on. Society is supposed to respond to the way relations are maintained. In this matter, there is a boundary that needs to be solved: how to say things and how to listen to them? Individuals are asked to look for alternatives to be heard and their opinion to be considered. In order to achieve effectiveness, it is crucial to work as a whole in companies, schools, families, political parties or any other kind of group. Human beings develop integrally as they grow up.

This implies the recognition of themselves individually first, that their opinions are valuable and worthy enough to be heard so they will develop the ability to listen to others with a respectful attitude. The idea of cooperation is not to take advantage of it by myself, like a transactional matter but to obtain mutual benefits. Also, there is a view that could sum up what working together is all about and is related to working cooperation as a skill, thinking together, solving problems together, making decisions and taking responsibility for them as one.

The main teacher at elementary school asserts that the approach she keeps in mind when preparing the lessons is motivation. Also, she considers motivation is a key aspect to catch the students' attention and then they will decide to approach to EFL. The idea is not only to teach grammar competences but also to develop communicative and productive skills, so that they feel confident at the moment of participating. The relevance is not on the way students say things but what they say. In other words proficiency over accuracy.

What is more, the main teacher manifested in an interview that her interest is to improve cooperative learning as well. However, there are many factors that could be seen as failing points. In the question - *“What do you think could get better in the collaborative work with your partners in the language area?”* She points out that sometimes it is hard to establish a communication environment because other teachers are not used to working as a team but individually. This point is interesting considering the emphasis of the school. How will the school expect to improve cooperative learning in their students when the teachers do not attempt to do it among them? That is why this research project is focused on the development of communicative skills, so students acquire social abilities to manage communicative challenges effectively. People in their first years of education need to develop group skills so they respond correctly and consequently to societal needs, for example solidarity, empathy, kindness, friendship and loyalty. They need to be exposed to social relationships where they can face different situations and solve them either by themselves or through group decisions.

Children in fourth grade are 9 years old. In this sense, according to Vygotsky’s theory (1984), they are developing group skills which are crucial to propose activities that allow cooperation but not competition. Also, the visual activities work as well, not only words. Although they have their own learning process it is necessary to be patient with them, and even more in an EFL class. Here is only a matter of reviewing every single time.

Related to the advantages of cooperative work “cooperative learning exists when students work together to achieve joint learning groups” (as cited in R. Scott Tindale et al. Plenum Press, 1998). The Liceo Femenino de Cundinamarca Mercedes Nariño has special interest in cooperative learning, mostly in elementary school, this to reinforce communicative skills, solving problems and producing projects together as the strategy to contextualize concepts,

theories and knowledge in general. It is exposed explicitly in the vision and mission of the school, that the students should know how to live and build a better society.

Chapter II

Literature Review

This chapter is dedicated to sketching out reliable research articles and proposals that make reference to the topics of this action research project. The articles were chosen from different contexts, local, national, and international; this to have many perspectives. Some of the topics included are Cooperative Learning, Communicative Skills, arts, and Project Based Learning as a methodological approach.

State of art

Literature Review

Table 1[Matrix Literature]

TYPE	TITLE	YEAR	LINK
	Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom	2019	http://repository.pedagogica.edu.co/handle/20.500.12209/10359
LOCAL	My committee: a cooperative opportunity to foster English oral	2016	http://repository.pedagogica.edu.co/handle/20.500.12209/3152

	interaction in a PBL experience		
NATIONAL	The Impact of a Pedagogical Intervention to Enhance the Communicative Skills of 7th-Grade Students at the Filadelfia School, Colombia)	2021-2022	https://migrationletters.com/index.php/ml/article/view/7710/4987
INTERNATIONAL	Project-based Learning Activities and EFL Students' Productive Skills in English.	2017	https://www.academypublication.com/issue/s2/jltr/vol08/06/16.pdf

Local

The first project is an action research project presented in 2019 presented by María Paula Cárdenas Acosta, titled “Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom” focused on demonstrating how through cooperative and community work it

is possible to improve both speaking and social skills. This project was carried out with students from third grade at Domingo Faustino Sarmiento school (public institution) located in Bogota, Colombia, which fits accurately to what my proposal is pretending to accomplish. Regarding the findings, the author aims that at the end of the process there was a significant increase in fluency at the moment of speaking. Also, the students developed artistic abilities and when they had to share what they did, it was evident a respectful attitude that had an impact on social skills, they were more prepared to interact with each other. To identify a problematic was necessary to do an observation and implementation of many instruments to collect data. They included field notes, recordings, artifacts, surveys, and interviews.

Then, there is another qualitative action research presented by Lizeth Andrea Martínez Burgos in 2016 named “My committee: a cooperative opportunity to foster English oral interaction in a PBL experience”. In this case, this project took place at Anibal Fernandez de Soto school located in Bogota Colombia with 35 students from fourth grade. Its objective consisted of enhancing communicative skills and additionally, social skills due to students created a committee in which they were assigned different roles to manage different situations and communicate among them. According to the author, they used English expressions as a tool to communicate daily and to work together, given they had to follow Project Based Learning strategies. Here in this case is evident the importance of using English not only as a vehicle to learn grammar but also to reinforce other skills like community thinking, there is a special interest on promoting communication rather than language acquisition.

National

This research is titled “The Impact of a Pedagogical Intervention to Enhance the Communicative Skills of 7th-Grade Students at the Filadelfia School, Colombia”. Also, it was

developed as quasi-experimental, explanatory, and longitudinal design with 40 seventh grader students at Filadelfia school located in the department of Colombia, Caldas. The research question was: What are the effects of a pedagogical intervention on meaningful learning (AS), reading (LC), story writing (E), interpretation (I), and critical ability (CC) in 7th-grade students between 2021-2022? Researchers created two different groups. Group A named “control” and group B (experimental one) named “Tenemos Potencial” (We have potential). The main objective was to study if the program “Tenemos Potencial” focused on developing interpretative and reflection skills had a significant impact on the students. At the end of the study, researchers concluded that in fact, there was a positive impact on students implementing alternative strategies regarding cooperative thinking, communicative skills, and interpretation of texts. This motivated the students to play an active role rather than as usual, a passive one in the classroom which increased the interaction with their classmates.

International

In this case, this is an article which describes the study-case implemented at a public junior high school in Bali-Indonesia. Its main objective is to analyze how Project Based Learning PBL enhance English productive skills in an EFL classroom. The study is a mixed method type, which means it combines both qualitative and quantitative methods to describe attitudes on students and quantitative to collect and organize the data. PBL offered here many advantages in terms of communication skills for the students. Researchers highlighted PBL strategy increased motivation and speaking among the students. They used the term enthusiasm as a positive result on the students' outcomes. Also, the study revealed how PBL fosters the development of social skills because students who finished helped the ones who did not, which provided a positive impact.

Theoretical Framework

Cooperative Learning

In academic purposes, Cooperative learning refers to a group of students working as a group to reach a common objective. However, being part of a group does not guarantee working with a cooperative approach. It implies a series of learning strategies and social skills that will lead the group to success not only in the common goal but improving individual abilities as well. In fact, cooperative learning reinforces a sense of understanding of others. In other words, it develops empathy because once a student identifies his role in a group, he can realize what is missing and encourage others to work from their abilities. Also, cooperative learning provides emotional support among the group members, it means, they will feel confident and supported by each other in failure and success.

As a didactic strategy, Reynaga (2001b) asserts that Cooperative Learning enhances growth in a bilateral type, individual and collective one. As students complete short activities, they develop personal abilities and with this the general task is accomplished.

El aprendizaje cooperativo es el empleo didáctico de grupos reducidos en los que los alumnos trabajan juntos para maximizar su propio aprendizaje y el de los demás. Este método contrasta con el aprendizaje competitivo, en el que cada alumno trabaja en contra de los demás para alcanzar objetivos escolares tales como una calificación de “10” que sólo uno o algunos pueden obtener, y con el aprendizaje individualista, en el que los estudiantes trabajan por su cuenta para lograr metas de aprendizaje desvinculadas de las de los demás alumnos. (Reynaga, 2001b)

According to the article *Lev Vygotsky's Theory of Child Development - Gowrie NSW* “sociocultural theory about child development says that cognitive development occurs as a result of social interactions.” (Gowrie NSW, n. d.). In this theory of cooperative learning there are some principles taken from Vygotsky's theory about developing social skills, so individuals (infancy) learn while they interact with others, not only to socialize but also to reach a more complex objective. Besides, competition at this age is not an accurate strategy because children will get frustrated easily, what makes the activities a failure.

In terms of technics, this approach displays a series of activities that can turn out to be useful in the classroom. Thus, as proposed by Slavin (1996) these activities lay on motivation and increase student’s participation with active roles among their groups. Slavin’s methodology based on cooperative learning is titled *Student Team Learning* and develops three main categories: Student Teams-Achievement Divisions, or STAD, Teams-Games-Tournament, or TGT, and Cooperative Integrated Reading and Composition (CIRC). All of them were applied in elementary and secondary schools. The first one requires team work to assure among the members that the lesson is learnt, after that the students will take a short quiz individually to evaluate if the knowledge is acquired. In the second one, there are games which make motivation a key aspect due to individual abilities join in the team, so the best one gets to the goal. Finally, the third one the focus is on reading activities, so teams are homogeneous in terms of sex, abilities, and motivation for all participate in reading, comprehension, and prediction of the texts while the teacher is working with other groups.

Project Based Learning

As Hedges (2000) points out, Project Based Learning fosters groupwork, problem-solving and increases motivation in students. All of them can be analyzed through a final

product, which represents a compilation of what has been developed during a certain period of time.

Project Based Learning has been promoted within ELT for several reasons. Learners' use of language as they negotiate plans, analyze and discuss information and ideas are determined by genuine communicative needs. At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects. (Hedge, 2000)

In this case, the final project is a yearbook, which consists of a compilation of worksheets and papers students worked on during the year. This Book will show their learning process through many activities developed in class.

Well, real life problems are important in this model because it encourages students to link knowledge with their contexts, which develops critical thinking, active roles in proposals, and useful projects that show the different stages of a process. In this sense, John W. Thomas (2000) defines PBL as “A model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities.”

As students gain experience in social skills, they grow in independence, which requires their voices are more present in the process, they are more aware of their own learning process and students will make more conscious decisions on their projects, they will know their strengths and weaknesses, they will build their learning methods, and choose partners who get along with their values and mindset.

Communicative skills

There are four main abilities when learning a language: speaking, reading, writing, and listening. However, they are classified as productive and receptive referring to the outcome and income, respectively. In this section, communicative skills include the productive ones (speaking and writing) to mention their importance in the planning and development of the activities which aim to foster communication among the students. Vygotsky defined the concept of the zone of proximal development (ZPD) as the distance between a child's 'actual developmental level as determined by independent problem solving' and their higher level of 'potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1986).

This theory aims to reinforce the necessity of interaction in this case, to produce learning processes. The students as well as the mentors need each other to develop social skills. Students need knowledge and guidance as well, whereas mentor needs to put into practice his methodology and someone to share what he knows. What is more, students are expected to solve situational problems that require communication with their partners, so they set an agreement and together get to the final stage.

One of the strongest points of this theory is that there is a balanced point of company. In other words, the mentor does not get involved very much, so the students feel far away from the topic but at the same time he gives them enough tools, so they feel confident and encouraged to face a challenge. It is in a school environment where this theory emerges and explains better what social skills through the communicative competence implies.

Institutions such as schools, which are predicated on the need to organize knowledge and provide an induction into a systematic account of a particular academic culture, are concerned with the development of scientific concepts. They embody- communicative practices about

systems of words and concepts which have their own abstract and formal coherence. These scientific concepts are distinct from the everyday concepts which arise in the richness of everyday life. That is not to say that all forms of schooling give rise to the formation of scientific concepts or that scientific concepts cannot arise outside schooling. These Vygotskian concepts relate to his understanding of the role of instruction in leading development. (Daniels, 2002)

Language Learning Motivation

The concept of integrative motivation implies that successful second language acquisition depends upon a willingness (or desire) to be like valued members of the "other" language community. The acquisition of a new language involves more than just the acquisition of a new set of verbal habits. The language student must adopt various features of behavior which characterize another linguistic community. (Gardner, 1968)

The importance of this factor lies in the culture and how individuals perceive their contexts and what they define as worthy. What surrounds them is what will delimitate their interests and their goals. Since students decide this, it is not a secret that teachers should be aware of the cultural background not only of the students but also of the school.

According to Gardner's theory, there are three aspects that delimit motivation in language teaching, which include family, background, cultural and social matters and finally, scholar environment. Those are both inner and outer aspects, which require extra effort from teachers and the academic community in general, likewise a responsibility from the students regarding their own learning process.

When it comes to motivation. Gardner's theory distinguishes from two: intrinsic motivation and extrinsic motivation.

In the first one, the focus is on an inner desire to enjoy an activity or the satisfaction of finishing something. For this type of motivation, it seems more reliable to have a personal reward when learning. In other words, it means pure initiative by the self, without any external pressure.

In the second one, the key aspect is the external reward or incentive which influences someone to do something. In this sense, it is indirect pressure to get something. Having said that, it is important to clarify that this type of motivation is not negative, the pressure described here comes to a different focus, but the way is genuinely effective if someone uses it accurately when it does not exist the possibility to promote enough internal motives.

First, it seems clear that attitudes of motivational characteristics of the student are important in the acquisition of a second language. Secondly, the nature of these characteristics suggests that the truly successful student (i.e., the one who will acquire communicational facility with the language) is motivated to become integrated with the other language community. Thirdly, this integrative motivation appears to derive from the attitudinal characteristics at home and must be fostered by an accepting attitude, by the parents, another language community and the internal pressure to be included in the group. And finally, the process of second language acquisition involves taking on behavioral characteristics of the child will experience their own cultural community. (Gardner, 1968)

Communicative approach

Where does the communicative approach come from and why is this approach in favor of social skills' development? As Hymes (1972) claims, the communicative approach has its origins from communicative competence. Thanks to the necessity to develop this competence is that a

set of methodologies are proposed, well individuals are in constant interaction in their contexts. That is why both listeners and speakers should be at the same level of communication, or at least to be equipped with the same simple rules so the message is understood. “The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence.”” Richards and Rodgers (2001).

In terms of communication, Hymes’ emphasis was on allowing environments to be more open to express thoughts and opinions through speaking. In this case, the spotlight is proficiency. Each of the methodologies linked to communicative approach seek learning a second language using interactive and real-life activities in which each student is involved and motivated to participate.

A communicative approach is holistic in the sense that it involves the way actors organize what they want to say. In addition, the way they interact not only orally but also with paralinguistic signs or through writing a text. "A communication skill is defined as the ability to effectively achieve one’s communicative goals or the proficiency with which one engages in particular communication behaviors.” (Ruble, R. (Ed.) 2017)

In the text of Canale & Swain (1980) about the function of Communicative Competence, it is defined a crucial idea upon this theory takes place. “The notion of communicative competence is intended to refer to the complex of knowledge and abilities that allow a speaker to communicate effectively in a given social setting.” When the text says complex, it refers to the variety of strategies such as the use of language and the variation through time, so that humans can express their ideas. It requires more than grammar rules, it has to do with cultural backgrounds, set of values, and the general view of the world. This theory was exposed by

Canale, M., & Swain, M. and introduced a sociolinguistic competence to put into practice not what people want to say but the ways in which they articulate a speech, the intention and motivation behind it, all this having in mind the contexts the speech is taking place. Language is being modified by humans constantly; it is dynamic according to people's needs. This set of strategies and abilities can be developed through interaction with others, through establishing agreements on communication and setting objectives.

Chapter III

Methodology (Research design)

This chapter is focused on detailing the type of research developed in this project and the instruments in data collection as well. Also, the description of each one according to the main objective specified above. This research is qualitative type, and the emphasis is action research. There is a classification into three main categories regarding the data collection instruments. In this research there are three stages. The first one was the observation, in which the characterization of the population was done including a journal and a checklist. Then, the implementation gathered the lessons plans, focus groups, interviews and questionnaires. And the third one is related to the process of writing the document detailing the information collected through the first two stages.

Qualitative study

This is a branch of Social Sciences and attempts to explain the reasons why a phenomenon occurs. Also, its focus is on social matters, such as interactions, perceptions, emotions, and backgrounds. “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible.”. (Denzin & Lincoln, 2005, p. 3) Cited in Creswell, J. W. (2007). In other words, the role of the researcher is to provide a view of what is happening in a specific context. The researcher pays attention to social relationships, social environments, how problematics are solved and how roles are played.

Method

In relation to the methodical approach already explained, *Action Research* responds accurately to my concern and fits with the activities planned.

Action research

This method is useful in terms of practice and real context. It usually uses real life situations and makes the participants active. Both researchers and the population play an interactive role. Also, action research allows theory and practice to be linked and reciprocal at the time to grow science and society in general. Kurt Lewin (1946) defines it as a cycle of planning, acting, observing, and reflecting. This means it is a process of constant change. Something to highlight here is the role of the researcher that becomes the teacher at the same time, which gives him the chance to change the dynamics because he knows best what is happening in real time.

Data collection instruments

Since researchers need to delimit the focus of the investigation there are instruments to help establish possible questions to develop during the process. Likewise, researchers ought to foster accurate methodologies to implement according to the statement of the problem. data collection as a series of interrelated activities aimed at gathering good information to answer emerging research questions. (Creswell, 2012)

Observation

As Creswell, J. W. (2012) pointed out, observation is a preliminary instrument which makes it very important in the initial process. “Use your senses, including sight, hearing, touch, smell, and taste. You should realize that writing down everything is impossible. Thus, you may start the observation broadly and then concentrate on research questions.” (Creswell, 2012)

Since the beginning of the process there was an explicit requirement to make a *non-participant observation*, it means the researcher plays a passive role in the classroom with the intention to not disturb class dynamics or influence participants. The idea is to try to maintain the environment as naturally as possible so data collection will be reliable and useful to establish starting points. This, bearing in mind that the observation occurred before the intervention.

During the research process four instruments were used, a *fieldnotes* template, some *artifacts*, *focus groups*, and a *questionnaire*. Each one with a specific purpose. In the case of the fieldnotes, it is more practical and precise because the information is collected in real time. With the artifacts there is more flexibility in options depending on the objective of each lesson or topic.

Questionnaires

Its main objective is to ask questions to discover attitudes, mindset, and expectations. The type of questions in qualitative research are open so people can express their opinions more specifically. “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (Brown, 2001, p. 6 cited in Dörnyei & Taguchi, 2009)

Perhaps some of them belong to quantitative research; their purpose is only to collect and organize the information because the methodology is entirely qualitative. In this case, the two questionnaires were designed to know family and sociocultural background of the students with variables like strata, age, hobbies, parents’ perception about English as a foreign language and so on. Hence, two questionnaires were developed. One for the students in order to know their perspectives towards the English class and their own learning process. The other one was for the

parents at home, which included personal information and expectations of the English class and how they perceived their children learn a foreign language. At the end of the process there is a questionnaire designed to review their improvement and perceptions on the English class.

Artifacts

Yearbook

The *Webster Dictionary* defines *Yearbook* as:

" 1: a book published yearly as a report or summary of statistics or facts: annual. 2: a school publication that is compiled usually by a graduating class and that serves as a record of the year's activities." (Webster, 1983).

In this sense, the kind of artifacts expected in this research project are related to the final yearbook that the students will produce. As a matter of fact, there are more secondary artifacts such as tasks in class, recordings, presentations and practical exercises.

Field notes

Although this instrument might seem simple it makes the difference at the time of analyzing the data collected. The main objective of field notes is to register every important detail before, during and after the event. That is why it is crucial to fill up this format right after the event has ended. It is very useful to gather information each class and then to review factors that may affect the results of the research project. Also, it is a useful tool to organize and select the information. In ethnographic studies, fieldnotes are famous for the specific information of behavior, attitudes, and any other population characteristic.

Writing field note descriptions, then, is not a matter of passively copying down "facts" about "what happened." Rather, these descriptive accounts select and emphasize different features and actions while ignoring and marginalizing others.

Focus groups

This is an instrument in which a small group of students are selected considering their variety of opinions, academic performance, and perceptions of the class to be asked specific questions regarding the topic of investigation. The researcher records the answers to future analysis. The discussion takes place in a freedom of speech environment. This, because the answers need to be as honest and spontaneous as possible.

A focus group is a data collection method in which a small group of individuals are brought together to discuss a particular topic. The interactive discussion, guided by a moderator, allows researchers to explore people's thoughts, feelings, and experiences in a flexible and in-depth manner. (Krueger & Casey, 2015)

Unity of analysis

The focus in this section is to study how fourth grade students from a public-school work in a *cooperative way* to accomplish pedagogical and methodological objectives. Therefore, here is proposed a categorical matrix where the main categories included in the unity of analysis are defined and then, which instruments are used.

Categorical Matrix 1

Category	Concept	Instrument
Cooperative work	“the instructional use of small groups so that students work together to maximize their own and each other's learning.” (Johnson & Johnson,1991)	Questionnaires Artifacts
Communicative skills	“A communication skill is defined as the ability to effectively achieve one’s communicative goals or the proficiency with which one engages in particular communication behaviors.” (Ruble, R. (Ed.) 2017)	Artifacts Fieldnotes Focus Groups
Motivation	“Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviors.” (Valarmathie Gopalan; Juliana Aida Abu Bakar; Abdul Nasir Zulkifli; ... et. Al, 2018)	Fieldnotes Artifacts Focus Groups
Project Based Learning	“A project is an extended task which usually integrates language skills work through a number of activities.” (Hedge, 2000)	Artifacts Fieldnotes

Ethical issues

Regarding ethnographic studies, this ethical factor plays an important role. As Creswell (2012) mentioned, there are many factors that influence the success of the study. In the first place a cultural matter is decisive because it defines the morals and values of the population the researcher is working with. These aspects will prevent future inconvenience with sensitive content that may affect the students, in this case. Given the current circumstances, mostly when working with children, it is necessary to be updated about national, local, and individual rights

and restrictions since research will have their personal information. That is why in this research project, there was a consent form given to the students' legal tutors to approve their children's participation in the activities related to recordings and observations.

Responsibility is one of the qualities of a researcher, even more if he or she is working with minors. Conditions delimit what is correct and what is not. Specifically, during the activities in class. For instance, videos are difficult to include in the process due to legal implications to save the students' rights and identity. However, this does not mean the research is interrupted but an opportunity to look for an alternative to gather information without touching ethical limits. Instead of a video, it is more accurate to record the audio or to include what happened in the field note form.

Chapter IV

Proposal of pedagogical intervention

The main objective is to enhance cooperative learning and develop communicative skills. The pedagogical methodology is Project Based Learning. Here are exposed two main concepts regarding the pedagogical approach: Project-based Learning and Communicative skills.

Vision of curricula

Expected Results

At the end of the process, comparing observation and implementation aspects, there are some outcomes expected. Something to remark on here is that given the unknown conditions such as hobbies, sociocultural backgrounds, and the mindset of the population and the school, the expectations relied more on how the students were going to behave during the sessions. There is a general sense of uncertainty due to children tend to see pre-service teachers as in a lower range than the main teachers. One of the main expected results has to do with their critical thinking. Students are expected to become decisions makers, working in groups and creating knowledge not only in the English class but also in the other subjects because as the rationale section demonstrated, cooperative learning is not a transactional tool but a reciprocal one, it benefits social skills of individuals and group goals as well. Eventually, this project will affect other areas of the students such as writing, artistic, and speaking skills.

Expected Impact

As mentioned before, fourth grader students are expected to contribute to a significant improvement in the English level of the school Liceo Femenino de Cundinamarca Mercedes Nariño. To be fair with the students, the expected impact goes beyond the grammatical use in real life contexts. Moreover, they will be a response to problem-solving, what is more, to be aware of how valuable their opinions are, which will be reflected in the other classes and their social contexts. Regarding the development of communicative skills, it is important to recall that communication occurs anywhere, anytime, which implies that social interaction is necessary. Therefore, students as individuals will be able to express themselves not only in terms of grammar and vocabulary but also regarding the school values as mentioned above, honesty, freedom, responsibility, respect for life, and solidarity.

Vision of language

In line with Halliday (1975) there are two notions of language in children's learning process. One is called *language as source*, which provides unconscious process to express ideas. Even if the grammar is not correct children find a way to be understood by their context participants. This happens with the primary context, their family. In this sense, this first approach of language is a bridge to interact with others, a necessity. The second one is called *language as function*, which is learned at school. This is the formal and structural form of learning a language; it is a more conscious process and more demanding as well. Schools are required to focus more on this matter. However, it should be more beneficial according to Halliday (1975) to do it the other way around.

The child is constructing a folk linguistics, in which (i) saying, and (ii) naming-meaning denote different aspects of the same symbolic act. And language functions for him both in reflection and in action: as a way of thinking about the world (including about himself),

structuring his experience and expressing his own personality, and as a way of acting on the world, organizing the behavior of others and getting them to provide the goods-and-services he wants. (Halliday, 2012)

On this matter, students have the advantage of playing a more active role as members of the society. "The man who could speak well could. defend himself and participate in any direct democratic situation" (Halliday, 2012)

Vision of learning

Project Based Learning (PBL)

The pedagogical proposal leans on a physical project called Yearbook, which will be designed by the students and class by class, will add a worksheet or a teamwork paper to this book, so at the end of the year this Project will show what students have learned and experienced in the classroom. Therefore, this provides evidence of the learning process, which makes the outcomes more visible and measurable in terms of assessment. "PBL is theorized to be an approach that could address these problems by enhancing students' motivation, conceptual knowledge, and problem-solving skills." (Blumenfeld et al., 1991; Darling-Hammond, 2008a; Thomas, 2000). Cited in (Aper, 2017)

Communicative approach

Activity theory is a unified account of Vygotsky's original proposals on the nature and development of human behavior. Specifically, it addresses the implications of his claim that human behavior results from the integration of socially and culturally constructed forms of mediation into human activity. (Lantolf, 2013)

In this sense, it is through discussions that agreement and concessions are established, which provides benefits to the development of the self in students in many areas. For instance, there are speaking activities proposed in the lesson plans where the students have to present the work they have done whether in small groups or for the class.

Instructional Design

Teacher's role

During each research phase the teacher's role has been enriched. On one hand, it is important for the teacher to play an active role, so the students feel confident with the appropriate guidance in their learning process as mentioned above in Vygotsky's theory *The zone of proximal development*. On the other hand, since teachers are the representation of authority and a role model in the classroom there should be a space in the dynamics of the class which allows the teacher to create a confident environment where students feel free to participate in any activity. In this case, the class is not teacher-centered, as he or she monitors the group activities but is not involved entirely in the development of themselves. The teacher is a secondary character.

Student's role

Here students are asked to play an active role more than a passive one. The activities should be more focused on exposing them to communicative activities, to failure, in other words to not completing the activity, perhaps doing it in the wrong way or not obtaining the expected results, with this the student will be able to solve problems, have feedback and most importantly, to realize what their mistakes were made and how to have contingency plan in future activities. This would produce more confidence and encourage them to participate individually and

collectively. One important aspect here is that taking into account the communicative approach, Cooperative learning as a strategy provides a series of students' roles that are worthy to be mentioned. They have to do with team skills such as leadership, problem-solving, initiative and proposals, contextualizing the new information, and critical thinking.

Activities

In the third chapter, one of the instruments described was the artifacts, which involves a series of activities worked in class that had a positive impact on the class development. Physical activities motivate the students to participate in class, they worked to catch their attention and introduce vocabulary or review past topics. Songs were effective as well in creating a way of communication. It is important to generate familiarity through chant songs, for example.

The activities should focus on interaction, because what the project aims to do is to implement the communicative approach. Keeping this in mind, here, there are some activities:

- Written tasks in pairs. This with the intention to promote participation and feedback among students. There will be a topic with a specific language objective. Also, there will be some prompts on the board so students can complete the worksheet with the missing information. For example: in the board there is a prompt: I am wearing ...and the worksheet has the space for the students to write what they are wearing related to clothing vocabulary.
- Group discussions around a topic. In here, the idea is to choose a topic of interest of most of the students, so they have stories and opinions to tell the other members of the group. As usual, the teacher will provide a prompt of the structure of the sentence so each student can participate and add as much information as they want.

- Group task: make puzzles, create choreographies, and sing along. This, to increase confidence among students.

Resources

It is an advantage to get access to ITC's. In this case, many of them were included such as internet connection, a device (laptop), a video beam, a speaker and of course visual material as videos, flashcards, and songs. In line with Project-based learning as the final product in this research project, also worksheets and exercises are included for the students to fill out in order to attach them to the yearbook.

Timetable, cycles, stages of the intervention

In agreement with the main teacher at the school I worked with, we decided to continue with the process of reinforcing basic topics that students were familiar with. The lesson plans were designed having that in mind, and the main teacher was flexible with the time and methodology proposed.

I have proposed a full pedagogical intervention divided into 4 stages. Each stage responds to a specific topic and each topic has two lesson plans approximately. As explained in the following chart, each stage links how students perceive themselves, in relation with others, and with their context.

Stages of pedagogical intervention 1

	STAGE	TOPIC	ACTIVITIES	OBJECTIVES
--	--------------	--------------	-------------------	-------------------

1	Recognition of the self	Introducing myself: personal information	Songs Worksheets to annex to the Yearbook Telling my group who I am	Use vocabulary to introduce myself
2	Recognition of others	Describing others: members of the family, adjectives	Songs Worksheets to annex to the Yearbook Monster in playdoh	Describe physical appearance and personality of others
3	Expressing my ideas	Likes, dislikes, daily routine	Songs Worksheets to annex to the Yearbook Speaking to my partner Letter to my favorite person	Express how I feel using emotions vocabulary
4	Solving problems	food, shopping, Numbers, money.	Songs Worksheets to annex to the Yearbook Choreographies riddle Group tasks: cards, posters	Use basic vocabulary in real contexts

The structure of the lesson plan was divided into three stages: first eliciting the topic with the whole group; second, small group work or pair group to practice communicative skills, and third, individually to work on the final project sheets. Regarding the topics there was an intentional structure. First, as individuals “introducing myself” “description of my physical appearance” “what am I wearing”. Then, as part of their close context “family tree” “shopping” “writing to my favorite person”. Additionally, I realized the importance of songs to review topics so when new vocabulary was introduced there was a video which ended up being very meaningful for students.

Worksheets to annex to the Yearbook

To start, a yearbook is a book which contains students’ experiences, drawings, and memorable moments at school. This can be developed during the whole school year. Nevertheless, during this research project, the students had only six months to annex their memories to this special book. The main idea of the Yearbook was not about quantity but

quality, it means each worksheet responded to specific topics related to the near context of the students. Nine worksheets were designed in total to create the Yearbook. At the end of the process, each student chose a folder and annexed their worksheets, then they had time to customize it freely. Likewise, a couple of students presented their work and expressed what class they enjoyed the most based on the worksheets, so the Yearbook worked as a strategy of reminding students about their work and progress during a period of time.

Lesson plan model

The following didactic sequence responds to one of the specific objectives. The model of a Lesson plan is explained too. (See Annex 3)

- To explore the development of communicative skills.

LESSON PLAN NUMBER: 10			
COURSE /GRADE: 4th	DATE:	NUMBER OF STUDENTS : 34	NAME OF THE TEACHER: Paula León
OBJECTIVES			
COMMUNICATION: recognizing and expressing my emotions as part of my daily life.			
LANGUAGE: simple present, vocabulary to express feelings			
PEDAGOGICAL INNOVATION OBJECTIVE: complete a worksheet about my emotions to annex it the yearbook			
PROCEDURE:	T.O.I	TIME	MATERIALS

<p>ACTIVITY STAGE: warm up activity</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. T plays a video about emotions and the students will guess how the main character is feeling according to the facial expressions of this character. 2. Ss will practice vocabulary about the types of feelings with some flashcards. 	<p>T- Ss</p>	<p>15'</p>	<p>https://www.youtube.com/watch?v=dOkYKyVFns</p> <p>video beam laptop</p>
<p>ACTIVITY STAGE:pretask</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Ss make groups of three people 2. Teacher writes on the board prompts of the sentence to give the students an idea of speaking: Today I am feeling... 3. One member will ask the others: How are you feeling today? 4. Each member expresses how they are feeling today using expressions as: Today I am feeling happy because I like to play with my friends. Today I feel sad because my brother is sick. 	<p>T.O.I</p>	<p>TIME 15'</p>	<p>MATERIALS Prompts on the board</p>
<p>ACTIVITY STAGE:task</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Individually ss will complete a personal feelings sheet where there is a chart with the emotions and students will write and draw an example of a personal story in which they have experienced that emotion. 	<p>T.O.I Ss</p>	<p>TIME 25'</p>	<p>MATERIALS Worksheet</p>

<p>ACTIVITY SATGE: wrap up</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. In pairs, students will share worksheets to get to know better each other and recognize new vocabulary and receive feedback as well. 	Ss	15'	Worksheet
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	-----	-----------

Schedule

This section describes a series of activities carried out related time (months and weeks) in the implementation of the research project.

Table 4 Activities during Implementation 1

STAGE OF THE RESEARCH PROJECT	TIME (2023-2024) MONTH/WEEK		ACTIVITY	
2023				
Pre implementation	February	Week 2	-Brainstorming about my interests related to topics I would like to work on.	
		Weeks 3 and 4	-To do a literature review regarding data collection, observation, characterization, and diagnosis.	
	March	Weeks 1 and 2	-Designing drafts of data collection instruments	
		Weeks 3 and 4	- Socialization and corrections with the advisor of the data collection instruments. - Meeting with the main teacher and the ss assigned at the school LFMN	
	April	Week 1	Holidays	
		Weeks 2 y 3	- Applied data collection instruments (checklist and researcher journal). Started the non-participant observation.	

			- Gave the ss the informed consent for their parent's authorization
		Week 4	- Gathered the informed consents - Applied data collection instruments for the characterization of the population. Questionnaires, focus groups and an interview with the teacher.
	May	Week 1	- Designed the diagnosis instrument - Gathered informed consents and the questionnaires aimed at the parents. - Applied data collection instruments for the characterization of the population. Questionnaires, focus groups and an interview with the teacher.
		Week 2	-Applied the diagnosis instrument (a questionnaire) to evaluate students' English level - After the interview I identified the weak point, I would like to work on: cooperative learning - Started writing the Proposal of the research project.
		Week 3	-Tutoring sessions with the advisor to review the research project. -Receiving feedback from my classmates and reviewing their projects to make comments.
		Week 4	-Tutoring sessions with the advisor to review the research project. -Receiving feedback from my classmates and reviewing their projects to make comments.
	June	Weeks 1 and 2	-Final tutoring sessions with the advisor to make corrections on the proposal -Final presentation of the writing project to the advisor and doing the oral performance.
		Weeks 3 and 4	
2024			
Implementation	January	Weeks 1 - 4	-Planning of the sessions (10) I will implement next semester. -Designing the collecting instruments in the implementation according to the population I received.
	February	Weeks 1 y 2	-Meeting with the advisor to review the proposal -Meeting with the teacher and the ss at the school

		- Applying research instruments to establish ss current English level	
	Week 3	-Analysis of the results -Modifications on the lessons	
	Week 4	-Implementation of the Lesson N° 1 -modifications to the aspects of the research project. Add or change a specific objective or a theme in the conceptual framework.	
	March	Week 1	-Implementation of the Lesson N° 2
		Week 2	-Implementation of the Lesson N° 3
		Week 3	-Implementation of the Lesson N° 4
		Week 4	-Holidays
	April	Week 1	-Implementation of the Lesson N° 5
		Week 2	-Implementation of the Lesson N° 6
		Week 3	-Implementation of the Lesson N° 7
		Week 4	-Implementation of the Lesson N° 8
	May	Week 1	-Implementation of the Lesson N° 9
		Week 2	-Implementation of the Lesson N° 10 -To carry out an outcome diagnosis -Add changes to the research project proposal with the results of the diagnosis
		Week 3	- Presenting the final paper with the findings and corrections.
	Post implementation	Week 4	-Presenting the final paper with the findings and corrections.

Chapter V

Data analysis and results

In this chapter, the information gathered during the observation and implementation stages are explained in detail. Along with the chapter there will be a description of the methodology used to classify the data and the analysis of each category as well. This has been done to provide information well described to understand the impact of the research project on the students and open a discussion after the data is analyzed.

Data is fundamental in research because it establishes a real background and shows every step of the process of research including success and failure points. Through results collected it is that the researcher can have an idea of the strong and weak points and the possible starting points for future investigations. Even data can reveal aspects that researchers were not expecting at all, which could lead the research to a new direction or explain findings that were unexpected theoretically. There is a theory which brings up this concept of theory based on data. This research follows the Grounded Theory, which is defined as “research method concerned with the generation of theory, which is ‘grounded’ in data that has been systematically collected and analyzed. It is used to uncover such things as social relationships and behaviors of groups, known as social processes.” (Noble & Mitchell, 2016)

Grounded Theory’s principles have to do mainly with the collection of data instruments and how this is analyzed. Both processes, for example, occur at the same time. This means that Grounded theory aims to take specific data to create a theory. This data is categorized by the main topics as explained in detail below. To sum up, this theory remarks on data itself to be compared and discussed with theory, that is what this research project aims to.

Data analysis procedures

To start, there is a brief description of the instruments involved during the implementation of the research project and how they are presented to tabulate the information. As mentioned before, data collections instruments are a result of different methods always keeping in mind that this research project is *Qualitative* type. As explained in detail above, data helps organize the information, and this improves classification and gives a general view of the investigation. Each instrument presented below has a specific purpose, they respond to a stage in the research project. Also, they vary in the way of collection to cover all possible perspectives, either spoken or written strategies in an individual and group form.

Fieldnotes: Each class there was a registration of important details during the lesson, including material, attitude of the students and the main teacher, and characteristics of the space (organizations of the desks) and time.

Recordings: There are a couple of interviews and interventions included here. However, there is a selection of the relevant material, this, because the transcription of the recordings reveals key aspects such as participation, opinions and general perceptions of the students, which means irrelevant aspects like repetitive information, incomplete ideas of the students; will not be included in the transcription to avoid confusion.

Artifacts: This refers to the worksheets attached to the final project called “Yearbook”.

Questionnaires: Mostly to compare initial presumptions about the English class from final ones. It is a format of open-ended or closed-ended questions to collect information from participants. In this case. The questions were related to grammatical aspects, vocabulary, and their perceptions about the English class.

Focus group: 6 students were selected by convenience to discuss 7 questions regarding the activities, the methodologies, their opinions on teamwork and their improvement at the end of the process.

Categories

RELATIONSHIP CATEGORY-OBJECTIVES 1

CATEGORY	SPECIFIC OBJECTIVE	RESEARCH QUESTIONS
Communicative skills	To analyze communicative skills development among fourth grade students through Project Based Learning.	How can Cooperative Learning enhance the learning process in children, specifically communicative skills?
Motivation	To analyze how motivation influences students by using a yearbook that documents their learning process.	To what extent does the implementation of Project Based Learning foster motivation in fourth grader students to increase interest in English?

<p style="text-align: center;">Cooperative learning</p>	<p style="text-align: center;">To explore the development of communicative skills based on cooperative activities.</p>	<p style="text-align: center;">What are the advantages of the implementation of Cooperative Learning at elementary school?</p>
----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

Each category and subcategory respond to key words found in this research project, which aims to study communicative skills in the students, their intrinsic and extrinsic motivation, and cooperative work throughout the process. Therefore, for classifying the information there is a color system explained below to facilitate the information at the moment of being analyzed, discussed and read.

1. Communicative competence (Productive Skills)

It is not a secret that nowadays communication has been seen as a fundamental matter in society. Today we have important definitions of communication such as assertive communication or listening as “active communication”. In this matter, communication is understood almost like an art, because it is conformed by many factors apart from words. In here, they are included nonverbal language, intention, context, proxemics, and intonation. Hymes (1960), proposed Communicative Competence as a response to Chomsky’s grammatical approach of perceiving language. In this response, the author complemented the grammatical approach by asserting that language is a social duty, it means that at the moment of expressing ideas the participants apply not only grammatical rules but a series of aspects behind them. Finally, as speakers as listeners have in common those aspects in a communicative objective. In general, they should be aware of these concepts in order to obtain an accurate interchange of

ideas. Here it is important to keep in mind that mistakes are part of communicative competence because it allows participants to reformulate ideas and make cognitive processes to improve their communicative abilities.

1.1.Speaking

Most of the speaking activities proposed in the lesson plans were in groups because the pre-service teacher noticed students were not motivated enough to participate individually but in their small groups. The next fragment is a focus group which took place at the end of the practicum stage with the students. The questions were related to their perceptions in the classes, and specifically, their writing and speaking skills during the process.

“T- Ustedes, ¿cuál es la clase que más recuerdan que les haya gustado de las que hicimos conmigo? Ss- Ay, a mí también me gustó esa, pero no me gustó que fuera en equipo. T- ¿No te gustó que fuera en equipo? Ss-No T-¿Por qué? Ss-Porque peleamos mucho.

Personal communication, November, 2024.

This is an example of the weak points in terms of communication. Not all the time these types of activities were a success, because in general, social relations are complex. In terms of communicative skills, it goes beyond completing a task or following instructions from the teacher. Therefore, problem solving becomes part of communicative skills because if someone wants to be understood or accepted in a social group, he will have to adapt and negotiate some statements of his mindset to reach an agreement as read in a fragment of a field note. “*Also, I identified I need to focus the activities on speaking and interaction between ss because they don't feel free to express their ideas*”. (Author’s field note # 2, 2024).

That is why one of the activities was a roleplay about *Shopping*. With the clothing elements they bought, one member of the group was supposed to share what they had bought. Students felt confident about participating because they had already participated in the process, and they knew the vocabulary. In the next activity they could apply the vocabulary they already had practiced in the roleplay. However, the main focus was on the productive activities where the students had to write or participate in speaking.

One of the aspects this research was aiming to enhance is communication. This, due to being in an EFL class, the main goal should be to make the students communicate their ideas in the real context. Productive skills include both speaking and writing. Since there was a lack of communicative skills identified, the next lesson plans were developed in this line. Another key element in this research was to show how students were able to express themselves more than accuracy in pronunciation or grammar, which are important in the process of learning a foreign language. The next fragment of a field note explains better fluency over accuracy. *Then I made groups and gave them a piece of clay. They were supposed to create a monster and then present it. Time ran fast so each team presented but they were distracted because of the end of the class.* (Author's field note # 5, 2024). Concerning communicative skills, they chose a leader to present their monster.

Here is important to remark that communication here does not imply perfection but fluency at the moment of speaking. Mistakes are part of the learning strategies and learning process as well. That is why they felt confident to participate in productive skills activities. Even if there was not an improvement in speaking students were able to communicate ideas. As seen along this section, students were encouraged to propose, debate, and agree on decisions about teamwork. Also, they demonstrate social abilities such as empathy with their partners at the

moment of participating in front of the class. In one of the lessons, a student introduced her family. She did not have enough vocabulary to do it but could make it, label her family members and follow teacher's prompts. When she finished, her classmates congratulated her because of the effort. When students face challenges, even more in an EFL class, it requires a lot of courage to speak about any topic.

1.2. Writing

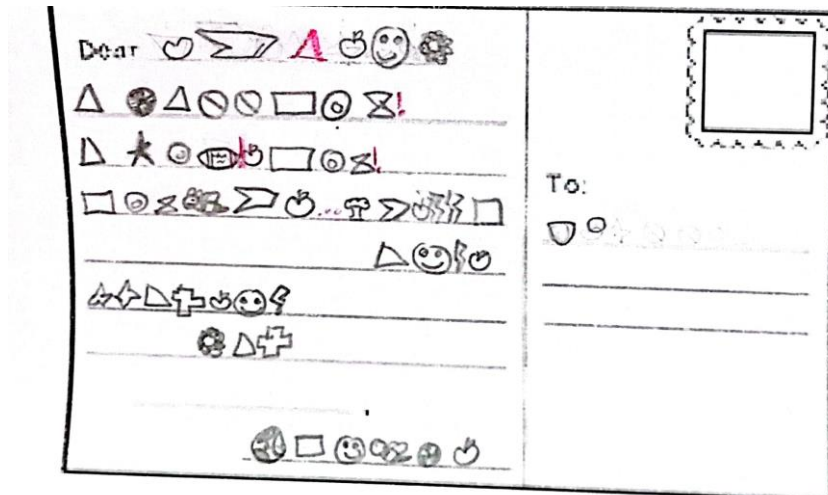
Regarding communication, writing was one of the weak aspects during the research project. Mostly because students did not have enough elements to respond, and the lessons were not focused on grammar. One of the strategies that turned out to be a success was using prompts on the board so students could complete tasks. Students struggled accomplishing these types of tasks, so the pre-service teacher had to redesign a couple of activities.

In one of the activities students could not complete the task so the activity had to be changed according to their previous knowledge because what was in the lesson plan did not correspond with their level and they got distracted. In this matter, it does not mean students failed at a task, but the activity needed to be modified so the intrinsic accomplishment could be a helpful tool to enhance written production in this case, as read in the fieldnote. *“Also, I asked them to write a story to their best friends. Which was very confusing for them because they didn't know anything about the structure in terms of grammar.”* (Author's field note # 6, 2024).

The original activity was to write a paragraph to a friend using a secret code, this to enhance communication through writing and using vocabulary to express ideas and feelings. However, students did not understand what to write exactly because the instructions were too general, which created a confusing situation. After this situation, the strategy was to write short

sentences instead of a full message. Also, the teacher set the topic of writing so students had a specific instruction. Regularly, these experiences provide teachers with a clue about how to lead certain activities to not get the students frustrated. In the next piece of field note it is explained how the main activity was modified.

After that the postcard changed the objective from a simple story to a short 3 phrases message written in a secret code. For instance, a = ⊕ ... I wrote the sentences b = Δ and c = □ on the board and the ss were supposed to use the secret symbols to write a simple message. In the end, ss could finish the activity. (Author's field note # 6, 2024)



[Artifact # 5. August 2024] 1

In one of the topics related to daily routines, the worksheet proposed a schedule where, in groups, students were supposed to complete what each one did in a certain hour of the day. However, the space in the worksheet was not enough to write more than one activity in the same

hour which made the exercise a little harder than it was supposed to be, including other aspects described in the field note.

Some of the ss. participated telling at what time they do the activities in order to accomplish problem solving in groups and the use of vocabulary in context. After that, I handed out a sheet per group. The idea was the groups agreed on what time they do the activities. I consider there was a weak point to give one sheet per group instead of each student. Often, they trouble with the space to write more than one activity in the same gap. (Author's field note, 2024)

Besides this issue, students showed progress in writing skills, the prompts on board including the main activities and the students complemented the information with elements like food, parts of the day (morning, afternoon, night). Often, the students showed difficulties with spelling, which is normal, even learning their mother tongue. This, taking into account the concrete stage the students are facing. 0

Students were able to participate in guided activities such as labeling parts in a drawing or pasting vocabulary on the board according to an image. They did not improve as much as expected because the writing activities were incomplete at the end of the lessons, when the teacher asked them to participate, they felt confused in the writing activities mostly. However, they responded with a positive attitude to the activities proposed in class generally. In the following image, students were supposed to cut and paste clothing items vocabulary according to the drawing. They had already practiced vocabulary with the teacher, so the exercise was easier to complete.

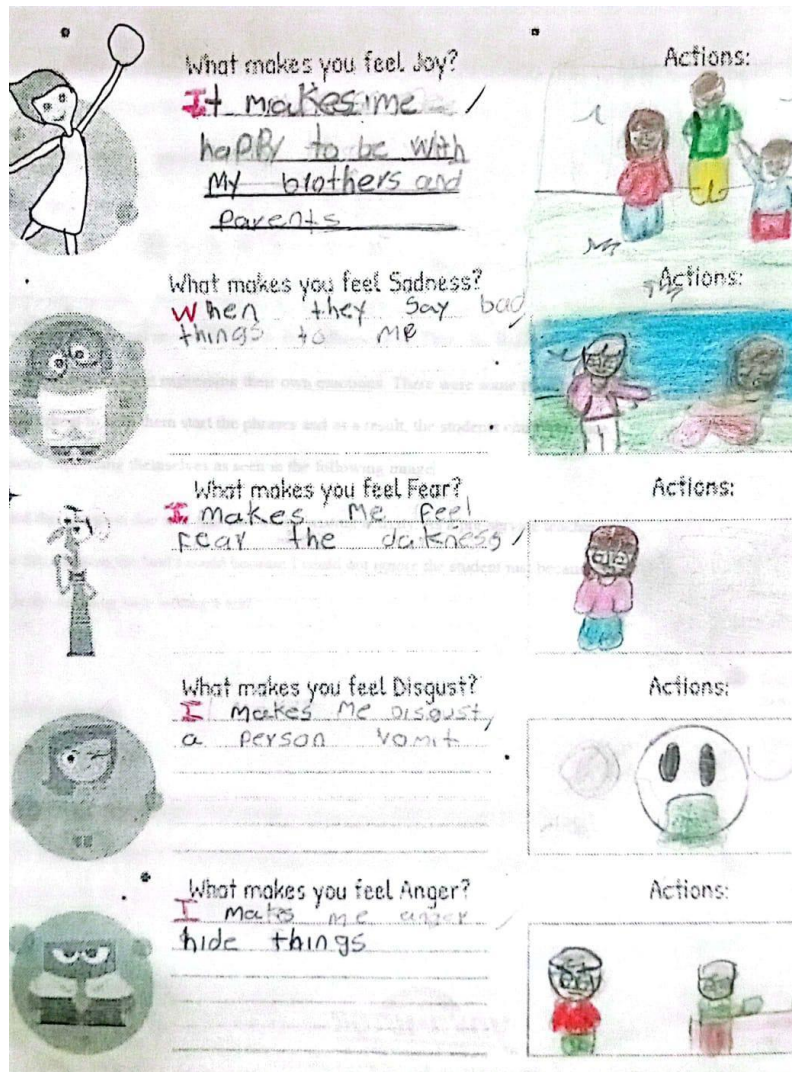


[Artifact # 4. May, 2024] 1

Even if progress in terms of writing was limited, there were spaces in the class for exploring other aspects, such as emotional. A teacher must be prepared for any unusual situations that can happen in the classroom. In this case, the pre-service teacher proposed an activity of labeling emotions according to the image on the board. After this activity, there was an interesting situation in the classroom. *“A student participated telling a story about sadness, suddenly she started to cry, and I got close to her to listen to her and told her it is ok to cry remembering sad moments.”*. (Author’s field note # 8, 2024)

According to the information from the fieldnote, the student felt so confident that she opened up with the class to tell such a story because the topic has to do with her real and near

context. There was not an external reward for her to feel influenced by. Then, the final activity consisted of filling out a worksheet expressing their own emotions. There were some prompts written on the worksheet to help them start the phrases and as a result, the students could produce complete sentences expressing themselves as seen in the following image.



[Artifact # 7. October 2024] 1

I included this situation due to it was part of the writing activity. As a pre-service teacher, I tried to handle the situation the best I could because I could not ignore the student just because it did not have to do anything with writing a text.

As I explained on the expected impact, everything was unknown regarding improvement. To set a determined goal for the students without having any interaction or previous experiences with them would be unfair. Having said that, I decided to be flexible with my expectations, concerning writing skills, after the diagnostic test. Since the information was relevant and useful, I based a starting point on the results. Students seemed to use nonstandard spelling, which refers to writing as they listen to the words without following spelling rules. Along the worksheets worked class by class, students showed more confidence at writing when there were prompts on board or worksheets. Together with the diagnostic test, there was a final one in which they had to fill the blanks with vocabulary in a box above the text. Students wrote the words correctly, because the vocabulary was already in the test as shown in the next image.



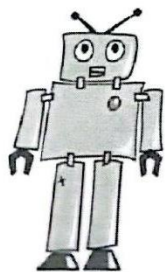
UNIVERSIDAD PEDAGOGICA
NACIONAL
Educadora de educadores



CUESTIONARIO DE SALIDA

1. En grupo completa los espacios del texto con las palabras en el cuadro

~~grey,~~ flat, ~~name,~~ ~~robot,~~ ~~big,~~ ~~have got,~~
~~fussy,~~ friendly, ~~dad,~~ family, ~~parrot~~



My name is Peter. I'm nine years old. I have got a lot of toys.
My favourite toy is a robot. It is grey and black.
It is a big toy, 1 metre tall.
I have got one sister and no brothers. She is fami
and fussy because she doesn't like to eat carrots.
We live in a family with my mum and edad. We
have got a pet, a parrot. We are a happy _____

[Questionnaire 2. November, 2024] 1

In general, students' performance was accurate to their previous knowledge. They did not have enough vocabulary to express their ideas in a written form but with extra help they responded effectively.

2. Cooperative learning

Both collaborative strategies and participation roles are necessary to develop a sense of cooperation and coexistence together, respecting different opinions and valuing different ideas, following Slavin's (1996) methodology to enhance collaborative work. In here, there are described many activities developed with the students which allowed them to understand better concepts, correct own and other mistakes, and propose new ideas. These kinds of activities are related to comprehension and reading in groups, jigsaw, and organized teams' achievement. Each one aims to reinforce agreement, problem-solving skills, and active roles among groups. following this, there are two subcategories that evidence the process resulting from activities described below.

2.1. Participation roles

T- Ustedes, ¿cuál es la clase que más recuerdan que les haya gustado de las que hicimos conmigo? Ss- Ay, a mí también me gustó esa, pero no me gustó que fuera en equipo. T- ¿No te gustó que fuera en equipo? Ss- No T- ¿Por qué? Ss- Porque peleamos mucho.
Focus Group, November, 2024.

In here, there is a series of factors that become interesting to analyze. The first one has to do with cooperative learning as a strategy to enhance social skills. In this sense, teamwork activities were intended to foster problem solving. In the next fragments of the interview the students explain the issues they faced during teamwork activities. According to ZPD's theory developed by Vygotsky, there are some stages of growth in the human being. The transition from one to another requires extra help not only from a more responsible guide but also a peer, who thinks differently.

In the following fragment, there is a perception of the advantages and disadvantages of working in groups. Here the students reveal sometimes they do not enjoy working as a team, at least not with the rules that are established from the beginning of the class. This could represent a weakness in the design of the investigation because cooperation did not work as it was suggested at first.

T- ¿Les gustó trabajar en grupo, sí o no, y por qué? Ss- Más o menos. A mí sí porque, pues, uno podía jugar con las niñas o hablar con sus mejores amigas. Y elegir a las personas que más que no querían salir con las que no. *Focus Group, November 2024.*

It seems interesting to know what students felt about teamwork. Even though they did not feel comfortable sometimes they recognized its importance. As Gardner (1968) pointed out, integrative motivation includes a cultural dimension that is developed by interacting with others. This answer contains a dichotomy. On the one hand, the student states she likes working in group because she can share it with her friends. On the other hand, she regrets participating in a group where her friends are not. Besides, she asserts that she prefers to choose who to work with to be successful in the assignments as noted here: T- ¿Y tú? Ss- Eh, no me gusta. T- ¿No te gusta? ¿Con todos los grupos que te ponen? Ss- No, yo no quiero trabajar en grupo. O sea, en el de nosotras cuando nos hicimos juntas para hacer un trabajo, no te quedaba nada. *Focus Group, November 2024.*

As described below, some of the students did not enjoy working in teams. “T-¿Y tú? Eh, ¿te gustó trabajar en grupo, sí o no, y por qué? Ss- Pero no me gustó porque peleaban mucho porque no te gustaba eso. No sabían trabajar en grupo.”. *Focus Group, November 2024.*

In this case, the student is working by *intrinsic accomplishment* as well but apparently, she considers the members of the group are not helpful but an obstacle to obtaining her personal goal. The fact that she thinks they are not able to work in a group represents a weakness for her. She believes that their partner's abilities are not good enough.

However, in the comment made by the student: “Y porque uno no tenía que pensar con dos cabezas. Pero cuatro piensan mejor que dos.” *Focus Group, November 2024*, regarding the advantages of working in groups, there is an important reflection to look more deeply at. She realizes the positive role of each member in a group. At saying that “four brains think better than two”, she recognizes the necessity of her peers to improve her learning process even if there are people who do not make part of her social circle.

Collaborative strategies

As Johnson, D. W., & Johnson, R. T. (1999) introduced this concept, there are some of these applied in the classroom which turned out to be interesting regarding cooperative skills. These strategies have to do with *Think-Pair-Share, Jigsaw, Group Investigation, and Structured Controversy*.

Success in these strategies depends on the students' attitude and participation according to their individual role. As seen in the following example, students decide how to participate regarding their cultural and moral background. That is why the next fragment of a focus group pictures the influence of how students feel when they are immersed in a group.

T- ¿Y tú? ¿Te gustó trabajar en grupo, sí o no, y por qué? Ss- Depende con la persona. Porque si la persona sí entiende, pues, uno se le facilita más. Sí. Y si no, pues,

uno le explica, le explica y hasta que se entienda y perdemos tiempo. Ok. ¿Y a ti? Perdemos tiempo. *Focus Group, November 2024.*

This answer portrays the same mindset analyzed in the last paragraph. The additional information here relays on what this student thinks of helping others with teamwork. As Nasir & Aziz asserts “This sense of shared responsibility and mutual support within groups aligns with the literature on cooperative learning, which emphasizes the benefits of positive interdependence and group accountability in enhancing motivation and engagement” (Nasir & Aziz, 2020). Cited in (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023). Apparently, she sees this responsibility as an extra weight that does not allow her to get her personal reward.

About interaction and participation, most of the activities proposed in class required that students assign roles and responsibilities among each group so that they complete the task. In this sense, students interacted actively and followed instructions because their focus was on the process more than the final project. “According to previous research, incorporating interactive and gamified elements in language learning can enhance students' enjoyment and enthusiasm for the subject.” (Delizo et al., 2019). This example shows best students' enjoyment. "*They enjoyed music activities and clapping games. They need to do more collaborative work. Devices are accurate and suitable in the English classroom.*" (Author's field note 6, 2024).

This approach of communicative skills required videos and gamification related to music and movements, such as chants and songs, which improve students' memory. Apart from that, collaborative work activities were designed to increase teamwork, communication, and problem-solving skills.

Concerning problem-solving there was a collaborative activity described before about making a monster with clay. This topic was related to body parts. The activity proposed was engaging and they put into practice problem-solving strategies because the piece of clay was limited so they had to administrate carefully, as well as get an agreement about the design of the monster to complete the activity and present it at the end of the class.

On the other hand, another activity related to shopping roleplay described before as well. As mentioned in the fieldnote below, the instructions for the activity were given in Spanish because the pre-service teacher wanted to make sure the students understood the idea of the activity to practice vocabulary. The main expressions as: How much is this? This costs...50 pesos were not translated into Spanish. When the activity started, they took advantage of English expressions and vocabulary learned. When they did not know how to use an expression, the teacher in charge explained which one to choose.

Then I organized 3 teams to be the shopping center and the 5 left to be the customers. I gave the shopping teams clothing and the customers some money. I explained the instructions in Spanish and wrote the expressions

*customers = I want a... *S.C. = It's \$5, 10, 15, etc. (Author's field note 3, 2024).

Since they had to organize clothing and money, there was some time for them to set agreements related to the strategies they were supposed to apply to sell and to shop as well. They had to communicate ideas and create a plan to manage money, so shoppers could get a complete outfit. One of the important rules agreed with the students was to use only the expressions and English vocabulary in order to make them communicate in a second language. Also, they had to establish roles to organize clothing, money, and practice what each student had to say according

to their role. “The use of language-based board games, role-plays, and real-life scenarios in ESL classrooms resonates with the principles of task-based language teaching, which emphasize learning through meaningful and communicative activities (Zhang & Hasim, 2023).” Cited in (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023).

Another strategy applied during the lessons was gamification in and outside the classroom as part of the learning strategies developed by Slavin (1960). In this case, outdoor activities catch students’ attention because they feel they are doing something apart from the academic duties. As a matter of fact, each one of these activities must be with a pedagogical objective, a specific outcome in the students. As the description in the fieldnote’s fragment: “Then I (as the pre-service teacher) introduce the lesson with a simple activity to look for clues posted around the classroom in small groups”. (Author’s field note, 2024).

The idea of the lesson plan was to make students practice personal information questions and answers. In this sense, the introductory activity was about reading the questions written on the papers they found outside the classroom and answering each of them as a group. Also, they made a handicraft with a cootie catcher including the personal information questions learned. They had to follow the teacher’s instructions to make it. After that, they wrote questions on the cootie catcher to ask their team members.

To sum up, cooperative learning portrays social skills, communication, problem-solving, and empathy. So that, in the lesson plans there were activities guided to enhance cooperative learning, weather manual, written or speaking ones. In the article “Role of Collaborative Strategies in Enhancing ESL Learners' Motivation: A Critical Discourse Analysis” there is a quotation related to one of the many advantages of applying cooperative learning as a strategy to increase motivation. “Group projects and cooperative learning foster a sense of shared

responsibility and positive interdependence”. The school includes cooperative learning as one of the bases to promote communication, participation, respect, collaborative work, and problem-solving. (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023).

In this case, students showed improvement in collaborative skills considering their motivation about the topics and their active participation during the activities, which required patience, tolerance, and empathy with the members of the small groups formed in each session to accomplish the objectives proposed. Also, students felt confident in using their individual abilities in their groups. As an example, the activity with the cootie catcher was a success because the students who already knew how to make it helped the ones who did not. Also, this is a response to what the students really think about helping their classmates when need it as read in this fragment of a focus group: “Ss Porque si la persona sí entiende, pues a uno se le facilita. Sí. Y si no, pues uno le explica, le explica y ya, hasta que entienda”. *Focus Group, November 2024.*

3. Motivation

As explained in previous chapters, motivation has a wide variety of options, but in this case, there will be two general subcategories, which are intrinsic and extrinsic motivation. In the study field of Humanities, it is well received motivation according to Gardner (1968) “it seems clear that attitudes of motivational characteristics of the student are important in the acquisition of a second language.” In this matter, motivation is an advantage to get the students more engaged to the activities, when they are not only learning a second language but also acquiring new ways of seeing the world.

To start, there is a *Focus Group transcription* in which the questions were related to their perceptions of the English class, teamwork and what they liked the most about the activities during the classes. There were 6 students participating in the focus group and each one answered according to what they perceived, and they explained their opinions and suggestions about the English class.

3.1.Extrinsic Motivation

At the very beginning of the research project, one of the main motivations for the students was the Yearbook as the final project. Students received a whole explanation of how it would look like at the end of the process, so during each session, there was a worksheet to complete and add to the Yearbook. Often, the students were reminded of the final project, and this helped them to complete the activities.

In the following transcription is shown how motivation affects their initial presumptions in the classroom and how the students felt related to the English class.

T -¿cuál es su opinión honesta de la clase de inglés? ¿Les gusta la clase de inglés?

Ss- Más o menos.

T- ¿Por qué más o menos?

Ss -Más o menos, pues a veces cuando estoy estresada como que no me salen las cosas bien y me salen feas y pues no me gusta, pero por otro lado cuando estoy tranquila me gusta. *Focus Group, November 2024.*

Here, the question points out to know about what they think about the English class. They manifested that sometimes they feel pressure to finish an assignment, which responds to an

Intrinsic-Accomplishment, well it is an internal pressure caused by an external factor. The focus on this matter is the intention of the students.

On the other hand, there are questions related to a specific activity that demonstrated how students perceived handmade activities as we can read in the following fragment from the last focus groups session.

Ss- Cuando hicimos masa, comida.

T- ¿Te gustó?

Ss- No. O sea, sí me gustó hacerlo, pero el sabor está más... A mí me gustó cuando hicimos masa.

T- Última pregunta ¿Quisieran Volver a hacer actividades diferentes a las que hacen ahorita? O sea, por ejemplo salir, hacerlo de cocinar ¿Sí les gustaría hacer más actividades así?

Ss- El día que hicimos el comegalleta. *Focus Group, November, 2024.*

The students refer to an activity related to food vocabulary. The idea was to create edible clay with powdered milk, condensed milk, and colorant. Even though there was a limitation on time, the students were able to complete the activity and enjoyed the process of mixing the ingredients because these types of activities are unusual in the classroom. As we can see in the following lines retrieved from the author's fieldnotes regarding the student's participation in manual dexterity activities, they enjoyed work together. "*The ss were motivated and focused on the main activity. They participated in groups*". (Author's field note 4, 2024). In here, external

motivation takes place to complete a group task. Students feel encouraged to help each one with what they consider they are good at.

In this case, external sources intervene to students' motivation, which means they decided to do an activity because the activity was attractive for them, they found it interesting and worthy enough to be completed. The activities related to the question "*Do you like to do different activities in class?*" have to do with handy tasks. It seems the students liked to make things from scratch following instructions as read in the fragment "*In general, students were active and enjoyed manual activities*". (Author's field note 5, 2024).

For instance, in a different activity, students were supposed to use clay and create a monster by groups of four people. They felt motivated to do the activity because the materials were unusual, which increased their desire to participate. Along with manual activities, roleplay is a significant advantage to increase communication and acquisition of vocabulary in a real context. "Incorporating real-life scenarios in these activities can make language learning more practical and relevant for students." (Hernández-Prados et al., 2021). Cited in (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023).



[Artifact # 3. August 2024.] 1

The students proposed different activities to increase their participation and communication skills in the ESL class. “Ss- *Me gustaría ¿Como salir allá? T- ¿Te gustaría qué? Ss- Como jugar al lobo pero en inglés*”. Focus Group, November 2024. Here the student points out that she might like activities close to her real context. As Gardner (1968) asserts, this branch of *motivation* is directly related to cultural development. That is to say, what surrounds people defines their background, cosmovision, and their moral system. Students in their concrete operational stage according to Piaget’s theory of cognitive development, children have logic thought, and start accepting other forms of seeing the world, as well as egocentrism decreases, which means they start establishing close friends and sharing their ideas. Here is an excerpt from the focus group recording about the students’ desire for different activities.

Ss- A mí me gustaría ir allá porque hay como un salón lleno de pelotas y de hacer más actividades de hacer comida T- ¿Qué actividades les gustaría hacer aparte de las que ya

hemos hecho? Ss- Me gustaría que saliéramos a no sé, a jugar en este pradito porque uno todo el día se cansa. *Focus Group, November, 2024.*

Besides real-life activities related to the students' context it is important to include outdoors activities as we read before. They are interested in changing their “classroom” at least once a month. This, considering there must be rules for them they need to follow in order to create habits.

At first, fieldnotes were focused on identifying weakness points in any part of the class. In this section, some attitudes were discovered regarding discipline and following instructions. The students were not able to complete an activity because they took more time than expected as shown in the following transcription of a field note. “*However, I noticed a lack in terms of discipline while going from one activity to a different one. The transition is hard due to students are focused on the last activity*”. (Author’s field note 1, 2024).

Now then, concerning motivation, there is a fragment from the focus group which shows weakness either intrinsic or extrinsic. Here the student remarks on why sometimes she does not like writing from the board as a methodology.

Ss- A veces más o menos, pero la mayoría sí me gusta porque a veces la profesora copia y ellos nos dicen si copiamos o no porque a veces copia y dice que no, pero a veces copia y dice que sí, entonces si uno y la profesora copia y no dice nada y ella borra y porque no copiamos y ella no copia. *Focus Group, November, 2024.*

Many factors could affect this methodology in class. In the first place is the level of attention from the students. They are not used to focusing on one activity at a time, that is why they get distracted doing things differently from the class one. Second, students at the back are

not able to see properly, which decreases attention and intrinsic motivation to complete the task because they do not see it as an important duty in their concrete thought.

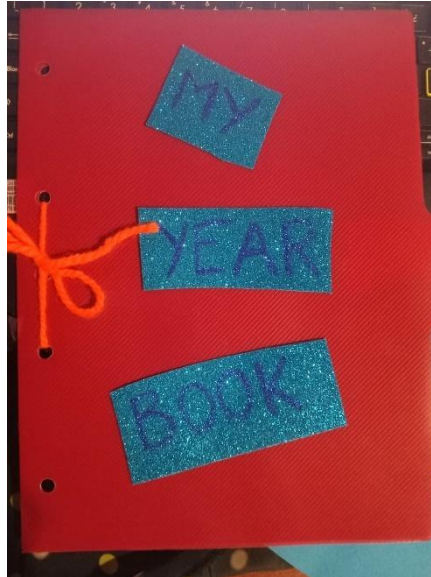
During the interventions there were activities related to music, dancing, and watching videos, so students tried different methodologies for learning. In the topic *Introduction for recognition of the self* there was a song about body parts. The idea of the video was to mimic the movements and sing along with the song. Eg. *Put your arms up and down, move your legs, jump, turn around, and so on*. The next fragment of the fieldnote presents how students received this activity in terms of extrinsic motivation. “*The first activity was a song and students were engaged, they sang and did the movements. They remembered body vocabulary to do the next activity*”. (Author’s field note 3, 2024).

As seen in the last fragment, the students seemed motivated and engaged, the teacher introduced vocabulary and mimicked the movements to involve the students, this increased expectations and attention for the next activities “promoting equity in access to technology will ensure that all students have equal opportunities to engage in gamified language learning activities, fostering inclusivity and enhanced language learning outcomes.” (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023).

Finally, extrinsic motivation can affect significantly students’ behavior during the class. Those external sources have to do with extracurricular activities, which implies outdoors activities, creative scenarios where they can use their imagination in making projects from scratch.

That is why the purpose of the Yearbook was the final project. Having this in mind, the first thing starting each class was to show a sample of the final project (as shown in the next

image) so the students had an idea of what they will get at the end of the year, this to make sure the students stay attentive and expectant during the task.



[Artifact # 9. November 2024] 1

3.2. Intrinsic Motivation

Students find intrinsically motivating tasks interesting and challenging; the reward is the enjoyment of the activity itself or a feeling of competence (self-efficacy) in doing the tasks. In such tasks, learners may experience flow, and in the moment, optimal sensation of enjoyment and competence that has yet to be sufficiently explored in the L2 field. (Ng, C. F. and Ng, P. K. 2015)

In this sense, according to a field note, there is an activity that describes development of intrinsic motivation with a student. The activity consisted of making their own family tree and presenting it to the class. *“The speaking part was effective and ss seemed motivated. I'd like to highlight that there is this student with a cognitive disability, who can't read or write. However,*

she felt confident and decided to participate.” (Author’s field note, 2024) This student decided to participate in the activity for the first time. Their classmates applauded after she finished the presentation because it was unusual. The main teacher asserts that this student feels comfortable doing artistic activities: music, dancing, painting and making handy projects. In this matter, the student felt motivated to express her ideas about her family. This type of motivation (intrinsic) encourages their classmates to present their own papers to enhance their communicative skills.

On the other hand, intrinsic motivation can improve team skills. Each member of a group may feel encouraged enough to help using their abilities for a common purpose. As an example, the teacher proposed a roleplay activity with the topic Shopping. *“I wrote and drew some clothing items in small pieces of paper. We reviewed the meaning and pronunciation. They were interested on the topic”*. (Author’s field note 5, 2024). As soon as the pre-service teacher realized that the concepts were acquired, the activity started. The roleplay consisted of going shopping, the group was divided into two different groups: customers and sellers, after a while, they interchanged roles, which was catchy for the students according to their interests.

One of the artifacts used to collect data was recordings. This lesson described below is a fragment of a recording during an activity of introducing feelings vocabulary through a video. In here, the students seemed enthusiastic and committed with the activity. In the video, they showed a character from the movie *Inside Out* and the students had to guess which feeling was. Such was the case that later will be an example of something unusual with a student who decided to participate telling a very personal story.




T- In English? Ss-Fear. T- Very good. Or scared. - Which is this one? Ss- Anger. Anger. T- With the face. And this is? Sound. And which color is this one? Ss- Blue. T- And this one? Ss- Orange. T- So, she is? Ss- Happy. 01:26 T- And this

one? Ss- Happy. T- Which is this? Ss- Disgusting. Disgusting. Disgusting. T
Okay. And this is? Ss- Fear. Or scared. Scared. T- Okay. So, today, you are going to
describe. How are you feeling? For example, I am happy. *Focus Group, November,
2024.*

Motivation in general represents a big part of the success in the development of a lesson plan. Teachers must be aware of students' interest and contexts so he can adapt the methodologies and strategies to get to teach reliable knowledge. Also, motivation is a useful aspect to work in class either individual or collective. "In the context of ESL education, working collaboratively in groups allows students to receive support and assistance from their peers and the teacher." (Saha & Singh, 2016) cited in (Jalalzai, N. N., Jameel, M., & Ranra, B. 2023)

I must acknowledge that this category of motivation was not in my expected results. I did not consider it because it seemed irrelevant or perhaps obvious. However, when I collected the information, I was aware of how important it became in this research project. In fact, this category works as a transversal aspect in this project. Motivation has to do with cooperative learning and communicative competence. Students faced many cognitive and social challenges, and I could observe how they responded to each one through inner and external factors in the classroom. In the final test, as part of the artifacts, to evaluate their improvement and perceptions compared to the initial ones, there was a *Likert Scale* including aspects of motivation, the final project PBL and students assessed each one as the image presents.

2. Califica cómo te sentiste durante las clases de ingles

Descripción	I LIKE IT 	MEH 	I DON'T LIKE IT 
1. Juegos en clase	X		
2. Ejercicios en hojas para entregar	X		
3. Videos en clase		X	
4. Canciones aprendidas			X
5. Trabajos en grupo	X		

 © 2024

[Questionnaire # 2. November 2024] 1

Chapter VI

Conclusions and limitations

This chapter aims to summarize the main findings and the analysis' process with the information collected, just as the limitations and discussion of the data. In the same way, the comparison of what the expectations were at first and the results obtained.

Conclusions

To start, let's recall what the main objective of this research project is “*to analyze to what extent the implementation of a cooperative learning approach through Project Based Learning impacts the development of communicative skills among fourth grader students at Liceo Femenino de Cundinamarca Mercedes Nariño school*”. This objective points out to enhance communicative skills, as well as cooperative strategies through the final project called *YEARBOOK*, which contains most of the work done by the students during a whole year, including written content, drawings, and personal information, all of this based on motivation both intrinsic and extrinsic. Moreover, this objective derives into three specific ones to follow the goal of the project.

The first one has to do with *reinforcing communicative skills among fourth grader students through Project Based Learning*. As a result, the implementation of Project-Based Learning (PBL) has proven to be adequate, though not remarkable approach to enhance communicative skills among fourth-grade students. By engaging learners in collaborative and real-context projects, Project Based Learning aimed to create an environment where communication could become both a natural and essential part of the learning process. Students were not only encouraged to express their ideas and opinions but also to actively listen,

negotiate, and worked cohesively with their peers, thereby fostering a comprehensive set of communicative competencies. In general terms, they developed the communicative activities in a simple way with difficulties at the moment of expressing ideas and speaking in front of the class due to many factors such as lack of vocabulary or confidence.

Therefore, this research highlights the potential of Project Based Learning in shifting traditional classroom dynamics towards a more interactive and student-centered model. By integrating meaningful tasks that require the practical application of language skills, students became more motivated and confident in their ability to communicate effectively. Furthermore, the focus on teamwork and problem-solving equipped students with the social and interpersonal skills necessary for their academic and personal growth.

Therefore, the findings emphasize that Project Based Learning does more than enhancing communicative abilities; it cultivates a supportive and engaging learning atmosphere where students can succeed. As teachers continue to adopt innovative methods like Project Based Learning, the opportunities for students to develop not only as effective communicators but also as critical thinkers and collaborative learners will continue to spread. This reinforces the critical role of active, project-oriented pedagogy in shaping the communicative and integral development of young learners.

The second one is related to *analyzing how motivation influences students by using a yearbook that documents their learning process*. The implementation of the Yearbook as part of the learning process has provided valuable insights into the role of motivation in students' academic and personal growth. Throughout this project, it became evident that motivation acts as a driving force, fostering engagement and a sense of achievement among learners. By documenting their progress and accomplishments in a tangible format, students developed a

deeper connection to their learning journey, which inspired them to invest more effort and enthusiasm in their studies.

Then, the Yearbook initiative also encouraged collaboration and creativity, two critical components in maintaining sustained motivation. Students were given the opportunity to reflect on their achievements and challenges, allowing them to see the value of their hard work and fostering a positive attitude toward learning. Additionally, the project demonstrated that motivation is not only influenced by external factors, such as recognition and peer interaction, but also by internal factors, including self-reflection and personal goal setting.

In the end, analyzing the influence of motivation through the creation of a yearbook revealed its significant impact on students' learning experiences. This approach not only enhanced their academic skills but also cultivated a sense of accomplishment, reward and ownership over their educational journey. These findings highlight the importance of incorporating motivational strategies and reflective practices in educational settings.

The third one is to explore the development of communicative skills based on cooperative activities. The exploration of communicative skills development through cooperative activities has highlighted the success of collaboration in enhancing students' linguistic and social abilities. By engaging in cooperative tasks, students demonstrated a significant improvement in their ability to work collectively to achieve objectives rather than express ideas both in written and spoken forms and taking the role of active listeners, which means they propose and discuss the information they receive from others.

These tasks encouraged mutual support, problem-solving, and peer feedback, which not only improved communicative competencies but also fostered a strong sense of community

among students. The integration of collaborative strategies such as role assignments, group discussions, and shared decision-making reinforced the values of equality and trust within the group, creating an environment where every member's contribution was valued. In conclusion, cooperative activities proved crucial in fostering an inclusive learning environment. By valuing each student's contributions and prioritizing trust and mutual respect, these activities provided equitable opportunities for all learners to enhance their written and spoken communicative skills while embracing the diverse strengths of their peers.

Limitations

As a matter of fact, public schools have short periods of time per class, which can affect their improvement. During the lessons applied in Liceo Femenino De Cundinamarca Mercedes Nariño school, the limited time available to develop communicative activities with fourth grade students meant a significant challenge in fully addressing their diverse learning needs and fostering effective communication skills. While brief sessions can offer valuable opportunities for engagement, the restrictions often decrease the ability to provide comprehensive, interactive, and varied activities that promote language development. To maximize the impact of these activities, it is essential to prioritize key learning objectives, incorporate efficient teaching strategies, and ensure that each session, no matter how brief, is purposeful and focused on meaningful communication experiences.

Additionally, there is a huge disadvantage in a limited amount of time. Teachers cannot offer personalized instruction or adjust activities to meet the varying needs of students. For example, some students may require more time to process new language structures or to feel comfortable speaking in front of others, but the restricted time frame doesn't always allow for

these needs to be met. As a result, students might not develop the confidence or fluency needed to use language effectively in real-world contexts.

Furthermore, students did not have enough previous knowledge to fulfill some of the communicative activities, which meant readjusting methodologies and activities in the lesson plans. Even if the expected results were uncertain, I, as a pre-service teacher, had to set a guide from the *PEI* and other national documents as *DBA (Derechos Básicos de Aprendizaje)* and *Lineamientos Curriculares* to establish the outcomes in students.

In this sense, when time is limited, teachers might have to prioritize certain content or skills over others, potentially leaving gaps in students' overall communicative competence. The rush to cover all necessary material can also lead to a more superficial understanding, rather than fostering a deeper, more thorough mastery of the language. Regarding previous knowledge, I take the main teacher's idea of communication rather than perfection. It is not about which amount of knowledge a teacher can foster in the classroom but how engaging and contextualized the information is.

References

- Acosta, C., & Paula, M. (2019). *Promoting EFL speaking skills and community in a cooperative and artistic classroom*. Universidad Pedagógica Nacional.
- Aper, W. P. (n.d.). *A Literature Review*. Eric.ed.gov. Retrieved June 2, 2023, from <https://files.eric.ed.gov/fulltext/ED578933.pdf>
- Avison, D. E., Lau, F., Myers, M. D., & Nielsen, P. A. (1999). Action research. *Communications of the ACM*, 42(1), 94–97. <https://doi.org/10.1145/291469.291479>
- Burgos, M., & Andrea, L. (2016). *My committee : a cooperative opportunity to interact in a PBL experience*. Universidad Pedagógica Nacional.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Creswell, J. W. (2013). *Qualitative inquiry & research design : choosing among five approaches*. <http://ci.nii.ac.jp/ncid/BB09168370>
- Daniels, H. (2002). *An Introduction to Vygotsky*. En Routledge eBooks. <https://doi.org/10.4324/9780203434185>
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review Of Organizational Psychology And Organizational Behavior*, 4(1), 19-43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The Sage handbook of qualitative research* (5th ed.). Sage Publications. <https://www.daneshnamehicsa.ir/userfiles/files/1/9-%20The%20SAGE%20Handbook%20of%20Qualitative%20Research.pdf>
- Dörnyei, Z., & Taguchi, T. (2009). Questionnaires in Second Language Research. En *Routledge eBooks*. <https://doi.org/10.4324/9780203864739>
- Foucault, M. (n.d.). Truth and power. In C. Gordon (Ed.), *Power/Knowledge, Brighton: Harvester* (pp. 107–133).
- Foucault, M. (1977). *Politics, Philosophy, Culture: Interviews and Other Writings*.
- Gardner, R. C. (1968). Attitudes and Motivation: Their Role in Second-Language Acquisition. *TESOL Quarterly*, 2(3), 141. <https://doi.org/10.2307/3585571>
- Google Books. (2012). *Choice (Chicago, Ill.)*, 50(04), 50-1800-50–1800. <https://doi.org/10.5860/choice.50-1800>
- Halliday, M. A. K. (2012). Ideas about Language. *CORE*, 11. <http://openjournals.library.usyd.edu.au/index.php/ART/article/download/5494/6165>

- Kritzman (ed.), Michel Foucault: Politics, Philosophy, Culture: Interviews and Other Writings, 1977–1984, London: Routledge, p. 38
- Lantolf, J. P. (2013). Sociocultural Theory and Second Language Learning. <http://eslenglishclassroom.com/Art-05.pdf>
- Lev Vygotsky's Theory of Child Development - Gowrie NSW. (n.d.). <https://www.gowriensw.com.au/thought-leadership/vygotsky-theory#:~:text=Vygotsky's%20sociocultural%20theory%20about%20child,building%20knowledge%20and%20understanding%20concepts.>
- Liceo Femenino Mercedes Nariño. (n.d.). Edupage.org. Retrieved June 2, 2023, from <https://liceofemeninomercedesn.edupage.org/>
- Ng, C. F. and Ng, P. K. (2015). *A Review of Intrinsic and Extrinsic Motivations of ESL Learners*. Proceedings of the International Conference on Culture, Languages and Literature, Kuala Lumpur, Malaysia, 9-10 June 2015
- Noble, H., & Mitchell, G. (2016). *What is grounded theory? Evidence-Based Nursing*, 19(2), 34–35. <https://doi.org/10.1136/eb-2016-102306>
- Ruble, R. (Ed.) (2017). . (Vols. 1-4). SAGE Publications, Inc, <https://doi.org/10.4135/9781483381411>
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. <https://doi.org/10.1017/cbo9780511667305>
- Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.
- UNICEF - cooperation. (n.d.). Unicef.org. Retrieved June 1, 2023, from <https://www.unicef.org/lac/en/mission-5-cooperation>
- Valarmathie Gopalan, Juliana Aida Abu Bakar, Abdul Nasir Zulkifli, Asmidah Alwi, Ruzinoor Che Mat; A review of the motivation theories in learning. *AIP Conference Proceedings* 3 October 2017; 1891 (1): 020043. <https://doi.org/10.1063/1.5005376>
- View of bridging inequality: Cooperative learning through literature in two vulnerable schools in Santiago*. (n.d.). Edu.Co. Retrieved June 2, 2023, from <https://revistas.unal.edu.co/index.php/profile/article/view/81384/75320>
- View of The Impact Of A Pedagogical Intervention To Enhance The Communicative Skills Of 7th-Grade Students At The Filadelfia School, Colombia (2021-2022)*. (n.d.). <https://migrationletters.com/index.php/ml/article/view/7710/4987>
- W. Johnson, D., & T. Johnson, R. (2019). Cooperative learning: The foundation for active learning. In S. M. Brito (Ed.), *Active Learning - Beyond the Future*. IntechOpen.
- Webster. (1983). *The Merriam-Webster Dictionary*. https://en.wikipedia.org/wiki/Merriam-Webster's_Dictionary_of_English_Usage

(N.d.-a). Org.uk. Retrieved June 1, 2023, from <https://www.teachingenglish.org.uk/professional-development/teachers/educational-policies-practices/articles/content-based-instruction>

(N.d.-b). Researchgate.net. Retrieved June 2, 2023, from https://www.researchgate.net/publication/330952938_Cooperative_Learning_The_Foundation_for_Active_Learning

Annexes

Annex 1

Caracterización

Este cuestionario se hace con la intención de recoger información acerca de tus intereses con relación al idioma inglés, tanto en tu área académica como personal. Las preguntas también incluyen información de tu entorno incluyendo miembros de tu familia, lugar de residencia, pasatiempos, entre otros. Junto con tus padres o tutores responde sincera y libremente a cada pregunta de acuerdo con lo que pienses.

Información demográfica
Nombre:
Edad:
Barrio en el que vives:
¿Con quién vives?
Ocupación de tus padres/acudientes:
Estrato:
1. Nivel de escolaridad de tus padres/acudientes:
2. ¿Tu familia usa palabras en inglés en tu casa?:
3. ¿Tu usas palabras en inglés en tu casa con tu familia?:
Concepciones preliminares de la familia
1. Menciona entre 3 y 5 características positivas del aprendizaje de la niña. Ej. Aprende leyendo, es buena memorizando, le gusta dibujar. _____
2. Menciona entre 3 y 5 características negativas del aprendizaje de la niña. Visibilidad reducida, dificultad motriz, entre otras. _____

3. Describa brevemente cómo es la niña en el colegio. Ej. La niña tiene buenas relaciones con sus compañeras y maestros. Se le dificulta hacer amigos. Tiene anotaciones en el observador.

4. Como padre/tutor ¿opina usted que el inglés es importante para la vida de la niña? Mencione por qué.

Preguntas con la familia

Desarrollo del niño

¿Qué es lo que más resaltarían de la personalidad de la niña?

¿Qué habilidades o dificultades destacaría de la niña en cuanto a su motricidad para realizar actividades?

¿Conoce el proceso de lectoescritura que lleva la niña en el colegio?

Basado en el proceso de lectoescritura de la niña, ¿qué resaltaría o sugeriría?

Aspectos sociales	<p>¿Por qué escogió el colegio? Mencione las razones por las que escogió el colegio</p> <hr/> <hr/>

Annex 3

FOCUS GROUPS

Nº 1

Interview Transcription (Fragments)

Duration: 7 minutes

Interviewer: Paula Geraldine León Contreras

Interviewed: Group #1

T Entonces, ¿cuál es su opinión honesta de la clase de inglés? ¿Les gusta la clase de inglés?
Vamos a empezar por acá.

Ss Más o menos.

T Más o menos. ¿Por qué más o menos?

Ss Es que pues a veces no me gusta hacer cosas y a veces no tengo tiempo para escribirla. Pues estoy haciendo otra cosa y no alcanzo a escribir nada.

Ss Más o menos, pues a veces cuando estoy estresada como que no me salen las cosas bien y me salen feas, pero por otro lado cuando estoy tranquila, me gusta.

T ¿Ok? ¿Y tú? ¿Por qué más o menos?

Ss O sea, me gusta, pero... A veces no entiendo las cosas en inglés porque yo entiendo más francés que inglés.

Así que a veces no entiendo cosas.

A veces más o menos, pero la mayoría sí me gusta porque a veces la profesora copia y ella nos dice si copiamos o no porque a veces copia y dice que no, pero a veces copia y dice que sí, entonces si uno, la profesora copia y no dice nada y ella borra y porque no copiara sí ella copia.

T Listo, chicas, siguiente pregunta.

De las clases que nosotras hicimos o sea conmigo qué es lo que más recuerdan que aprendieron.

Ss cuando hicimos comida, o sea si me gusta hacerlo pero el sabor está más lo que está diciendo

T ok y ustedes qué es la clase que más recuerdan que les haya gustado de las que hicimos conmigo

Ss la plastilina es el comestible aunque tampoco me gustó porque me empalagó mucho y me dejó las manos verdes y los dientes también

Ss a mí también me gustó esa pero no me gustó que fuera en equipo porque peleaba mucho

T no te gustó que fuera en equipo

T ok y tú

Ss a mí sí me gustó

T les gusta trabajar en grupos y..? no y por qué.

Ss Más o menos. Uno podía jugar con las niñas o hablar con sus amigas y elegir las personas con las que no quería salir. Y porque uno no tenía que pensar con dos cabezas, sino cuatro piensas mejor que dos.

T ¿Y tú? Te gustó trabajar en grupo, sí o no, y por qué.

Ss Me gustó más o menos porque me gustó porque lo hacíamos todas y pues nos quedaba bien. Pero no me gustó porque peleaban mucho porque no pensaba en eso. No sabían trabajar bien.

T Ok. Ahora sí tú.

Ss Más o menos porque se peleaban mucho y amaban. No entendía. Ok. Una decía una cosa, la otra no entendía.

T Ok. ¿Y tú? ¿Te gustó trabajar en grupo, sí o no, y por qué?

Ss Porque si la persona sí entiende, pues a uno se le facilita. Sí. Y si no, pues a uno le explica, le explica y ya, hasta que entienda.

T Ok. ¿Y a ti?

T ¿Qué haces con las que no peleamos?

Ss No me gustan. Ok. ¿Y tú? No me gustan.

T No te gustan. ¿Con todos los grupos que te ponen?

Ss No sé. Menos con el de Paula. O sea, él es de nosotras cuando nos hicimos juntas para hacer el trabajo, no nos gustó. Bueno, es que ahí hablé mucho.

T Bueno, ¿y tú? ¿Por qué más o menos?

Con las cosas extra, prácticamente.

T ¿Quisieran volver a hacer actividades diferentes a las que hacen ahorita? O sea, por ejemplo, salir, ir a hacerlo de cocina. ¿Sí les gustaría hacer más actividades?

Ss Sí. Me gustaría ir allá, que es que hay como una.

T ¿Te gustaría qué?

Ss Como jugar al globo, pero en inglés. A mí me gustaría ir allá porque hay como un salón lleno de pelotas. Ok. De hacer más actividades, de hacer comida.

T Ok. ¿Qué actividades les gustaría hacer aparte de las que ya hemos hecho?

Ss Que saliéramos a, no sé, a jugar en este pradito, a correr y así. Porque, bueno, todo el día en el salón, no. Se cansa y le empieza a doler la espalda.

TEACHERS INTERVIEW N° 1

Date: May 3, 2023

Interview transcription

Duration:

Nombre: Susana Delgado

¿De qué área es?

Interviewer :¿en qué se especializa? ¿de qué universidad se graduó?

Teacher: Lic en lenguas extranjeras de la universidad Distrital Francisco José de Caldas

Interviewer: ¿Cuál considera que es el mayor reto al enseñar inglés a niñas de básica primaria?
¿específicamente para este grupo?

Teacher: el compromiso y el tiempo. Las niñas no tienen los conocimientos básicos para pasar al siguiente grado y eso perjudica mucho. También la intensidad horaria que maneja el colegio, no es realmente una hora sino 50 minutos y eso sin contar el tiempo de refrigerio.

Interviewer¿Utiliza alguna metodología en específico?

Teacher: Audiolingual method y el communicative approach. Me interesa más que las niñas tengan interés y curiosidad por el inglés que respondan correctamente a una regla.

Interviewer: ¿Qué herramientas utiliza en la clase de inglés?

Teacher: videos musicales, guías y repetición.

Interviewer: ¿Qué aspectos del inglés considera que son más difíciles de enseñar a este grupo?

Teacher: vocabulario. Olvidan muy rápido lo que aprenden. Lo repetimos muchas veces en clase y luego en una semana ya no se acuerdan de nada, es como si nunca hubiéramos visto eso.

Interviewer: ¿Qué estrategias considera que son importantes para motivar a las niñas a que les guste el inglés y a que aprendan y disfruten también de la lengua?

Teacher: dejarlas que se expresen libremente. Las niñas necesitan sentirse en un ambiente seguro para hablar y equivocarse. También hacer actividades que les genere curiosidad, con la música o el baile, por ejemplo.

Interviewer: ¿qué fortaleza tienen las niñas a la hora de aprender el inglés como lengua?

Teacher: son muy participativas, les gusta proponer y son activas en las tareas.

Interviewer¿Y qué debilidades has identificado académicamente?

Teacher: No cumplen con tareas casi, se les olvidan los trabajos y se dispersan mucho en clase.

Interviewer: ¿Cómo describiría el comportamiento de las niñas en la clase?

Teacher: Activas, saben escuchar,

Interviewer: ¿Y qué estrategias ha utilizado para mantener la atención?

Teacher: Cambio de puestos, actividades con canciones

Interviewer: Y considera que los aspectos personales del estudiante, es decir; su relación con la familia, sus gustos, lo que ellos viven en la casa ¿afecta de alguna manera el rendimiento en la clase?

Teacher: Por supuesto. Las niñas son seres humanos que viven en un contexto familiar emocional y cultural. Ellas muchas veces llegan con situaciones desde casa, lo demuestran en su comportamiento, afecta su concentración en clase, su rendimiento académico y su parte social con sus amigas.

Interviewer: ¿Cómo maneja las problemáticas familiares en la clase?

Teacher: Pues yo sigo el conducto regular, los casos los reporto a la entidad o área encargada y en el salón las escucho, a ellas les hace falta eso. Sentir que son importantes y escuchadas.

Interviewer: ¿Cómo afectan las goteras en la dinámica de la clase?

Teacher: Nos cambia las actividades de repente, menos mal uno tiene un plan B pero no es lo mismo tener un video preparado y no poder proyectarlo para que las niñas entiendan un concepto, o que ellas deban cambiarse de puesto para que no se mojen, tú has visto cómo se encharca en esa esquina.

Interviewer: ¿qué cree que podría mejorar en cuanto al trabajo con sus colegas en el área de humanidades?

Teacher: El egoísmo entre compañeros es muy evidente, siempre hay unos que quieren sobresalir, prefieren trabajar solos. Yo soy relativamente nueva acá en el colegio, hay cosas que me tocó aprender sola porque los compañeros no te dan la bienvenida o no te explican cómo funcionan las cosas. También hay rivalidad entre docentes y coordinadores, hay desorden entonces no se logra establecer un común acuerdo entre nadie.

Annex 4

Caracterización

Este cuestionario se hace con la intención de recoger información acerca de tus intereses con relación al idioma inglés, tanto en tu área académica como personal. Las preguntas también incluyen información de tu entorno incluyendo miembros de tu familia, lugar de residencia, pasatiempos, entre otros. Junto con tus padres o tutores responde sincera y libremente a cada pregunta de acuerdo con lo que pienses.

Concepciones preliminares de la niña

Nombre: _____

1. ¿Cómo te describirías en tu personalidad? Encierra en un círculo los que te describen



¿Te gusta el inglés? Encierra en un círculo cuántas estrellas le das al idioma inglés.



2. Menciona en el recuadro azul lo que más te gusta de tu clase de inglés y en el recuadro verde lo que menos te gusta de tu clase de inglés.

3. ¿Cómo te comportas en el colegio?

- Soy parlanchina con mis amigas



- Termino todas las actividades en clase



- Ayudo a mis compañeras con las actividades en clase



- Ayudo con las decisiones de mi mesa



- Me gusta compartir mesa con mis compañeras



4. ¿Cómo te gustaría que fueran tu clase de inglés? Ej. Ver películas, cantar,

	bailar, jugar más, dibujar, hacer ejercicio <hr/> <hr/> <hr/>
--	------------------------------------------------------------------

Annex 5

INSTRUMENTO DIAGNÓSTICO N° 1

|

Name: _____

Escucha y repite los nombres de estos objetos. (School Supplies)


Escribe cada número debajo en inglés. (Numbers)




3. Lee la siguiente historia y encierra en un círculo las palabras que conoces. 4. Inventa una historia en español con los siguientes personajes. ¡La que tú quieras!

Dialogue 1

Sara: Hello. How are you?
 Hany: Fine, thank you. How are you?
 Sara: Fine, thanks. (bus sound-effect)
 Oh, excuse me here's my bus
 Good -bye
 Hany: Good-bye.



Annex 6

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

_____ Ciudad y fecha

_____, identificado con C.C. C.E.
 No. _____ expedida en _____, representante legal del
 menor _____, identificado con T.I. NUIP No.
 _____ declaro que he sido informado por **LA UNIVERSIDAD
 PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con
 domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de
 conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario
 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección
 de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co,

actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

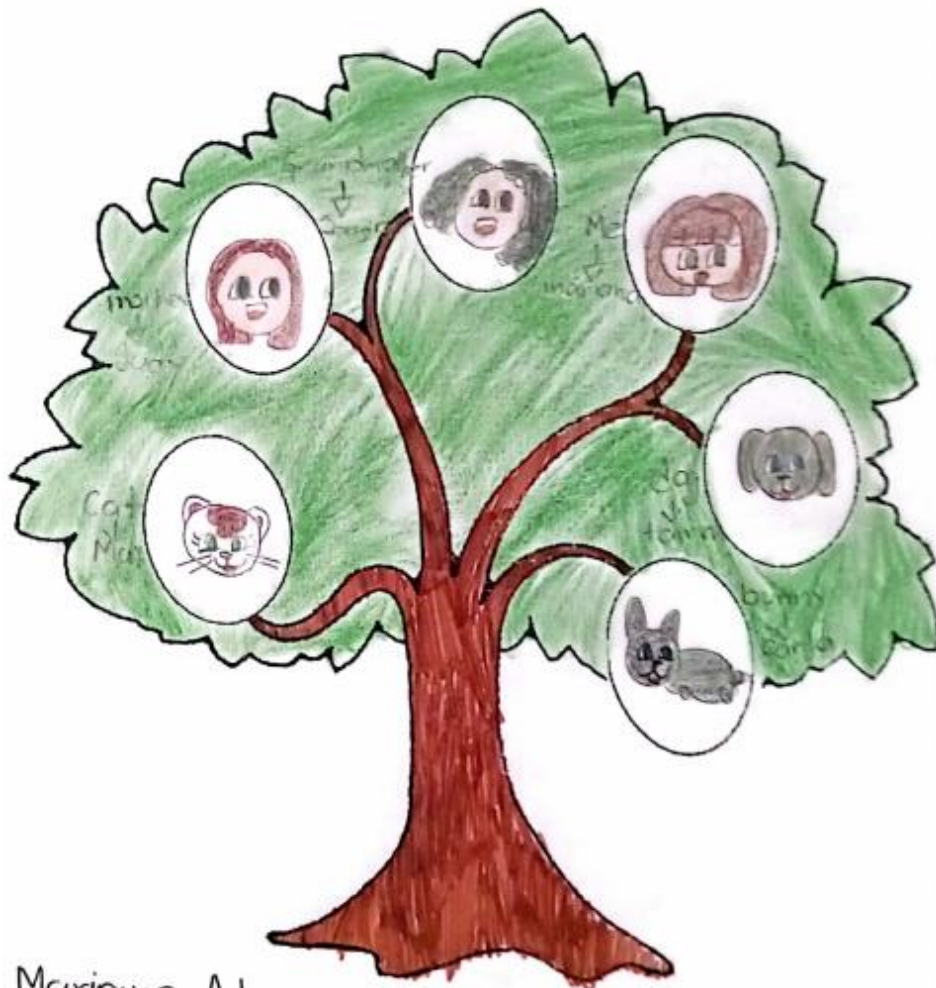
Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

Annex 7



Mariana Alejandra Morales Babativa


Emotions Worksheet


Name: Emily Juliana Leary R. Class: 404.

Take a moment to do this exercise about emotions and discover more about what you feel and why.


Good Job +5


What makes you feel Joy?
Go to pool.




Actions:


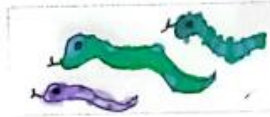
What makes you feel Sadness?
May my dog die.




Actions:



What makes you feel Fear?
The snakes




Actions:


What makes you feel Disgust?
Flies and bees



Actions:


What makes you feel Anger?
Let them drink my juice



Actions:
