

**PBL: Enhancing Situated Productive Skills Through Reflections upon the Life Project**

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**October, 24th, 2022**

## ACKNOWLEDGEMENTS

*“Mas a Dios gracias, el cual nos lleva siempre en triunfo en Cristo Jesús, y por medio de nosotros manifiesta en todo lugar el olor de su conocimiento.”*

2 Corintios 2:14

I am deeply thankful to GOD for enlighten and guiding my way, for allowing me to reach this wonderful attainment, and for teaching me how marvelous his purposes are. I could not have undertaken this journey without his eternal lovely support. Thank you for always showing me that your plans are better than mine.

Words are not enough to express my happiness and gratitude to my parents, and my sister; thank you for your unconditional love, and effort, and for encouraging me to be a better person every day. Mom, thank you for doing your best, for every sacrifice you did in your role, and thank you for trying to understand me when I needed it. Beloved sister, thank you for being the best example of a warrior woman to follow, and for your invaluable love and help. This dream come true is for you!

Besides, this endeavor would not have been possible without my dear partner Laura, only you and I know how difficult this process was, but we also know how rewarding it is to culminate this process together. Now, we share memorable moments and reflections. Thank you for your amazing effort in my academic process, for your commitment, your patience, and for accepting to take this hard challenge by my side. I had the pleasure of working with an excellent colleague. We have made it!

I am also grateful to our thesis director, Johanna Montañó, thank you for tolerating these intense girls, for supporting us with your amazing ideas, for your editing help, and for feedback sessions. Your unquestionable help made possible this research Project. Additionally, I want to thank my beloved boyfriend David Aranda, I am more than proud to share this happiness with you. Thank you for encouraging me and understanding me in my stressful moments when my strength failed me.

Finally, I want to extend my sincere thanks to my alma mater *Universidad Pedagógica Nacional*, the best learning experiences and admirable teachers come from there. Thank you for letting me become a teacher.

Proudly, teacher Alison Rincón Vanegas

There is a poem written by Antonio Machado that says “Caminante, no hay camino, se hace camino al andar.” It is one of my favorites, keep it in mind while reading this. Once we started the journey of creating this project, there was almost like there was no path, only the one that we were creating within the process. There were multiple obstacles while we were walking on it and there were multiple people that helped to overcome them. I want to thank each one of them.

First to my partner in crime, Alison. This journey with you made everything easier to handle. Not everything was perfect, not always as we planned it to be, but your patience, intelligence, hard work and positivism made things work out. Thank you for joining your ideas with mine, for looking after solutions and for empowering me to develop this research with you. I am happy to say that I created the path for this project with one of my dearest friends and not only with a co-worker. I am grateful of learning and creating by your side.

Second, to our thesis director, Johana. Dear teacher, thank you for sharing your knowledge with us, for your patience, for guiding us. Walkers are better with a guide, and yours was amazing. I am sure Alison and I, are beyond grateful for all your help, your support and ideas strengthened this project and lead it to the best.

Third, to my parents, sister, and my forever companion Luna, I dedicate this thesis to you. Thank you for each night that I did not let you sleep for working until midnight or more, for each meal you brought to my desk when I was working. Thank you for understanding when I was stressed or too preoccupied and for giving me the space to do my best on the project. Your support and effort made possible that I was able to study, to learn, and to live this long and beautiful journey. I love you all, thank you for believing in your daughter and sister. Thanks to my precious cat, Luna, your unconditional love shared by meows, purrs and company will be always with me.

Thanks to every person, every friend, every other family member that always wished me the best. Thank you for your empowering energy, every single kind word is on my memory, you helped me when I doubted of myself.

Finally, thanks to my alma mater *Universidad Pedagógica Nacional*, I got to have the best teachers, the greatest knowledge, and the best mates there. A great number of the best experiences I have ever had I had them there.

I am happy, grateful, and honored that I was able to develop this study with the support of the people I love. I am proud of Alison and I for all the effort we put into creating this project and for the results.

Laura Alejandra Gil Alfonso

Machado, Antonio (1917) *Proverbios y cantares (XXIX)*, Salvat editores. Campos de Castilla (pp.138)

## ABSTRACT

The present document discloses a pedagogical proposal of action research with the goal of fostering productive English skills with a life project through the PBL approach in the EFL classroom. The participants of this study were seventh-grade students between 11-14 years old from the public school Liceo Femenino Mercedes Nariño located in Bogotá, Colombia. Questionnaires, field notes, artifacts, recordings, tests, and interviews were collected during the interventions of the novice researchers, following an instructional design that led to the pedagogical intervention; in which different activities and reflective practices aided in forming a whole life project. Through the triangulation method, it was possible to analyze the findings and present the project's conclusions, implications, and limitations.

**Key words:** Productive skills, PBL, Reflective thinking, Critical pedagogy, Life project, EFL classroom.

## RESUMEN

El presente documento da a conocer una propuesta pedagógica de investigación-acción con el objetivo de fomentar habilidades productivas en inglés con un proyecto de vida a través del enfoque PBL en el aula de inglés como lengua extranjera. Las participantes de este estudio fueron estudiantes de séptimo grado entre 11-14 años del colegio público Liceo Femenino Mercedes Nariño ubicado en Bogotá, Colombia. Durante las intervenciones de los investigadores novatos se recolectaron cuestionarios, notas de campo, artefactos, grabaciones, pruebas y entrevistas, siguiendo un diseño instruccional que condujo a la intervención pedagógica; en el que diferentes actividades y prácticas reflexivas ayudaron a conformar un proyecto de vida integral. A través del método de triangulación, fue posible analizar los hallazgos y presentar las conclusiones, implicaciones y limitaciones del proyecto.

**Palabras clave:** Habilidades productivas del inglés, Aprendizaje basado en proyectos, Pensamiento reflexivo, Pedagogía crítica, Proyecto de vida, inglés como lengua extranjera.

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## CHAPTER I

### THE PROBLEM

#### **Context**

The current action research project took place at Liceo Femenino Mercedes Nariño school. The educational institution is a public school located in the south of Bogotá, Colombia more exactly on Caracas Avenue # 23-24 in the San Jose neighborhood, Rafael Uribe Uribe locality. According to Secretaria Distrital de Planeación (2019) the San Jose neighborhood belongs to stratum two. Moreover, the neighborhood is placed in a residential zone surrounded by a big commercial area, as well as parks and recreational places.

In accordance with the school's mission, it looks for developing significant values such as autonomy, honesty, and respect in order to support the students' life project construction. Besides, other values considered are responsibility, freedom, and appreciation for life and its environment, guiding the transformation of their contexts to guarantee a worthy life through them. In addition, the PEI of the school reinforces the purpose of developing critical, reflexive, and autonomous women able to transform their context to coexist. Moreover, it is important to highlight the continued efforts that the institution makes to strengthen the student's languages by teaching Spanish, English, and French.

#### **Population**

Now, this study was developed with 37 female students in seventh grade in an age range from 11 to 14. On the one hand, from Piaget's perspective (1969) in this age range and phase of development, they are in the Formal Operational Stage; it implies that they can think about hypothetical and abstract concepts that they might have not experienced. Consequently, in this stage teenagers start to develop the

ability to generate predictions in order to answer questions about the world but using the logic method instead of trial and error that is hypothetical reasoning. Additional to this, abstract thought refers to when individuals start developing ideas in regard to situations they have not experienced yet. That is inferential reasoning. Therefore, abstract thought is essential to reflect on the future; afterwards, through their abstract thoughts plus the hypothetical ones, they are able to create proper responses that can lead to solving real-life problems in a deductive but logical manner. In respect to the students' characterization, Liceo's apprentices prefer to have dynamic classes, and use different materials to learn. Although they are shy while using the second language, they are participative and tend to see the learning of the English language as an opportunity for their professional expectations in the future. Also, the students have a good climate in class, having a good relationship between each other and the teacher.

On the other hand, regarding the school's schedule, the students take three hours of English each week. Classes start at 6:15 am and finish at 12 pm, the students have a break during the school day of 40 minutes. Furthermore, the school has assigned a classroom for each of the subjects, in that sense, students always go to the same classroom to take their English class. Most of the children live in Antonio Nariño, San José, Tunal, or San Cristobal locality; that is why, they spend around 10 to 40 minutes to arrive at school; in accordance with this, and the participants belong to socio-economic strata two.

### **Statement of the Problem**

In accordance with the data collected during the diagnosis stage, seventh grade students are able to read information as well as understand simple instructions and vocabulary in terms of grammar and reading. The initial test (see annex 3) evidenced some failures in regards to EFL skills. Although students were aware of the instructions, they demonstrated big difficulties in relation to the grammar exercises,

they did not comprehend the listening test. Further, we found that students were not able to communicate their answers in any of the two productive skills.

To begin with, most of the students that answered the questionnaire (see annex2) stated that speaking and writing are abilities that are difficult for them. They argue that since they do not have enough vocabulary, pronunciation is harder for them, either because they do not feel comfortable or sure about how to write or speak in the English language resulting in activities that while performing produce high-stress to the participants.

Nevertheless, all girls recognize the importance of learning English as a second language because they consider it crucial for their lives as a way of advancing; however, none of the students states that the English language is a hobby or pleasure to learn. While analyzing the responses to the questions, the way in which the students answered revealed that those thoughts do not come entirely from them but from imposed ideas that relate learning English with job opportunities.

Furthermore, the Estándares Básicos de competencias en lenguas extranjeras (2006) seventh-grade EFL students ought to be able to describe situations, write short messages about their environment, daily life about themselves, and their relatives. Regarding speaking, seventh graders should be able to describe routines, answer simple questions, ask for favors or state their needs. Notwithstanding, the initial test (see annex 3) illustrates that speaking and writing are the two most affected skills since 20 of 36 students that developed the test were unable to produce a short paragraph about their daily routine.

Accordingly, the observations at the Liceo Femenino determined that the seventh grade learners from the 706 course used to work on the writing skill in very few occasions during the EFL class. The English teacher stated that listening and speaking are the hardest skills to work on but at the same time, he remarks that those two skills are also the least undertaken. Equally, the participants underlined reading as

a less difficult skill for them. That shows that the writing skills might not be considered as relevant during the learning of English as a second language, leaving aside the students' construction of authentic texts. In short, the data gathered from the test results showed the need to strengthen the students' productive skills while also practicing the passive ones.

In agreement with, the Plan Nacional de Inglés (PNI) proposed by the MEN (n.d) it is a goal to have a high level of English after graduating from high school. Therefore, teenagers must reach B1 once they finish tenth grade. Nonetheless, this level is not often achieved in public schools. According to one study developed by the Instituto Colombiano para el Fomento de la Educación Superior, (ICFES) national test between 2009 and 2014 found that, the level of English in high school students was deficient at the time. The results of the investigation showed that most of the evaluated students per year are below the basic level of English established by the (ICFES), and no more than 5% of the population studied obtained B+ (Alonso et al. 2017, p. 10-11). The students do not achieve the goal of the PNI in the last year of school, having a poor level of English in the ICFES test.

Moreover, when reviewing the literature, we could notice that the lack of motivation is a common issue since children are not given the opportunity to write in schools, besides; teachers tend to focus on other skills, like grammar. Also, there is a lack of feedback given by teachers regarding the students' writing process, a factor that is crucial for them to understand their own productions and to learn from their mistakes or recognize their strengths. There is also another important aspect regarding vocabulary; students often feel unmotivated towards writing because they have little vocabulary when they want to express themselves in the written form. Further, based on (Harmer, 2006 as cited in Belkhir and Benyelles, 2017) the fear of failure and the fear of committing mistakes are common factors among students that limit their writing production. It is because students are afraid of not being able to put their

knowledge about the language or they cannot follow the structure to write, hence, they feel uncomfortable showing their productions.

On top of that, when teachers talk about writing, students usually tend to think about formal writing such as essays, articles, monographs or reviews. All of them require formal structures or patterns to follow. As a result, students lose interest in the writing practice. This is the case of Peñaloza and Salamanca (2020) that reflected on their own writing and asked their seventh-semester students of a public university in Tunja, Colombia; about their English learning experiences; having, as a result, dissatisfied feedback. They have identified the lack of confidence and space to write in English about something different from academic writing, which requires formal structures. In addition, they argue that schools rarely allow students to explore writing from a sociocultural perspective in a foreign language.

Given what has been said, after considering the information stated it can be determined that the main problem students deal with in their English learning process is the little development of the productive skills resulting in low English performance levels. Therefore, it is necessary to propose strategies in order to reinforce the EFL practices in high school that might empower the students to communicate them by using the written and spoken codes.

### **Rationale**

A language is used by humankind as a powerful tool to communicate with each other our ideas, feelings, needs, and many other aspects of our lives. English is the language that the modern world uses in order to connect with people all over the world. According to Putra (2020) it is not possible to ignore the impact of the English language nowadays since it is the most spoken language in the world, employed in business, academic, and daily life activities. Given what has been said, learning English not only implies getting the knowledge regarding a language but also enables people to get in touch with the world outside

their cultures. It enables people to get access to effective communication, information, and scientific advances. As well as Putra (2020) states that it allows people to have intercultural understandings or exchanges. Thenceforth, it is important to highlight the role that the English language has in modern times, having an impact on all aspects that involve society, such as; economics, sciences, interpersonal relations, and communication.

In addition to that, the CEFR also affirms that productive activities have a meaningful function since they have communicative purposes, and they are necessary for professional and academic fields. All in all, it is clear the meaningful purpose that productive skills have not only in EFL learning but also in EFL teaching; Golkova and Hubackova (2014) state that EFL teachers should encourage their students' productive skills during the learning process through continuous practices that involve cultural themes to satisfy the learner's needs.

Bearing this in mind, the development of productive skills ought to be imperative in a holistic way considering the learning process inside the educational context. Thereby, in this proposal the enhancement of productive skills will be the focus through reflective practices to build a life project. Apprentices should carry the learning of productive skills together with the application of the language in several life contexts in which students have the opportunity to interact and to think, as in the case of cultural situations like choosing a career to study or talking about their feelings. There is a need to foster students' participation and production with a project that feels closer to them connecting their personal background while they build new learning. In consequence, the English language is conceived in this project as a means to reflect upon the life project rather than as the end of the learning process together with the reflective practices. It is fundamental since the student's life project is understood as a transversal axis in all areas and not only in the EFL classroom. Also, it is relevant to mention that within the critical pedagogy the English language helps the students to criticize their own reality and looks to enable them to

transform it by using key principles and a set of values based on true dialogue. In other words, productive skills are vital for human communication. Thence, this research project is aimed to go beyond the language structures by fostering productive skills with a reflective PBL plan that works on the student's life projects in the EFL classroom.

### **General Research Question**

What is the impact of a set of activities based on seventh-grade students' life projects on the development of their situated productive skills within a framework of critical pedagogy?

### ***Specific questions***

- What is the role of project-based learning in the enhancement of the students' situated productive skills?
- What are the students' responses to a set of activities based on their life projects to enhance their productive skills within a framework of critical pedagogy?

### ***General Objective:***

To identify the impact of implementing a set of tasks based on seventh-grade students' life projects on the development of their situated productive skills within a framework of critical pedagogy.

### ***Specific Objectives***

- To describe the roles of project-based learning in the enhancement of the students' situated productive skills
- To analyze the students' responses to a set of activities based on their life projects to enhance their productive skills within a framework of critical pedagogy.



## CHAPTER II

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the theory used to provide insight to this research. First, this section introduces the state of arts by presenting the critical review of some national and international studies that contributed to the broadening of this project. Then, it defines and characterizes the theoretical constructs that guided this investigation, which are; *Project-based learning*, *situated productive skills*, and *critical pedagogy*.

#### State of the arts

The first study that was considered relevant for this research project was *Project-based learning activities and EFL students' productive skills in English*. written by Putri et al. (2017) using a mixed-methods design to work with a group of twenty-eight EFL seventh graders in a public junior high school in Bali-Indonesia. The research aimed to look for the effects of PBL on the students' speaking and writing skills, and on the teaching and learning processes. The instruments used to collect data were, speaking and writing texts, interviews, observation checklists, open-ended questionnaires, and field notes. The findings showed a positive change in students' English productive skills before and after they have been taught by using PBL, as well as a positive effect of the implementation of PBL in both the students and the teacher processes, in terms of motivation, creativity, and confidence.

This investigation supplies multiple contributions to the current proposal. Firstly, through its documentation, it allowed us to be aware of the dynamics that implementing an investigation along with PBL implies. At the same time, it provided some guidelines regarding the productive skills which are worked on, in the document as well. Moreover, it includes some instruments that are also going to be

applied in this research; thereby Putri's study offered a complete example and baseline to organize this investigation.

The second significant research for this study, by Alotaibi (2020) named *The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students*, used the quasi-experimental approach including a control group and an experimental group. The participants of the study were fifty-nine third-grade male students from a secondary school in Taif district in Saudi Arabia. They were divided randomly into two groups, thirty in the experimental group and twenty-nine in the control group. The aim of the study was to investigate the effect of the PBL model on the persuasive writing skills of Saudi EFL secondary students. The instruments to collect data were a pre and post-test in which the students had to write a 200-250 words persuasive essay. The pre-test was applied to determine the initial level of persuasive writing skills, and the post-test was carried on, to measure the participants' performance after the intervention. The findings showed that the application of the PBL model for Saudi students in EFL classes produced a positive effect on persuasive writing skills: identify their position, provide reasons and evidence to support their positions, state counterclaims, refute counterclaims; in addition, general skills were fostered: organization, coherence and writing mechanisms (Alotaibi, 2020). Moreover, the researcher suggests further investigation using a qualitative design or mixed methods.

The relevance to our study relies on both the theoretical contributions as well as the implementation and the research results. It discloses a complete view of project-based learning showing step by step the academic basis and its adaptation along with the methodology implemented.

The third relevant study considered for the current research project is titled *Students' and Teacher's Reflections on Project-Oriented Learning: A critical Pedagogy for Korean ELT*. It was a qualitative research study carried out by Kim (2015) to implement critical pedagogy practices in Korean EFL classrooms. The researcher is a Korean professor who implemented a course called "English

practice” offered by the Department of English language and Literature for 47 first-year college students from different careers. The purpose of this study was to use project work in an EFL course where students using the project-based instruction designed a web page that includes selecting topics of interest, doing research, and making plans as a strong form of communicative language teaching. The key aim was to analyze students and teachers’ perceptions. To achieve that, the instruments used to collect data were field notes, individual interviews, and both students’ and teachers’ reflective journals. Hence, through these journals, students, as well as the teacher, were able to describe their thoughts and personal insights in regards to the student-centered approach developed in the group projects; they were written in both languages, the mother tongue and the English (FL).

Consequently, the researcher found unexpected results not only from students’ perceptions but also from the teacher’s view. Initially, the project approach created resistance because some students did not expect an active role. They considered the project time-consuming and demanding while others saw it as an opportunity to improve their skills and convey opinions. Besides, the teacher-student communication was improved by using the journals. Group work and the goal-oriented nature were other positive findings due to students expressing their gratitude towards the journals claiming they were able to work together, and it contributed to interpersonal skills development. Lastly, the teacher’s perception disclosed confusion in the change of the teacher’s role as a facilitator since it was a cultural issue that the teacher must carry the responsibility of all in the classroom, and the first students’ view related to the project was rejected. Plagiarism was another issue because some students used translation websites to develop some activities or copied textual information from websites; the teacher found that those put limits on the student’s learning process.

In brief, these findings contribute to the current proposal because they indicate that critical pedagogy is a helpful approach for three key reasons. Firstly, project base instruction becomes a new

model of teaching where students not only have the right to ask and solve questions related to their life situations but also, propose and exchange possible solutions. Secondly, learner-centeredness as a technique of critical pedagogy takes place when the teacher's role changes to facilitator and the students' role are active participants in which they are able to interact among them while developing skills and constructing their own knowledge within an EFL setting. The last key reasons for this proposal are the elements of critical pedagogy such as; collaborative and autonomous work, critical dialogue, and knowledge negotiation used by the researcher through the reflective journals. They disclosed the deepest teacher's and students' perceptions, that is why those elements allowed an inextricable discussion and positive student-teacher interaction while the reflective process helped to engage critical thinking.

Another remarkable study for this project was *The Use of Reflective Writing to Improve Students' Writing and Critical Thinking Skills*, an Indonesian study by Sani et al. (2018) following a qualitative case study, which sought to determine if reflective writing improved general writing and the level of reflective thinking to convey it in the written form. The participants were three undergraduates Islamic EFL students from Bandung University. In order to gather three compositions made by students for three weeks, the researchers applied a template to guide and assess the purpose of RW and a rubric from Brown (2007). Consequently, regarding general writing skills, researchers found that the participants shared an improvement since content, grammar, vocabulary, and organization increased from the first to the third week. In addition, the first week's compositions revealed that all participants were in the non-reflection level (the lowest level) while in the third week, two of the three students achieved the second and the third level of reflection. Researchers concluded that reflective writing is an effective tool to sharpen writing skills and to self-assess the learner process.

The impact that this study has on this proposal is the outcome that reflective writing had on the students, proving that this practice indeed offers an improvement and reinforcement of writing skills.

Moreover, the investigation has multiple contributions to the theoretical plane. So it also helped to nurture the present study with a broad view of reflective writing and its impact on a similar population.

The last study considered essential was a mixed methods research approach carried out by Hossain (2015) titled *Teaching Productive Skills to the Students: A Secondary Level Scenario (undergraduate monography)*. The instruments used to collect data were a teacher's interview and a questionnaire for students. The participants selected for the research were 115 secondary-level students and 12 teachers from different schools in the Jessore area. They all belonged to schools in which English was taught as a second language. As such, the purpose of the study was to improve productive skills at a secondary level by using techniques of teaching productive skills and looking for challenges and possible solutions related to them.

The relevance of this study to our investigation relies on the focus and importance of improving the productive skills of secondary students by providing innovative methodologies. It offers several techniques for EFL teachers to implement within lessons in order to reinforce productive skills without leaving aside the receptive ones. Thus, this study was vital for the current proposal since it highlights the relevance of productive skills in EFL classrooms and the importance of the use of pedagogical practices to encourage them.

## **Theoretical Framework**

### ***Project-Based Learning***

Project-based learning (PBL) is an approach that focuses on the student's autonomous learning by addressing a real-life issue through an inquiry process resulting in a final product. It allows learners to have hands-on experience to solve a problem with their previous knowledge while learning at the same time. PBL is related to constructivism since its theory implies that individuals can construct knowledge

and leave aside passive roles when learning. Previous knowledge is crucial since people, from this perspective, use what they already know to make connections and build representations of the new knowledge (Jumaat, 2017).

In this framework, students and teachers have certain roles and activities to develop while applying PBL. Students have an active role since PBL is a student-centered method. They are able to construct their knowledge, consequently, they become researchers that participate in the making of decisions over their knowledge (Castañeda, 2014). Bearing in mind this, students are called to be self-reliant in their learning process. They should be open to guidance, share their ideas, and explore their creativity and previous learning experiences. Also, they are called to gather, analyze and synthesize information and apply the comprehended lesson to their real-life situations, (Thao, 2019). Moreover, students must use their social skills by working in groups, which also allows them to learn in a cooperative way. Accordingly, they become builders of their own knowledge, creative and independent learners (Aldabbus, 2018). In short, PBL allows learners to make progress with their projects and achieve self-assessment while working in an autonomous way.

Teachers, on the other hand, face a different role from the traditionalist ones. They become facilitators that give students the appropriate feedback to develop their projects with freedom and room to make their own choices (Aldabbus, 2018). Another important aspect in the role of the teacher is their involvement in the design, materials choice, and development of all the activities to be applied, (Jummat, 2017). On top of that, the teacher must be aware of the previous knowledge the students have, their needs, and their possible interests to facilitate the knowledge and give proper guidance to the students. As well as, teachers need to be tolerant and flexible towards the new dynamics and freedom in the classroom.

There are certain steps that need to be applied to work with project-based learning. First, students and teachers explore ideas that recall previous experiences and topics of interest, by interacting with

different materials or solving questions. After the simulation, students create driven questions that will help them to focus on the topic and plan the project (Aldabbus, 2018). Later, students start with the project by investigating everything related to the topic so that they relate their knowledge and understand the content. In that process, sub-questions might be generated and answered by themselves. In the meantime, the teacher can give feedback if required or even feedback can be provided between classmates. Afterward, students choose materials and ways to present what they have learned, they prepare their final product to be presented to the public. Students learn in the making of the final product, along with the feedback received and their own synthesis of the process and the topic explored (Castañeda, 2014). In the end, the students show the final product to the public and have collective dialogues with the teacher and classmates about the process carried on.

The benefits of using PBL in the classroom involve motivation, autonomy, and enhancement of problem-solving skills. First, the motivational factor is improved since students work on a topic of interest outside of the traditional ways of learning. Students are offered a space full of freedom in which they can be creative, work with their own time and use their previous knowledge to approach the challenges in the project (Alves, 2019). Secondly, the autonomy is improved since PBL promotes the self-reliance of the students by being encouraged by the facilitator (teacher) to be in charge of their own learning process. Their critical, analytical, and decision-making skills are involved in the process of being the creators of their final product (Thao, 2019). Therefore, as PBL encourages students to learn from a real-life issue, they use their previous knowledge and own tools to solve the problem by their own means, making them subjects capable of applying what they learn to real-life situations and solving further problems.

Further to this, PBL allows teachers to provide a wide-open classroom full of opportunities to apply. It requires creativity, problem-solving and analysis, and revision (Praba, 2018). Applying PBL in the EFL classroom can improve in writing the structure, accuracy, organization of ideas, and perception

of writing (Diaz, 2014). All in all, writing is a process that requires guidance and can be enhanced with the PBL approach since it works on individual interests, and creativity and strengthens the previous knowledge and the student's skills. Considering this, the PBL approach is adapted in this study along with the designed project and the activities proposed for the students to develop within each of the lessons as well as the final product (a life-project binnacle that gathers the reflective activities developed during the intervention). What is more, in this study the role of the student as a builder of their own knowledge, the role of the teacher as a guide, the feedback, and the dynamics in the classroom, are taken from the PBL perspective and applied all along the intervention.

### ***Situated productive skills***

In relation to situated *literacy*, Barton et al. (2000) assert that literacy is a social praxis because it has been historically situated thanks to its usage; hence, literacy practices include the role of an event and a performance. The event happens when the individual performs a written-based activity, as opposed to the practice which cannot be observed and is developed internally (when a person uses literacy within the interactions with other people). The resulting process from those interactions shapes the participants' cognition and consequently their perceptions becoming a social process. Furthermore, literacy is defined as a situated social practice with a set of characteristics that are present in daily activities (Baynham, 1995, as cited in Palacios, 2014, p.126). Given what has been said, it is reading and writing by involving a specific context.

Incidentally, we must not forget the relation of situated literacy with situated learning, which also involves the concept of a social process. As Lave and Wenger argued (as cited in Efe. et al, 2011, p.550) learning should not be viewed as simply the transmission of abstract and decontextualized knowledge from one individual to another, but as a social process whereby knowledge is co-constructed. In other

words, situated literacy needs to be approached with situated learning, that is to say, the acquisition process connotes the collective or social connections in the world; because eventually, the learning is an assembling method mediated by the problem-solving techniques and the daily social interactions when, for instance, people exchange their ideas.

On top of that, the situated learning process contains in its procedures the reflective component that facilitates the self-assessment process creating a focus on the own interactive practices in their contexts along with self-criticism. In this study, situated literacy is understood as part of the learning process inside the EFL classrooms which entails common learners' practices taken from their realities based on topics or certain daily actions; turning those into part of the situated learning method. Additionally, those practices have a social role in their lives giving them the opportunity to foster the SL while they build new future plans and social concepts.

Regarding productive skills as its name suggests it refers to the production of language. Golkova and Hubackova (2014) point out two categories of language skills, receptive skills, and productive skills. The first one alludes to reading and listening activities and the second one alludes to speaking and writing. Both categories have a multidirectional relationship in EFL contexts due to one cannot exist without the other; a way of illustrating this is when someone that has heard a sound (listening) can imitate it (produce) like in the repetition drills in class. In addition, Golkova and Hubackova, also assert that productive skills “mean the transmission of information that a language user produces in either spoken or written form...” (as cited in Monzoque, 2019, p.18). Hence, productive skills can be interpreted as a way to express communicative purposes.

Now, having in mind all of the above, *the situated productive skills* are understood for this study as the opportunity of acquiring the foreign language within a particular daily context, thus, from real experiences students develop the ability to express new ideas previously reflected upon their visions and

opinions. Literacy can be evidenced while working on the written code, in the spoken language, or while performing social interactions being the basis of proficiency in both the events and the practices.

Subsequently, learning a second language implies the implementation of techniques where students can practice productive and receptive skills. Therefore, by means of methodology, the objective is that students can practice and be prepared for real-life situations since productive skills encourage the learners' self-reliance and allow them to interact and communicate by themselves. In this framework, productive skills would not only be useful in academic scenarios but also in social contexts. Bearing in mind this, we are going to expose below the productive skills in terms of oral and written production.

### *Speaking Skills*

According to CEFR (2020) speaking refers to oral production which may involve other components such as articulate words or sounds. Speaking is considered a productive skill that requires a high level of commitment from the learner. It is one of the most complex skills to learn and produce in English due to the integration of phonetics, grammar, semantics, etc. For that reason, by strengthening this productive skill we would be putting into practice most of the knowledge acquired about a language.

Moreover, as Hossain (2015) states, "the main function of spoken language is to socialize individuals" (p.11) in other words, oral language enables people to interact with each other bearing in mind the real-life surroundings of the speaker and their personal perceptions. In that context, as Hernandez and Arturo (2019) explain "the communicative competence demands to handle the language in a right way, and at the same time to contextualize it in a specific community" (p.24). Ergo, speaking is the competence that allows people to communicate effectively with one another, and share ideas, feelings, and thoughts. As a result, oral production is essential in all aspects of our routines, contexts, and

purposes. In this study, we look for encouraging the students to communicate their personal insights in relation to their backgrounds for building knowledge thereof.

### ***Writing Skills***

Writing skills are paramount factors in learning a second language, at the same time, it is one of the most difficult to develop. Likewise, the writing process requires multiple activities such as planning, gathering, organizing, and analyzing information to produce a written piece. Therefore, writing skills and the writing process promote cognitive development.

Writing in EFL is one of the most complex skills when students are learning this language. By using the written word, individuals develop several cognitive activities to communicate. Flower and Hayes (1980) defined writing as a complex activity where it is needed to generate signs and symbols to convey thoughts; it also requires the use of motor skills to manage the pencil and hand movements. The most significant cognitive procedure in writing is to represent the written symbols such as letters (graphemes) and words (morphology) forming structured sentences with correct order (syntax). Moreover, the writer must consider the meaning to transmit (semantics) and the appropriate use of spelling and punctuation. Likewise, people can produce written representations when they are able to use specific grammar rules that must be internalized. In the same way, to write people have to make use of their previous knowledge and long memory; thus, the development of writing skills is a demanding process that implies different cognitive tasks.

Moreover, writing is more than putting words or sentences on paper since it requires some aspects. To begin with, *cohesion* in writing refers to the connection among the author's ideas. According to Bailey (as cited in Kumalasari, 2020, p.2) cohesion is a writing component related to the development of neat and readable words that connect sentences in a text. Halliday and Hasan (1976) developed the

cohesion theory and proposed cohesive devices as tools mainly needed to form logical and smooth sentences. In addition, the authors stated that grammatical cohesive devices are four: reference, substitution, ellipsis, and conjunction. Reference alludes to words that identify someone or something within the text, for example, personal or demonstrative pronouns; substitution is to avoid the repetition of a lexical item by using another; ellipsis is the omission of certain clauses or a part of them since the structure text allows its understanding; finally, conjunction devices are linking words that connect clauses. In short, cohesive devices are linguistic resources used for constructing logical and meaningful relations among items in a piece of text.

Similarly, coherence is another important component of writing skills. It is inextricably connected to cohesion since both are needed to produce well-organized texts. According to RahmtAllah (2019) coherence represents the rhetorical aspects of language that incorporate the expansion of supporting elements in order to organize and clarify the ideas that the author wants to convey. Tannen et al. (2015) also affirm coherence involves understanding and expectations about the social context. Consequently, it consists of the relation between the items exposed by the author in a paper with the intention to explain ideas properly and transmitting the message to the reader. Thus, different from cohesion, which is centered on grammatical elements, coherence is centered on the meaning and the semantic elements.

As a matter of fact, in this study, the purpose of enhancing the writing skills goes beyond achieving the basic structures of a written piece, it focuses on using the written code as a means of expression for the students. Writing is defined by Gunes, as the "expression of the feelings, thoughts, desires, and events in our minds with various symbols following certain rules" (as cited in Turkben, 2020, p.1000) Then, writing serves to consign opinions about something or someone specific. In this context, written expression is an effective tool for individuals to communicate and express themselves correctly in line with their purposes.

Considering the situated literacy objectives in this research, the writing skills will be worked through certain themes put down into context. Thus, students' experiences and life goals are meaningful topics to help them in their acts of expression. The words conveyed in journals, reflective conversations or texts come from a simultaneous exercise of interpreting emotions, feelings, thoughts, and points of view. On the whole, writing is an important tool to express ideas and communicate not only by using symbols, grammar structures, and norms; but also by employing the writer's background, and previous learning, involving feelings and abstractions taken from their real lives. Keeping in mind this, the written code as a means of expression takes us to the reflective writing process. Hereunder, the reflective writing concept will be defined since it is the key strategy used in this study.

**Reflective writing.** There are many formats for writing from formal or academic writing to informal or personal writing. Reflective writing calls for writers to reflect upon their own thinking (Giles, 2010), which allows access to different types of knowledge. Further, reflection enables people to use their abstract thinking and metacognitive process to solve problematic situations (Gonzalez, 2012, as cited in Laisequilla 2018, p.128). According to the University of Western Australia (n.d), good reflective writing should engage and form links between the writer and other people's ideas. Thus, it is more personal than other types of academic writing and can be written in the first person. It also implies a revealing factor that might include exposing mistakes, weaknesses, as well as successes and strengths. Reflective writing suggests looking back at something for analyzing and writing about it.

In the same way, reflective writing requires following a logical pattern to make sense of thoughts. However, there is no clear structure for this type of writing; it would depend on the task assigned. It also can take the shape of a journal, letter, or narrative (University of Sydney, 2019). Some steps for reflection include a description of the most significant ideas regarding the event or topic to meditate upon.

An interpretation of those ideas, using comparison or explaining its relevance, and an outcome or final reflection, which implies asking about the knowledge obtained from the process.

Likewise, reflection can be done on three main levels. First, the descriptive level does not include identifying connections or creating interpretations. The second level is analytical, in which the person that is reflecting starts to consider alternative interpretations, perceives connections, and has different perspectives. The third level is the critical one, where the reflector has a broader perspective and connects the topic and the interpretations to multiple contexts that can include historical and socio-political themes. The person at this level can have a stronger ability to identify the influence of emotions, behaviors, and beliefs; being able to change perspectives over time (University of Sydney, 2019). Owing to all the above, and as a conclusion, for this research speaking skills, writing skills, and reflective writing are considered immersed because they are the engine of the process of each other.

In this study, the reflective writing process is entailed with the journals as part of each lesson to take an abstraction of the deepest students' thoughts at the end of each EFL class. In the same line, the lessons contain an artifact that consists of a written or spoken piece respecting the topic of the activity about the life project. Additionally, we meant to unify the structure of written pieces along with the process of reflection by implementing writing activities in which the students could express, and take out abstractions from previous experiences to build their texts. We withdrew the levels of reflection to dissociate the analytical practices evidenced in the journals and the artifacts since through writing the writer unveils their assumptions.

### ***Critical Pedagogy***

Before defining critical pedagogy, it is necessary to understand better the terms “*education*” and “*pedagogy*” bearing in mind its own determination and core. John Dewey (*as cited in Rodgers, 2002,*

p.848) defines *education* concept as “that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases one’s ability to direct the course of subsequent experience.” In accordance with Dewey’s view, education has a function and it is to reorganize experience into meaning to raise an individual's ability to future experiences. Likewise, Freire (1970) stated that education is the social or individual construction of knowledge raised in the real life of students. Hence, from Freire’s view education is the construction of knowledge developed by students. Furthermore, Dewey made an analogy between the school and a laboratory; he argued that the school is a “social laboratory” in which students develop knowledge with the proper tools to create, construct, and enquire (Maida, 2011). Then, in line with those authors, education is a phenomenon generated and resulting from individuals' experiences where people have an active role which is why they are active learners.

On the other hand, ‘*pedagogy*’ is defined by MEN (nd) as:

“It is the knowledge proper to teachers, that understanding allows them to guide the processes of formation of students. That consciousness which is nourished by history gives us to know proposals that pedagogues have developed over the centuries, but also built daily in the personal or collegiate relationships about what happens daily in the work with students, students, and colleagues, on the achievements proposed and obtained, on the most appropriate methodologies to achieve human development.”

(Paragraph 1).

In the light of this, pedagogy is a social practice offered by teachers, which are nourished day to day by students, teachers, directives, and all people involved within an educational environment.

Bearing in mind this and turning now to the concept of critical pedagogy. Although several authors such as McLaren (1994), Giroux (2001), and Eisner (1994), among others, have implemented and

investigated the critical pedagogy term, the Brazilian educational philosopher and professor Paulo Freire is the key thinker considered for this study since he formulated the term “*Emancipatory pedagogy*” as well called critical pedagogy. Freire (1970) wrote “*Pedagogy of the Oppressed*” one of his most popular books in which he exposed his vision about knowledge and pedagogy focused on the student as an active learner, instead of the teacher’s role as the knowledge’s center. In addition, Freire argued that the chief role of education must be in charge of social order and make positive, social, and political reforms. Therefore, for Freire, a school is a place whose main aim must be to invite teachers and students to analyze critically the political issues that surround their realities. As a final point, Freire also affirmed in his book that all of that is possible through ‘*True Dialogue*’; that is the crucial element, which nourishes the learning environment. Thus, according to Freire, critical pedagogy is an approach primarily centered on developing critical thinking, the vision of knowledge, and enabling students to transform their world.

Also, it is important to highlight that Freire proposed this new strategy of teaching because he was against the “*banking model of education*” a term he used to describe the traditional education practices in which the teachers’ role was to fill students’ minds with information omitting their previous knowledge since they considered that students know nothing. Hence, Freire defined it as the way of oppression within classrooms. That is why, rather than still practicing a banking model of education, he conceived pedagogy as a practice of freedom where students build knowledge and achieve higher levels of self-reflection and critical pedagogy. To illustrate this, Freire, 1970 (as cited in Giroux, (2010) defined ‘*Pedagogy*’ as a “moral practice that provides the knowledge, skills, and social relations that entail students to explore the possibilities of what it means to be critical citizens while expanding and deepening their participation in the promise of a substantive democracy” (p.2). Thus, pedagogy is not only an educational practice, but it also is a political one, since it looks to empower individuals' critical thinking

to expand their world's view and participate critically in it as social agents, all of that is shaped and characterized through values and dialogue within the classroom.

Freire (1970) states that critical pedagogy has three main educational aims. Humanization, Problem-posing Education System, and Critical self-awareness. The first one corresponds to a set of values such as love, humility, faith, trust, hope, and critical thinking; all of them are based on Dialogue between teacher and students that enables them to become a subject aware of their context, their personal relationship with the world and their perception as human beings. In Problem-posing Education System, Freire pointed out the dialogue between students and teachers again to address personal and collective inquiries to discover the reality. Here, active participation invites students to share personal experiences, previous knowledge, and student culture avoiding the banking model of education, in such a way, teachers can also learn from their pupils. Lastly, critical self-awareness alludes to the understanding of reality with a reflexive vision where individuals are aware of their knowledge and their position in society to transform it.

Regarding the Educational principles, Freire asserted education is the core of critical pedagogy. That fact is due to education taking place when both students' and teachers' perceptions of the world build culture. Besides, education is political not only when it is democratic, but also, when education empowers people to understand and change their context through true dialogue, that is politics, too. At this point, it is necessary to highlight that dialogue is the most meaningful tool inside the learning environment since it is part of the learning process, it is a tool for teaching, and it is an instrument to evaluate the learning and pedagogical process.

Thereby, in this research, we look for empowering the student's critical thinking by using reflective questions that enable them to participate by giving their personal perceptions regarding the topics proposed. The purpose is to promote emancipatory pedagogy going beyond simple words to

discover the inside voice. For the sake of employing critical dialogue, it is immersed during the exchange of perceptions to build culture fostering the values proposed by Freire in the humanization principle. Along the same lines, this investigation looks for motivating the students to transform their context whilst planning their life projects.

To finish, the *critical pedagogy* in this study, following Freire's approach (1970) is grounded in various elements: the *teachers' role* since the researchers have a guiding work during the sessions and were communicative mediators helping students to construct their own guesses and learning process. The *students' role* consists of being builders of their own knowledge by making inquiries and being critics of the world that surrounds them. In that path, social discussions have a great impact since they lead to the next element; *dialogue*, it is the core of the whole process because, along the intervention, the participants used the exchange of ideas, deep reflections, and problem-solving situations to enrich their comprehension of the world, their realities, and self-aspirations.

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter describes how this research project was carried out by way of depicting the research paradigm, the type of study, the data collection instruments, and procedures, which also are the bases that made possible the development of this proposal. In other words, this chapter unveils the core design of the present investigation.

#### **Research Paradigm**

This research project is a qualitative study due to its characteristics. According to Creswell (1994) qualitative studies are inquiry processes of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p.1-2). In other words, qualitative study looks for understanding social perceptions from individuals’ experiences. Further to this, following Creswell assumptions, by observing behaviors from the view of the participants, the researcher looks to make sense of a phenomenon worthy for further analysis. Taking into account the above, the present study meets the characteristics of a qualitative study since the participants are the main focus, because the investigators took care of their personal views and experiences for them to build their own life projects; being this a social phenomenon worked on, while also enhancing their productive skills in their second language by using the PBL.

#### **Type of study**

The current research project was settled upon the action research principles. According to Burns (2010) action research is a reflective practice made by the teacher in his or her teaching context with the purpose of identifying problematic situations worthy of improvement through planned interventions and new strategies in the classroom. Subsequently, action research seeks to solve real-life problems. Bearing

in mind that, this study belongs to this type of research because its main purpose is to improve the students' productive skills. Besides, to improve those, the researchers have planned accurate interventions focused on implementing new strategies such as PBL, reflective practices, and pupils' life projects within their teaching procedures.

Furthermore, Burns (2010) asserts that action research involves a cyclical process divided into four phases: *planning, action, observation, and reflection*. Regarding this study, all of these stages were assumed to systematically develop the procedures and whole plan of intervention that guided this proposal. These phases are exposed below.

The first phase, *planning* involves the identification of the problem as the starting point. In this phase, it is essential to examine the teaching practices needed to settle a very clear research question that delimits the study. After that, researchers prepare a plan of action including possible materials and resources. Hence, in this research, the problem was determined due to the low English proficiency that students have in speaking and writing skills because they are the skills less worked in EFL classes. Ergo, the research question that guided this study was: What is the role of project-based learning in the enhancement of the students' situated productive skills?

Considering the second phase of the cycle it consists of putting the plan into action which means implementing the proposal. To achieve this, Burns (2010) states that it is necessary to collect data in a systematic way; it could be through observational or non-observational methods. In this manner, the teacher establishes the best tools needed to collect information, to name a few, recordings, interviews, and observations. That being so, in this proposal, field notes, students' journals, interviews, and artifacts were the main sources to gather and evidence data. Concerning the third phase, it refers to Observing. Burns (2010) clarifies that observation is the process of analyzing and synthesizing the data collected. Then,

observation implies examining the whole evidence to reduce it and find explanations. At this point, the author also highlights different ways to analyze data depending on qualitative or quantitative research. For this investigation, the data was interpreted, organized, and analyzed by using categories and coding.

Finally, the last phase corresponds to reflection. It encompasses making a descriptive evaluation of the whole process, besides, in this phase key conclusions and statements are defined referring to the progress and possible solution of the problem identified in the first phase. That reflection contributes to improving future teaching practices, too. Thence, in this study reflection took place in the assessment process of the effects generated at the end of the intervention.

### **Data Collection Instruments and procedures**

The data collected was analyzed through methodological triangulation. According to Noble et al. (2019), it is a method that helps to reinforce the trustworthiness of the study since it exposes the credibility and validity of research findings using multiple data sources. The triangulation process was carried out with the help of the instruments used in the study. Thence, using the written production of the students (journals), the characterization questionnaire, the initial test, the final questionnaire, the teacher's interview, and the field notes taken by the researcher were triangulated in order to obtain similar results looking for validity and reliability within the information gathered.

The following table displays how the triangulation plan was arranged and subsequently implemented.

*Table 1: Triangulation plan*

RESEARCH SPECIFIC OBJECTIVES	DATA SOURCE #1	DATA SOURCE #2	DATA SOURC E #3	DATA SOURC E #4	DATA SOURC E #5	DATA SOURC E #6
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1. What is the role of project-based learning in the enhancement of the students' situated productive skills?	Characterization Questionnaire	Recordings	Final Questionnaire	Field notes	Journals	Artifacts
2. What are the students' responses after working on a reflective life project?	Artifacts	Field notes	Recordings	Final Questionnaire	Journals	

### *Data Collection Instruments*

**Fieldnotes.** This data collection instrument can be defined as “an objective record of observations made in a particular setting” (Newbury, 2001). In this instrument the collection of the information can be made in a structured or semistructured way, according to the researcher’s and investigation needs. Following Creswell (1994) the investigator takes the field notes on the participants behaviors, the activities of individuals at the research site and records observations. In that sense, the data collected through this instrument was gathered during the implementation of 8 lesson plans regarding the strengthening of the productive skills at Liceo Femenino Mercedes Nariño. The field notes (see annex 5) were registered in the time frame from 7:55 am to 8:45, including descriptions, perceptions, and particular comments regarding the whole teaching and learning experience in the classroom.

**Tests.** As defined by Quenette (2014) tests are activities designed for a given population to reveal students’ individual specific performance for a certain theme. “Diagnostic tests or activities are designed to uncover individual students’ specific misconceptions and developmental level for a particular topic.” In that sense, during this investigation, two diagnostic tests were developed. The tests (see annex 3) included

the four abilities in English (reading, grammar, listening, and writing). The first one was implemented before applying the lesson plans in order to know about the student's previous knowledge regarding the English class.

**Teacher's interview.** In accordance with Burns (1999), an interview is a popular means of collecting qualitative data and they consist of face-to-face conversations where the researcher makes questions and the answers from the participants are the information that discloses deepest details such as perspectives, thoughts, and possible issues related to the topic of investigation. For this proposal, this instrument works as a structured interview (see annex 1), which implies a set of pre-planned questions which were useful to guarantee consistency and reliability (Burns, 1999). As such, the interview applied to the main teacher took place before the interventions. It intended to gather information not only about the teacher and his teaching experience but also about his perceptions, methodologies, and materials used with his students.

**Questionnaires.** According to Burns (1999) questionnaires involve predetermined questions presented in written form, and thus they also assume adequate literacy skills on the part of those surveyed (p. 129). In that regard, this data collection instrument structured with a set of questions made by the researcher, allows the participant to explain their perception about a certain topic as well as to identify if their ideas had change over the course of the study. Accordingly, to look into a group of 36 seventh-grade students, a structured questionnaire was designed and applied (see annex 2). The concern was to look into their social context, preferences, and perceptions including the emotional domain regarding their English classes. Most of the structured questions were open-ended in order to go further and get complete answers from the students. A final questionnaire (see annex 9 ) was applied to verify the effectiveness of the investigation implemented, the improvement of the productive skills, and the student's final thoughts on the intervention.

**Artifacts.** Are defined by Pierce (2014) as a material outcome of a process. An artifact can be considered as a human made object coming from the realm of design. In this study, artifacts included every student's production in terms of written descriptions, (see annex 6) all of them were gathered at the end of each lesson. This instrument provides two key functions in this project. The first one was to provide real writing and oral exercises where students explore their writing skills in a free and reflective way to build their life project but at the same time, they were able to produce short oral presentations. The second one was to show their progress in the English language, especially in their productive skills.

**Recordings.** According to Burns (1999) audio recording is a very valuable source to get accurate information on patterns of intentional behavior that might not be obvious during the actual teaching process. In that sense, recordings (see annex 10), were used as a way to collect evidence from the student's oral production, while enhancing their productive skills. Most of the data were collected during presentations in which the students had to show their partners some of their final products on the activities developed during the lessons.

**Journals.** The last instrument is the student's journal; according to Burns (1999) it provides details about students' responses and learning experiences on a sheet of paper. Consequently, during the intervention, the investigators supplied the students with a template for them to answer specific questions about their emotions, experience, and thoughts after each of the lessons. This instrument was useful because it allowed the researchers to have a piece of production from each student as evidence of the significance received after each lesson. (see annex 4)

#### ***Data collection procedures.***

To begin with, during the collecting data process, a consent form (see annex 7) was sent to provide information regarding our research, and to ask parents for permission to allow students to

participate in the project. Once parents signed the forms a designed characterization questionnaire (see annex 2) was applied to the 34 seventh graders students. It had two purposes; first, to recognize the population, and second, to identify the main weaknesses, and strengths in the FL as well as, their opinion in regards to the EFL class and the English language. This questionnaire also helped out to gather information related to materials, resources, and types of exercises developed in their English class. In addition, a teacher's interview (see annex 1) was designed and applied with the purpose of looking into the teacher's methodology and his perception of students' English learning process. Subsequently, an initial test (see annex 3) was implemented in order to have a diagnosis before the implementation of the study, it was planned based on the Institutional syllabus to evaluate the student's proficiency in the English language.

Hereinafter, the pedagogical intervention took place on Tuesdays from 7:55 to 8:45 am. From April 11th to June 14<sup>th</sup>, one lesson plan (see annex 8) was implemented in every class. At the same time, to gather proper data, one field note (see annex 5) during each class. Lastly, in order to disclose the students' process towards the construction of their life projects and the improvement of their productive skills one artifact (see annex 6) and one student's journals (see annex 4) were collected per class along with the whole intervention; due to participants put into practice several written and spoken activities during each intervention cycle. Moreover, the journals were helpful and useful to provide relevant information regarding participants' perceptions or comments about planning their life projects and the English exercises developed.

## CHAPTER IV

### PEDAGOGICAL INSTRUCTION

This chapter introduces the vision of learning, language, classroom, and the curricular vision that support this pedagogical proposal. Similarly, the plan of intervention, as well as the corresponding cycles and lessons, are presented in detail.

#### **Vision of learning**

Throughout this project, the learning process is held under the principles of the project-based learning approach. In which learning is conceived as a student-centered, and inquiry-centered process that consists of letting the student be the main character or boss of their own learning process. Concerning this project has the vision of enhancing autonomy, critical thinking, and self-perception by means of the PBL; knowing that it takes advantage of the students' contexts, prior knowledge, and creativity. In the same line, from a critical pedagogy perspective, learning is understood as a dialogic process guided by the teacher together with students; thus, social interaction and critical thinking are paramount factors for the learning process.

Consequently, the students are able to keep learning about themselves by giving an answer to the driving questions proposed by the teacher (Condliffe, 2017). At the same time, in this proposal the pupil will be able to develop a project that leads to learning and sharing the knowledge obtained through questioning at the moment to reflect; being the English language a means that enables the reflection process. All that by means of the productive skills along with having in mind their personal goals for the future.

### **Vision of language**

In this study the vision of language is grounded and understood from a social perspective. Vachek (1989) stated the terms “written utterances” and “spoken utterances” to compare the types of language. In written language, the answer should be permanent and requires more comprehension, contrary to spoken language, which immediately reacts. In the same way, Hossain (2015) claims that “the main function of spoken language is to socialize individuals” (p.11). That means that language is key for creating connections between the members of society. Nevertheless, the most important point of this study is the process when students interact among themselves to convey ideas through written or even spoken code. Hence, both written and spoken language are a system by means of individuals used to express personal reflections. In this research, the written code was the way to explore the English language by using different types of students’ reflections related to their lives and experiences taking into account the need to rethink happenings in their contexts. Additionally, spoken language is relevant in this proposal because it was used to communicate the ideas previously reflected in the student's written productions. All in all, not only spoken but also written language is considered as a meaningful reflective tool used in a critical way in the process of creating a life project.

### **Curricular Vision**

The current instructional design was founded on the vision of the Emancipatory Curriculum. It is important to highlight that this curricular approach is underpinned in the “critical pedagogy” beforehand, whose main promoter was Paulo Freire. This vision suggests that learning and teaching become an indissoluble relationship among students and teachers. Bearing in mind this, the curriculum is structured with the purpose to educate people able to think and act critically not only for themselves but also to transform the reality that surrounds them and their environment.

On the other hand, the curriculum as praxis is proposed by Shirley Grundy in her book *Curriculum: product or praxis* (1991); Grundy states that the curriculum refers to how to act and interact with a group of people within educational practices. Moreover, she develops this idea under the emancipatory perspective of Freire's works. As said by Grundy (1991) the emancipatory curriculum entails action and auto-reflection of the cultural and social world. In this sense, action modifies the world as well as, how people perceive the world; furthermore, students and teachers are active participants during the construction of knowledge together with students' autonomy. Essentially, in this study, the emancipatory curriculum relied on spoken and written reflective practices that aimed to create a life project where students explore their possibilities and make decisions about it, discovering their own voice in the process (emancipation). Besides, students should share their viewpoints and recognize the value of other perspectives especially when others can affect their environment and they can act to contribute to this.

### **Vision of classroom**

The perception of the classroom in this research project consists of a place that enables the knowledge to flow taking into account the student's needs. According to Armstrong (2000) "a classroom is a micro-society complete with student citizens, many of whom have competing needs and interests" (p. 75) which implies that the schoolroom is an atmosphere where different subjects with different desires, ways of learning, and perspectives meet.

That is why, the space for the class is considered a safe place for the students to learn, ask, innovate, and be creative. In that sense, another key point of the classroom's vision is that it is an environment adequate for reflection, in this specific case, the reflection regarding the participants' life

projects. This is important taking into account that the students are all different from one another and have their own aspirations that need to be worked on along with their academic processes.

### **Instructional Design**

During the implementation of this pedagogical proposal, the focal point resided in enhancing the productive skills of the students that were participants of this study. In order to achieve such a goal, three cycles of intervention were created following the principles of the project based learning approach for the participants to reflect upon their life project and reinforce both writing and speaking in English understood as situated practices. The first cycle titled “*This is me and this is what I want*” consists of three lesson plans (see annex 8) aimed for the students to think, write and speak about themselves and their future plans. The second cycle titled as “*Thinking about my connections*” is composed of four lesson plans which were thought to foster the students' reflection upon their emotions, connections or relationships with other people as well as with themselves by using their imagination and the productive skills to express their reflections. Lastly, the third cycle titled “*My life project*” included a compilatory exercise divided in two parts, which was thought for the students to use their creativity once more and create a binnacle, a tool for collecting and sharing all of their life project artifacts resulting from each of the activities developed during the intervention. The three cycles implemented are described in the following subtitles.

Table 2: Visual representation of the instructional design

Cycle 1	Lessons	Objective	Situated Productive Competences	Suggested Language
<p><b>This is me and this is what I want</b></p> <p><b>Duration: 4 sessions of 45 minutes.</b></p>	1. This is who I am.	<p><b>GENERAL: To reflect upon key elements for building my life project.</b></p> <ul style="list-style-type: none"> <li>To express ideas about themselves by means of their autobiography.</li> </ul>	<p>1. Students' journal. (Three entries one per lesson)</p> <p>2. Written autobiography</p>	<ul style="list-style-type: none"> <li>Time expressions for dates</li> <li>Personality traits</li> <li>Hobbies, likes and dislikes</li> <li>Key life events</li> <li>Places to live</li> <li>Jobs or professions</li> <li>Adjectives for personality</li> <li>Prepositions of time (In/ on /at)</li> <li>There is/ There are</li> </ul>
	2. My dreamed place to live	<ul style="list-style-type: none"> <li>To recognize types of places to live</li> <li>To describe their desired place to live using prepositions and adjectives</li> </ul>	3. Written description of my dreamed place.	
	3. This is my job	<ul style="list-style-type: none"> <li>To reflect on their future occupation.</li> </ul>	<p>4. Fish Diagram.</p> <p>5. Future occupation's presentation.</p>	

Cycle 2	Lessons	Objective	Situated Productive Competences	Suggested Language
<p><b>Thinking about my connections</b></p> <p><b>Duration: 4 sessions of 50 minutes.</b></p>		<p><b>GENERAL: To recognize how I affect my life and others' lives with my actions.</b></p>	<p><b>1. Students' journal. (Four entries one per lesson)</b></p>	<ul style="list-style-type: none"> <li>● Types of relationships</li> <li>● Family members</li> <li>● Language content</li> <li>● I would like to have...</li> <li>● My family will have...</li> <li>● The main values in my family will be</li> <li>● Emotions</li> <li>● I feel happy/sad when...</li> <li>● Present simple tense</li> <li>● Present continuous</li> <li>● Adjectives</li> <li>● Prepositions of place</li> </ul> <p style="text-align: center;">My family will be...</p>
	<p><b>1. Helping means caring.</b></p>	<ul style="list-style-type: none"> <li>● To promote an environment of reflection and awareness about some ways to help others.</li> </ul>	<p><b>2. Designing a poster and slogan</b></p>	
	<p><b>2. Recognizing my emotions</b></p>	<ul style="list-style-type: none"> <li>● To identify the basic emotions and the importance of recognizing them</li> </ul>	<p><b>3. Accordion book on emotions and brief intervention</b></p>	
	<p><b>3. Reflecting about my relationships</b></p>	<ul style="list-style-type: none"> <li>● To read literary passages to discuss family, relationships, and feelings.</li> <li>● To analyze the relation between those literary passages and their lives.</li> </ul>	<p><b>4. Discussion related to themes mentioned within the literary passages.</b></p>	
	<p><b>4. From my life to my words</b></p>	<ul style="list-style-type: none"> <li>● To read a short story and identify the key elements of the story</li> <li>● To write my own short</li> </ul>	<p><b>5. Reading comprehension and analysis of a short story.</b></p> <p><b>6. Creation of a short story by the participants.</b></p>	

		story		
Cycle 3	Lessons	Objectives	Situated Writing and speaking	Suggested Language
<b>My Life Project</b>  <b>Duration: 2 sessions of 50 minutes.</b>	<b>1. Designing my Final Binnacle</b>	<b>GENERAL: To collect every product made along the cycles</b>  <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>- To collect and organize all written artifacts in a binnacle</li> <li>- Create the final binnacle</li> </ul>	<ul style="list-style-type: none"> <li>- Last journal to evaluate the whole project.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the tenses practiced and key expressions.</li> <li>● To be</li> <li>● Simple present</li> <li>● Present continuous</li> <li>● In, at, on</li> <li>● Would and could</li> <li>● Adjectives</li> <li>● Personality traits</li> <li>● Jobs</li> <li>● Places</li> <li>● Future: Will</li> </ul>
	<b>2. Presenting my life project</b>	<ul style="list-style-type: none"> <li>- To organize the classroom as a gallery with the binnacles</li> <li>- To present my binnacle with a discourse</li> </ul>	<ul style="list-style-type: none"> <li>- Oral presentation to expose the binnacles.</li> </ul>	

***Cycle I. This is me and this is what I want.***

Primarily, this cycle was titled *This is me and this is what I want* because its purpose was that the students could reflect about themselves considering their background, their present perception and their future aims. This cycle was constructed under the PBL approach having in mind a series of productive skill tasks. It had three lesson plans named; *This is who I am*, *My dreamed place to live*, and *this is my job*. In the first lesson, the students worked on the creation of a short autobiography text in which they could describe themselves and their current self-perception. In the second lesson the students were asked to think about the future by imagining, drawing, and writing about their desired place to live in the time to come. Finally, the third lesson was aimed for the students to display their ideas in regard to their future career or job on a fish diagram for reflecting and for a further reflective writing task. It is important to mention that within each of the lessons, there were introduced examples, vocabulary needed to express coherent ideas, and audiovisual material to approach the topics planned on the lessons.

***Cycle II. Thinking about my connections***

The next cycle was called *thinking about my connections* since it was thought for identifying those actions and personal relationships that surround people's lives. Hence, the aim of this cycle was to analyze the types of relationships that a person could experience as well as the feelings and situations that contribute in the individual's lives to build the person that you are or the person in which you want to become in an implicit way. This cycle was carried out into the PBL approach, planning a set of activities that include four lesson plans titled *helping means caring*, *recognizing my emotions*, *reflecting about my relationships*, and *from my life to my words*. The first lesson was planned to discover small actions that had a big impact in our society; subsequently, tasks such as discussing ways to help other people and the design of a poster to create their own strategy of helping were developed. In the

second lesson, students learnt what are the basic emotions and how they are manifested in our daily practices; thence, activities consisted of the creation of an accordion book, reflective questions related to the emotions and sharing personal perceptions with reference to the topic. For the third lesson, students read literary passages in which there were depicted several themes such as love, materialism, family concept, and types of relationships in order to make conclusions about how the relationships affect their personal identity. Finally, in the fourth lesson, apprentices wrote a short story based on a real or fictional moment of their preference taking into consideration the themes learned in the previous lessons as well as their imagination for writing and the basic structure of a text.

### ***Cycle III. My life project***

The last cycle of the implementation plan is named My life project. It was the premise of the PBL work performed during the intervention due to its purpose was for the students to gather all the work done during the lessons, being this, the final project about their future purposes. It had one lesson plan divided into two sessions. The first session had the purpose for the students to use their imagination to create a binnacle that could contain their creations. It was an activity that fostered the student's creativity as well as the stimulation of the student's memory about the activities done during the cycles. The second session was the climax of the plan of intervention since the students after having their artifacts gathered shared their perceptions, ideas, and opinions about the whole work done. This last session included the last pieces of data collected by means of the final journal questionnaire and a final questionnaire.

## **CHAPTER V DATA ANALYSIS AND FINDINGS**

The following chapter presents the procedures followed to analyze the data collected during the research. At the same time the categories of analysis that emerged from the analysis and findings are described and deeply unfold.

### **Procedures for Data Analysis**

In the first place, the approach selected to develop the analysis of the data collected is Grounded theory (GT) in which the theory emerges from the data already collected. Strauss and Corbin define GT as a general methodology for developing theory that is grounded in data systematically gathered and analyzed. (as cited in Cohen et al. 2007, p.491). Subsequently, as Corbin suggests GT is a systematic inductive process where the researcher elucidates what is relevant based on the data collected, its analysis in detail discloses data patterns that make possible the organization of the information into categories linking the results to the creation of theory.

Bearing in mind the aforementioned, the findings for this proposal were subject of analysis several times, the data was broken down before the construction of the theory. At the same time, once the data was collected, the categories emerged after the implementation of the research. In the same line, the data analysis was settled taking into consideration the coloring and coding strategies; coding is the process of disassembling and reassembling the data. Data are disassembled when they are broken apart into lines, paragraphs or sections. (Cohen et. al, 2007) For this study the data was divided into sections interrelated among the lessons and organized according to the belonging category (eg. writing, critical thinking, oral communication). In regards to coloring, it is a technique for visualizing the information and highlighting the relevant pieces of data that might contribute to the development of the core category.

Moreover, in the design of a coding, colors may be used not only to permit the recognition or

discrimination of information items, but also to convey high-level information at local. For this investigation, coloring was used to underline key themes, ideas, or phrases that were repeated within the data. Such a process was executed in the following way: the green color was used for relevant phrases and student comments as well as for those opinions that conveyed enthusiasm in regards to the life project construction, aspects found on the journals, characterization questionnaire, and field notes. The orange color was used to highlight the emotions, feelings, and critical thinking disclosed by the students on the journals or artifacts. Lastly, pink color was used to differentiate the appropriate use and development of the productive skills within the students' productions (artifacts).

### *Categories of Analysis*

*Table 3: Visual representation of the categories resulting from the analysis*

<b>RESEARCH QUESTION</b>		
What is the impact of a set of tasks based on seventh-grade students' life projects on the development of their situated productive skills within a framework of critical pedagogy?		
<b>RESEARCH OBJECTIVE #1</b>	<b>RESEARCH OBJECTIVE #2</b>	
To describe the roles of project-based learning in the enhancement of the students' situated productive skills.	To analyze the students' responses to a set of activities based on their life projects to enhance their productive skills within a framework of critical pedagogy.	
<b>CATEGORY #1</b>	<b>CATEGORY #2</b>	<b>CATEGORY #3</b>
PBL as a facilitator to express my concerns about my own reality through writing and speaking.	Student's responses towards the reflection upon the life project: Showing different reflection levels.	Students' responses towards the PBL lessons.
<b>SUBCATEGORY #1</b>	<b>SUBCATEGORY #1</b>	<b>SUBCATEGORY #1</b>
Reflecting upon the future through PBL.	Descriptive reflection level on student's responses.	Focusing on the self: a key topic to prompt EFL classes.
<b>SUBCATEGORY #2</b>	<b>SUBCATEGORY #2</b>	<b>SUBCATEGORY #2</b>
Raising awareness towards the importance of productive skills.	From the analytical towards the critical reflection level on students' insights.	Fostering the imagination and creativity for writing.

During the implementation of the study, the students had multiple inputs following activities planned under the PBL approach. Along with the tasks performed there were different scenarios from the

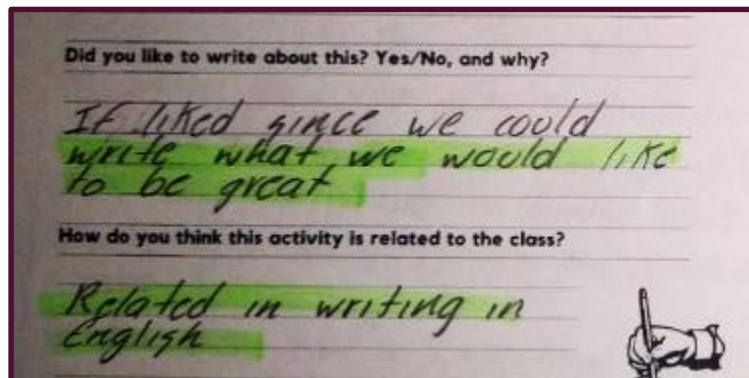
real contexts for the construction of a life project thinking upon other dimensions like social interactions, as well as using their imagination to create alternate scenarios in written pieces or speaking performances.

***Category #1: PBL as a facilitator to express my concerns about my own reality through writing and speaking.***

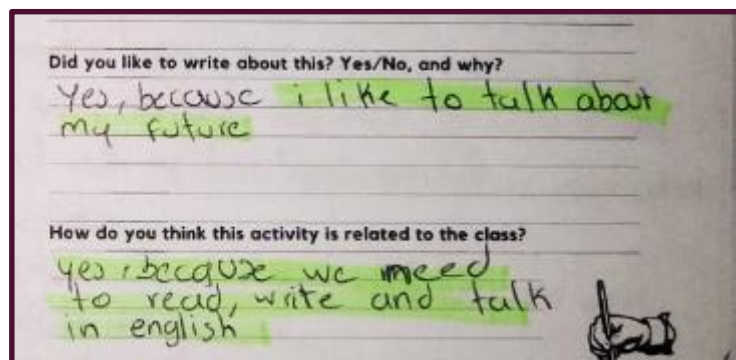
This category focuses on how students expressed their concerns in regard to their reality by using their writing and speaking skills. Throughout this category, information gathered students' comments, opinions, and personal experiences in which they related the importance of thinking about the future and expressing it through productive skills. Jaramillo and Medina (2011) declared that "productive skills are an important form of expression used to persuade or convince other people, as well as, to share ideas and feelings" (p.14) In order to underpin these presumptions two subcategories emerged from this category. The first one named "Reflecting upon the future through the PBL" showed the data gathered and developed around the process carried out through the construction of the students' future life project. The second subcategory is titled "*Raising awareness towards the importance of productive skills*" in which it is evidenced from the data collected, the students' consciousness regarding the influence and importance of writing and speaking on the EFL class.

**Subcategory #1 Reflecting upon the future through PBL.** This subcategory proved that by means of the PBL approach the students were able to reach reflection about their future desired achievements by having a critical process which involves taking into account broader perspectives with possible impacts to their socio-political contexts. To begin with, the following excerpts cast a key impact in reference to the students' utterance of ideas, their social dimension, and their self-aspirations as they had the task of simulating that they were already working in their profession. Within the written description planned by means of the fish diagram, the students were able to present their concerns not only about the job they want but also with the role that their future profession might have inside society.

That brings up again the response of an activity based on both, critical pedagogy and PBL because the students are the main characters of their learning process by extracting their reality, thoughts, and expectations towards the future and its influence on their context being this a situated learning process.



[Journal #6, Lesson #3 This is my job,  
Student #1, May 10th, 2022]



[Journal #7, Lesson #3 This is my job,  
Student #3, May 10th, 2022]

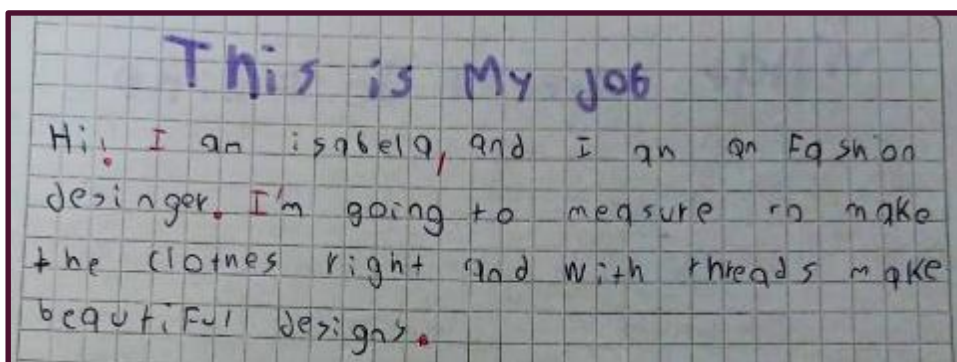
“...and while some students had their career clear some others shared with me that they were not sure about what to do in their future”

[Field note #3, Lesson #3 This is my job, May 10th, 2022, Lines 8-9]

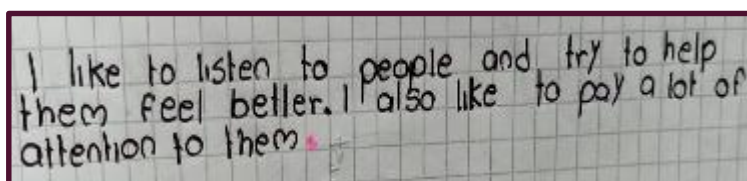
“They feel motivated to imagine and write about how they would like their future homes to be since they have big expectations on those aspects of their future.

[Field note #2, Lesson #2 My dreamed place to live, May 10th, 2022, Lines 8-9]

Those comments illustrated not only the interest upon the topic but also the concern of reflecting upon their future careers and place to live. That impact was analyzed by the preservice teacher on the field note when she highlighted that despite some students did not have their career clear, they were interested in exploring that theme to make possible decisions in a short time. Nonetheless, the next artifacts illustrated how some of the students had a total determination on making decisions about what profession to study. Additionally, she also argued that it was a tough task but the participants were immersed in solving that real-life problem. That corresponds to a feature of the PBL that says it encourages the learners' autonomy by addressing a real-life issue. (Jumaat, 2017) In other words, students had the chance to problem-solving within the EFL class.



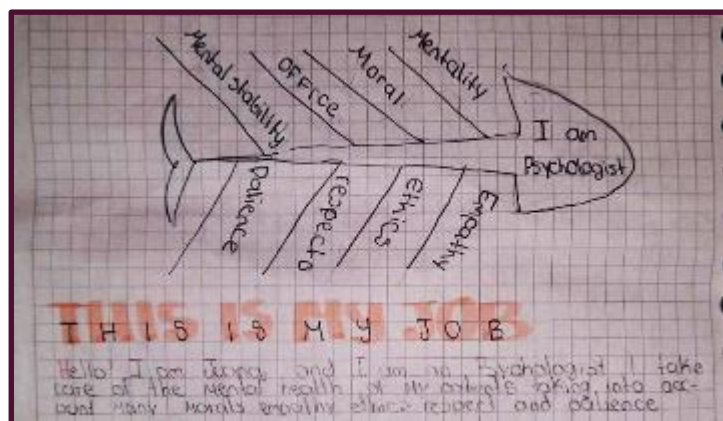
[Artifact #1, Lesson #3  
This is my job, Student  
#2, May 10th, 2022]



[Artifact #2,  
Lesson #3 This is my job,  
Student #3, May 10th, 2022]

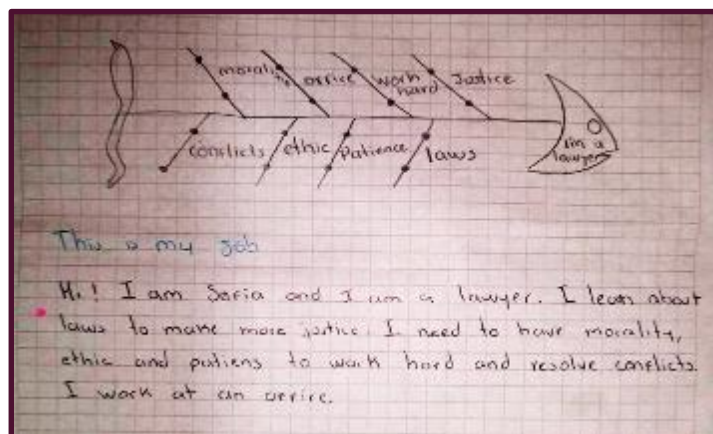
Freire (1970) argued that pedagogy is a moral practice that entails students to be critical citizens. A way to exemplify this can be found in the artifact # 1 in which the instruction was to write about her profession imagining as if they already were practicing it. When the apprentice expresses her personal

desire of caring about mental health issues demonstrates how she is being critical about the context that surrounds her and how she wants to transform it.

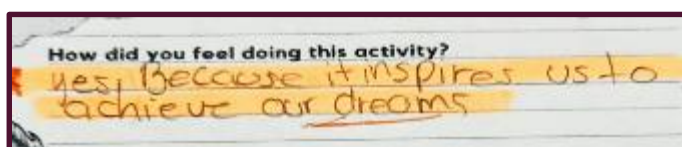


[Artifact #5, Lesson #3 This is my job,  
Student #6, May 10th, 2022]

Consistently, with Dewey's view, education has the function of reorganizing experience into meaning to raise an individual's ability to future experiences as such in this framework. In consequence, the artifacts presented above are proof of the ideas and perspectives expansion on the participant's own exercise of projection in the direction of the time ahead, as well as, the critical self-perception as agents able to influence others with the expertise of a future profession. An example of what was previously mentioned is shown below on artifact #4, due to the student recognizes the dimensions, needs, and purposes in the socio-political context in which a lawyer is immersed to, being this an evidence of an individual's critical behavior.

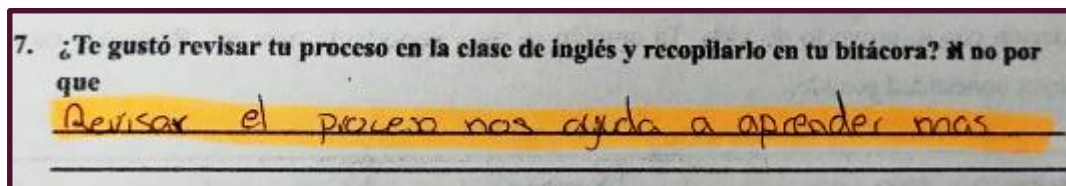


[Artifact #7, Lesson #3 This is my job, Student #7, May 10th, 2022]



[Journal #8, Lesson #3 This is my job, Student #4, May 10th, 2022]

Thereby, through the previous extracts was demonstrated the educational aim proposed by Freire called Humanization. It involves a set of values such as critical thinking, trust, love, hope, and humility. They are exposed by the students at the moment of being subjects aware of their context in which they have a personal duty to contribute to society by making “more justice” and “taking care of the mental health”. Added to that, this humanization perspective is manifested through the participant view on journal #8, since the student displays the impact of the task in the hope of achieving her future dreams. To sum up, it is a significant outcome since it discloses a personal relationship between the students with the world and their perception as human beings obtained from the use of critical pedagogy.



[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #4.]

7. ¿Te gustó revisar tu proceso en la clase de inglés y recopilarlo en tu bitácora? si no por que

Si. Por que vi todo lo que hice en cada clase y me gusto el resultado final

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #10]

2. ¿Te gustó trabajar sobre el proyecto de vida? Si  No  ¿Por qué?

Sí porque me gustó escribir mis sueños, metas y proyectos que son mi ideal por mi futuro

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #17]

2. ¿Te gustó trabajar sobre el proyecto de vida? Si  No  ¿Por qué?

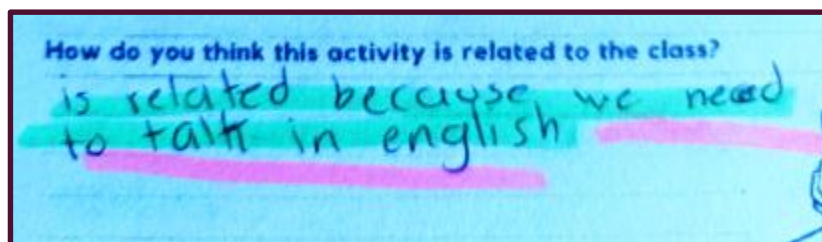
Sí ya que es algo en lo que deberos pensar para poder pensar en nuestro futuro, en que queremos ser y que queremos hacer

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #19]

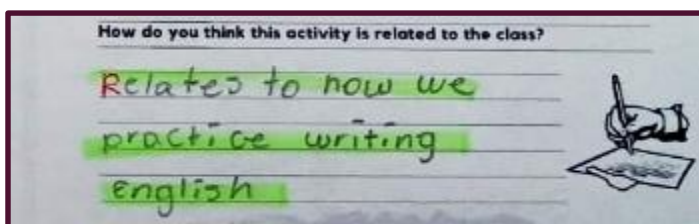
As it was mentioned above, the students were able to reflect on their future by developing various activities during each of the cycles. At the same time, as shown above on the students answers for the final questionnaire, data revealed the positive impact of the project. The students recognized the implication that the process of building a project with those personal topics had on their future as well as with the learning of English as a second language.

**Subcategory #2 Raising awareness towards the importance of productive skills.** This subcategory presents the findings regarding the awareness towards the use of productive skills employed by the students to develop the activities during the cycles; specifically, those relating the consciousness

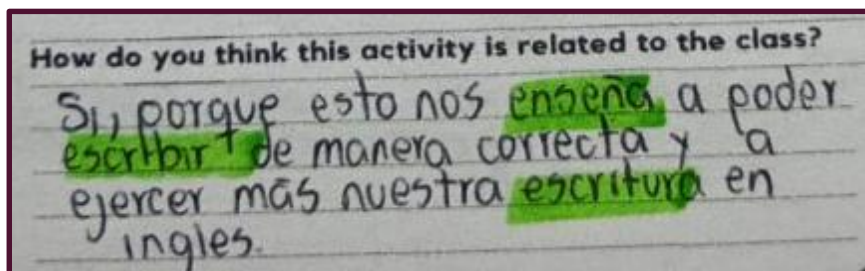
that the seventh-graders manifested about the skills throughout their written journals, and the final questionnaire. Essentially data revealed that due to the different lessons, a number of pupils developed an appreciation for the creation of the life project and the majority of them saw the relation of the EFL class with the activities.



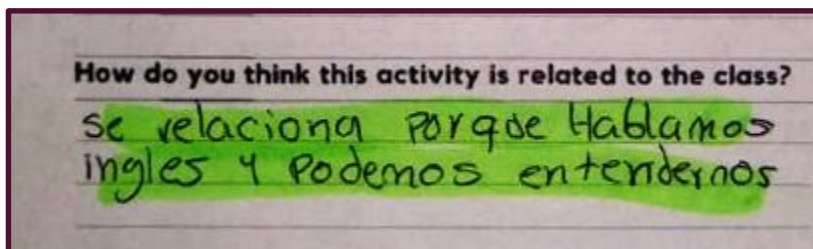
[Journal #9, Lesson #6,  
Reflecting about my  
relationships, 7th of June, 2022]



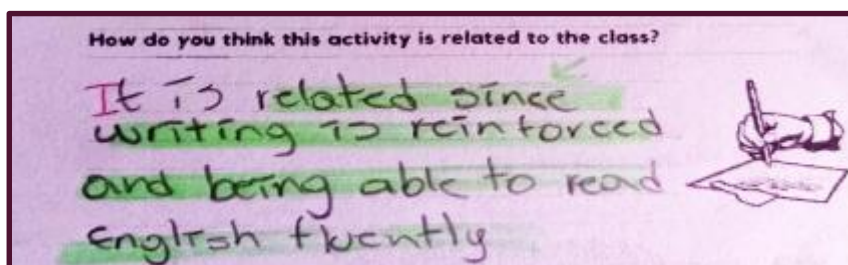
Journal #10, lesson #1 My  
autobiography, 26th of April, 2022]



Journal #11, lesson  
#1 My autobiography, 26th  
of April, 2022]



[Journal #12, lesson #7 From  
my life to my words, 14th of  
June, 2022]



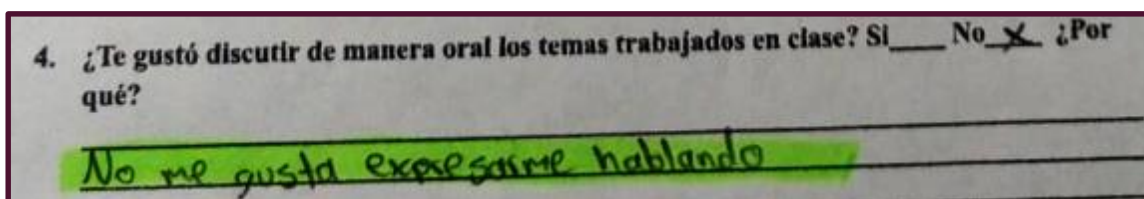
[Journal #8, Lesson #3  
This is my job, Student #4,  
May 10th, 2022]

Those excerpts taken from the journals also displayed how students used them as a means of self-expression in which they were aware of the productive skills usage during the task developed. Although not all students felt comfortable with the speaking practices, a greater number of the students used the journal as an alternative manner to communicate it. Moon (2006) suggests the use of journals as a means of enhancing the development of critical thinking and epistemological maturity. (P.46). Ergo, journals provide a tool of enabling apprentices for exchanging ideas.

Adversely, data also demonstrated that speaking skill is a difficult skill to perform. The field note extracts and journals displayed below illustrates this affirmation.

“One participant said: “I don’t want to participate because it is difficult for me to speak in English, it is easier to write it”

[Field note, Lesson 6, Reflecting about my relationships, June 07th, 2022 Lines 16-17]



[Final Questionnaire, September 20<sup>th</sup>, 2022. Student #17]

“At the moment of making the short performance, the majority of students were shy to share their preferences with the class”

[Field note #3, Lesson #3 This is my job, May 10th, 2022, Lines 12-14]

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? Si \_\_\_ No  ¿Por qué?

Porque me da pena hablar en público pero es una buena manera de aprender a pronunciar

[Final Questionnaire, September 20<sup>th</sup>, 2022. Student #26]

These passages displayed that although one of the aims of the proposal was to reinforce the speaking skill, the perception of the students after trying to perform any speaking practice was negative. The participants admitted the avoidance to the verbalization of their thoughts.

On the other hand, Freire (1970) stated that true dialogue is part of the learning process. Although many students manifest the big deal that to talk in English represents for them, others also share their consciousness in regard to the use of it to learn better. The fragments below taken from the final questionnaire revealed that students admit how dialogue is a crucial element for learning. It is clearly illustrated in the student' comment "discutiendo los temas de manera oral puedo entenderlo de manera más sencilla".

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? Si  No \_\_\_ ¿Por qué?

Si ya que pudimos dar nuestro punto de vista frente a los temas que trabajamos y pudimos entender los temas al dialogar en clase

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #21]

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? Si  No \_\_\_ ¿Por qué?

Porque discutiendo los temas de manera oral puedo entenderlo de una manera más sencilla

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #26]

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? Si \_\_\_ No  ¿Por qué?  
 Porque me da para hablar en público pero es una buena manera de aprender a pronunciar.

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #24]

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? Si  No \_\_\_ ¿Por qué?  
 porque es una buena forma de dialogar.

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #22]

It is important to highlight that dialogue was executed thanks to the specific situated productive activities which enabled students to communicate their feelings and ideas. Hence, the previous excerpts also disclosed how literacy took place within the implementation due to it was seen as a social space to interact among students while they reinforced their knowledge. The next extracts showed how the productive skills were used within the EFL classes together with the creation of the life project.

1. ¿Cómo te has sentido en la clase de inglés?  
 a. Interesada      b. Motivada      c. Apática      d. Aburrida  
 e. Otro ¿Cuál? \_\_\_\_\_  
 ¿Por qué?  
 porque me gusta aprender sobre el idioma y hacerle con el proyecto de vida es más interesante.

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #30]

3. ¿Te gustó escribir en la clase de inglés? Si  No \_\_\_ ¿Por qué?  
 sí ya que el tema en el que escribimos es algo muy interesante y también aprendimos a escribir mejor.

[Final Questionnaire. September 20<sup>th</sup>, 2022. Student #35]

The preceding fragments showed that the majority of the seventh- grade apprentices found the activities and assignments carried out in the EFL class were implemented for improving the productive

skills. Accordingly, with the data collected it also evidenced that the written code is a preferred ability over the speaking code for expressing themselves. Still, they have also recognized that by speaking they are aware of the co-constructed knowledge they have gained through their real life connections within the situated productive skills learning in the class.

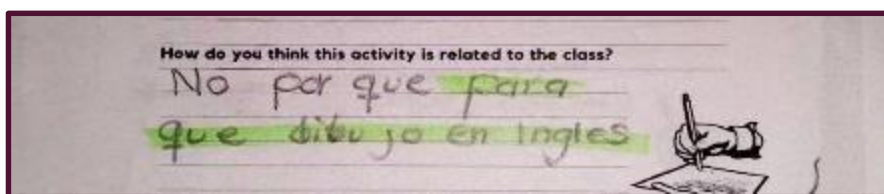
***Category #2: Student's responses towards the reflection upon the life project: Showing different reflection levels.***

First and foremost, during the intervention, making a project by thinking about the future was one of the aims alongside fostering reflective practices on the student's learning process. In that regard, this category emerged after recognizing the reflective practices within the journals and artifacts as products of the intervention. The University of Sydney (2019) declares that reflective practices occur when individuals are asked to connect the practice and the theory that is presented to them. In obedience to that, with the rubrics designed for this analysis, there were underpinned three reflection levels: the descriptive level, the analytical level, and the analytical reflection level. The first one alludes to the lowest reflection level in which the student does not make inferences and does not identify connection between the learning process and the practice. The second one, refers to a medium level where the student starts to conceive alternative perspectives based on opinions and personal or external experiences. The last level is the critical reflection in which the student achieves an even broader perspective and is able to connect the insights from previous interpretations with the new inputs of knowledge. At the same time, within the process of analytical reflection the individual develops new discernments (University of Sydney, 2019). In regard to each reflection level there are three criteria proposed to classify them, those are; below expectations, meets expectations, and exceeds expectations [see annex 11].

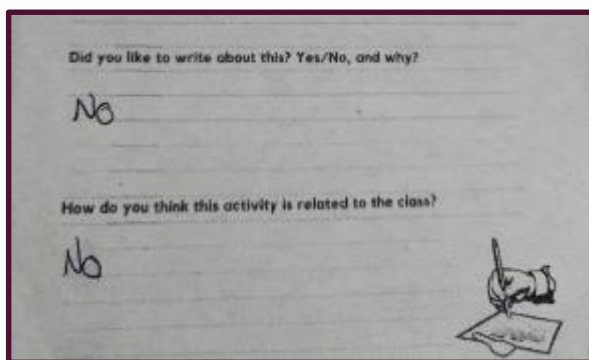
Account taken of what was previously stated, in this investigation, the material gathered revealed that the students were able to make use of the reflective practices in which the first two levels of reflection previously mentioned were evident and the third level was subtly achieved. In fact, in order to

support such assumption, two subcategories came out: *Descriptive reflection level on students' outcomes*, and *Form the analytical reflection towards the critical reflection level on students' insights*.

**Subcategory #1: Descriptive reflection level on students' outcomes.** This subcategory gathers the findings concerning the reflection that seventh- graders manifested during the EFL classes. To start, the descriptive reflection level was denoted from the beginning of the intervention since the students were not able to make connections between the concepts presented with the class. The following excerpts taken from the journals of the second lesson showed the descriptive reflection level. The instruction was to make a drawing of their dreamed place to live and to write about it in order to have a space to think and project into their future using the English language but some students did not find the sense of doing it.

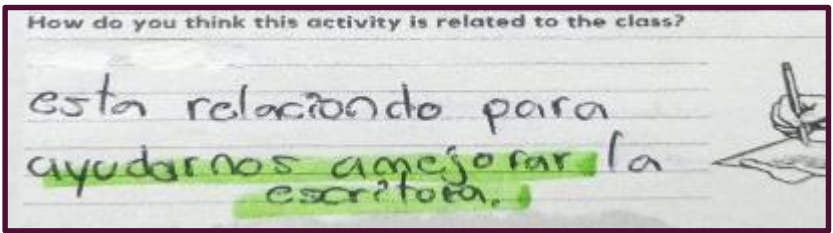


[Journal # 1, Lesson #2 My dreamed place to live, May 3rd, 2022,]



[Journal # 2, Lesson #2 My dreamed place to live, May 3rd, 2022,]

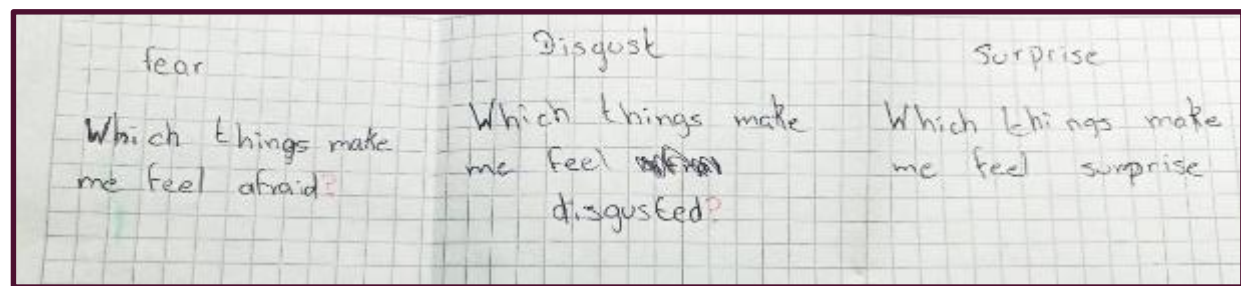
The journal in which the student answered with the word “No” to the question “How do you think this activity is related to the class?” displayed that the student is not recognizing or creating the links into the scenarios she was exposed to.



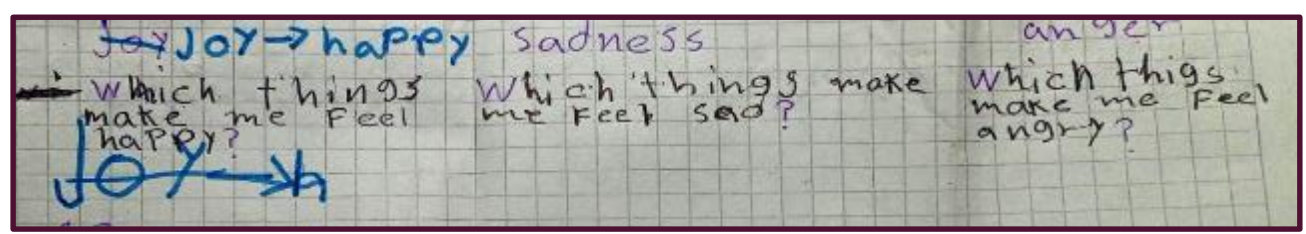
[Journal # 3, Lesson #2 My dreamed place to live, May 3rd, 2022,]

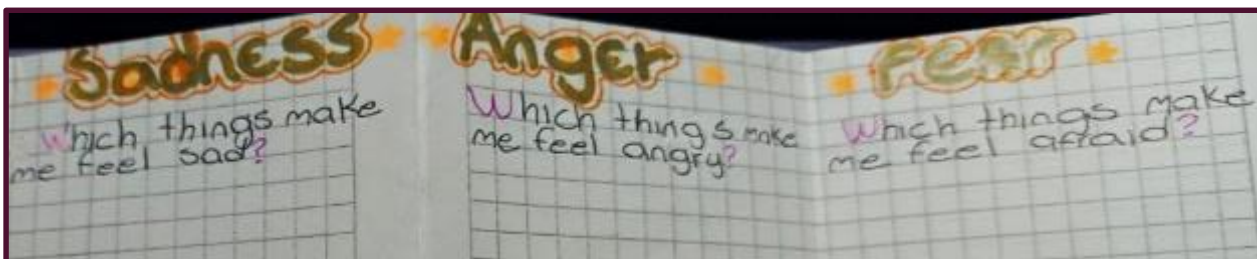
Based on the artifacts collected, the students demonstrated a little abstraction, which means the individual is not generating ideas or insights from the task performed. In relation to the excerpts above, the only benefit they found in imagining their future home and writing about it was to reinforce that skill instead of reflecting on their life project. Consequently, it is evident that the students could neither go beyond the academic practice of writing nor to relate the task to their background knowledge to create new perceptions from the theme worked up.

[Artifact # 1, Lesson #5 My emotions, Student #1 May 31st, 2022]



[Artifact # 2, Lesson #5 My emotions, Student #2 May 31st, 2022]

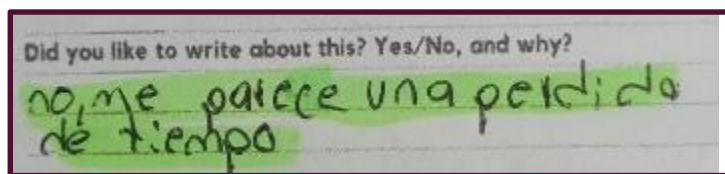




[Artifact # 3, Lesson #5 My emotions, Student #3 May 31st, 2022]

In this framework, the previous excerpts exemplify the descriptive level of the students given that for the development of the accordion book, there was enough time provided for the students to reflect upon their emotions and answer the questions related to them. Anyhow they limited themselves to only writing the questions but not formulating the answers or not thinking about them directly, it revealed that it was difficult for them to connect their experiences keeping themselves in a superficial stage for developing a conscious activity.

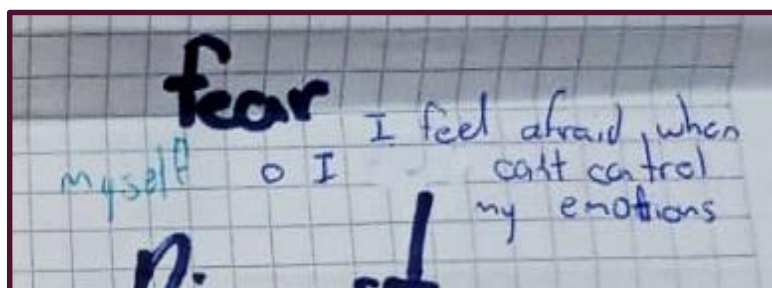
Lastly, the upcoming pieces taken from a journal disclosed another proof of the descriptive level as a student outcome. It emerged during the elaboration of the final binnacle, for this practice, the student should create their own folder as a way to gather all the material designed by them as part of their life project. However, the student expressed in the journal her honest opinion about the task, she argued that it was not useful because it was a waste of time. That demonstrates that she did not make connections between the EFL class to the process of her life project construction.



[Journal #4, Lesson #3, Designing my final Binnacle, May 10th, 2022]

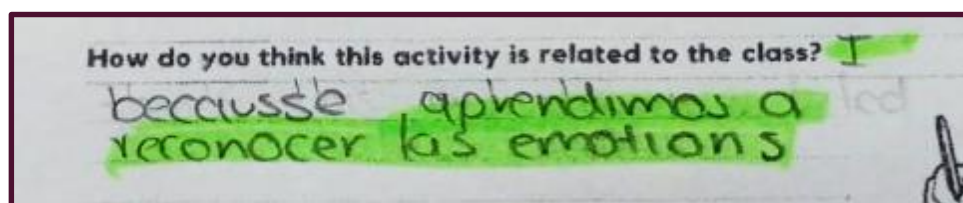
**Subcategory #2: From the analytical reflection towards the critical reflection level on students' insights.** This subcategory presents the findings concerning the evidence found on the student's artifacts, recordings, journals, teacher's field notes, and the final questionnaire, in regards to the

participant's analytical reflection level. Fundamentally, data revealed that, within the tasks developed, the students encounter themselves in a reflective practice while thinking about the ideas, plans, or expectations they might have about their future along with the connections that could bring thinking about those aspects during the EFL class. The excerpts below illustrate the reflection level of the students while performing different activities.



[Artifact # 4, Lesson #5 My emotions, Student #4 May 31st, 2022]

This piece, taken from one of the artifacts named “*accordion book*” exemplifies the analytical reflection level of a student since the students had the task of identifying their emotions and what things trigger them. Moon (2006) stated that emotions come into play within this type of reflection. The picture showed that she could express her difficulty in managing her emotions. The student evidences making conclusions within her hindsight of experience.



[Journal #5, Lesson #5, My emotions, May 31st, 2022]

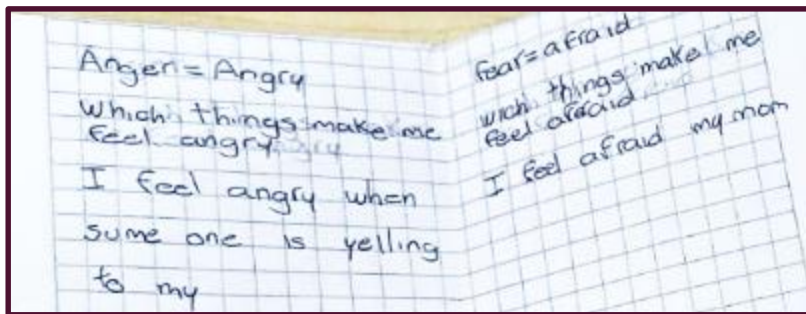
Similarly, this extract taken from a journal of the same lesson showed how the student recognizes the relevant purpose of the activity. In her affirmation is evident the analytical level due to the fact that she achieves to relate the use of the language within the application of the activity.

What did you learn from the topics viewed in class?  
 “Aprendimos a expresarnos mejor”

[Recording #1, Lesson #5, My emotions, Student #1, May 10th, 2022]

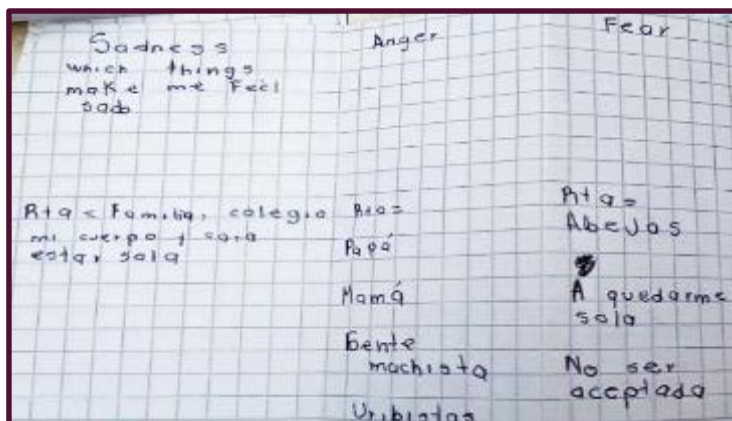
Likewise, the expression taken from the recording discloses a personal perception after having the input of the language with the reasoning of thinking about her emotions. It corresponds with the analytical level because she is raising awareness of her own analysis.

In the light of the previous assumptions, it was detected the analytical level in the three instruments given that the students were able to make their own conjectures from the events. Hatton & Smith (1995) suggested four levels of reflective writing; *descriptive writing*, *descriptive reflection*, *dialogic reflection*, and *critical reflection*. In relation to this subcategory, the dialogic reflection is significant because the authors assert that this reflection is analytical since the reflector demonstrates a “stepping back” in which he or she explores events and actions by using judgments to make hypotheses. Given what has been said, the dialogic level is illustrated in the above excerpts owing to the students having to recall their internal experiences and their emotions for contributing to the learning process while also making personal conjectures to renew their intellectual composition.

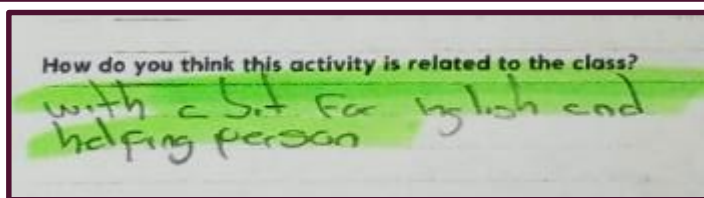


[Artifact # 5, Lesson #5 My emotions, Student #5 May 31st, 2022]

Notwithstanding, there are grounds to affirm that there exists a transition between levels 2 (analytical level) and 3 (the critical level). Hereinafter, the extracts will expose how some students demonstrate a certain analytical level but at the same time unavoidable critical reflection.



[Artifact # 6, Lesson #5 My emotions, Student #6 May 31st, 2022]



[Journal #6, Lesson #4 Helping means caring, Student #6, May 24th, 2022]

The excerpts shown above, exhibit the scope towards the critical level of reflection of the students while performing the activity as well as after doing it. The execution of the activities guided them into a deeper understanding and framing of ideas, having a metacognitive process that engages their lives, backgrounds, and previous knowledge. Following that line, the artifact #6 presented in this subcategory in which the student uses “gente machista” and “uribistas” depicts her awareness of multiple events being influenced by different insights like socio-political perspectives.

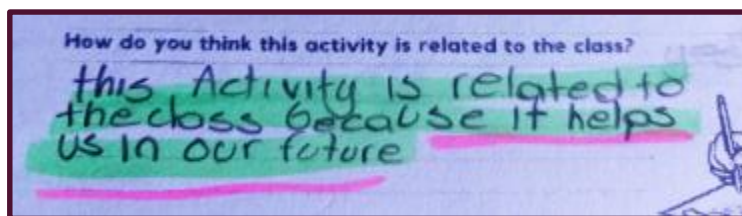
Thereupon, the journal also discloses a social perspective when the student express “helping person” the participant could dimension the influence of the activity into challenging their actions (analytical reflection) when thinking about ways for helping other people, this also takes part on their

autoconstruction process by directing their actions towards contributing to a collective context (critical reflection). She is making inferences about the task done and creates inquiries about it.

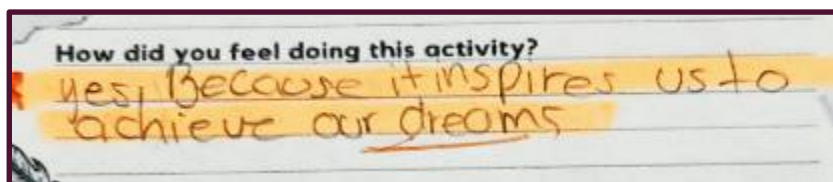
“One of the students shared to me during the activity that she doesn't like to talk or write about her emotions”

[Field note #2, Lesson 5, My emotions, May 31st, 2022. Lines 14-15]

Correspondingly, in the field note the student expressed her difficulty for convey emotions, that type of reflection corresponds to the analytical level due to she recognizes the effect that feelings caused on her, this reflection is based on previous experiences. However, at the moment in which she is clearly raising awareness of her own thinking, the reflection becomes critical.



[Journal #7, Lesson #6 Reflecting about my relationships, Student #7, June 7th, 2022]



[Journal #8, Lesson #2 My dreamed place to live, Student #8, May 3rd, 2022]

Finally, these extracts taken from a student's journal shows the critical level of reflection achieved by the participants due to the awareness on the impact of the activity upon her future, going beyond the academic knowledge input and making their personal inferences.

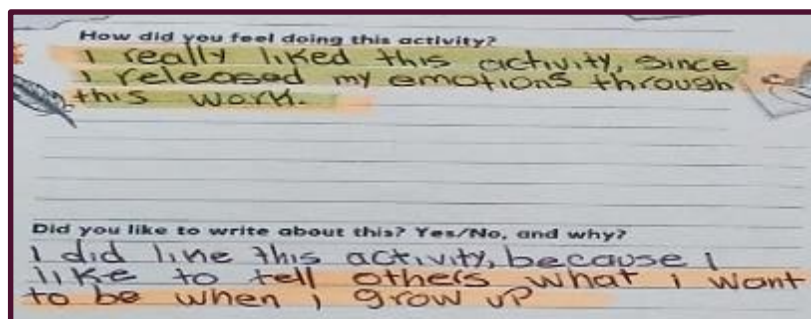
### ***Category #3: Students' responses towards the PBL lessons.***

The last category illustrates the responses either positive or negative from the students towards the EFL lessons applied considering their personal experiences. Fundamentally, it was disclosed that PBL is an appropriate approach for developing interesting EFL classes and engaging tasks due to the fact that students confirmed a high level of interest in the activities, which is a meaningful element to facilitate the

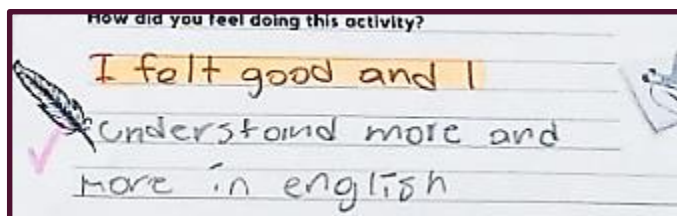
learning process. In compliance with Erdem (2012) some of the contributions of PBL include its application in helping students to understand conceptual knowledge as well as to increase their “interests, curiosity, and eagerness” (p.2). Implementing the lessons planned under the PBL approach there were evidenced responses that the participants had, in accordance with their inclinations, the links they could develop in regards to the topic, and its disclosure during the class.

**Subcategory #1: Focusing on the self is a key topic to prompt EFL classes.** This subcategory emerged from the data collected regarding the type of lessons that were intended for the students to have a deep thinking practice into their own perspectives, experiences, reflections, and thoughts, as well as, the lessons that had an outsider perspective which implies thinking about others by having a sense of community. Following the previous idea, data evidenced the full engagement to the activity developed.

In the following fragments taken from the journals corresponding to lesson 3 “*This is my job*” students showed their enthusiasm and active participation in expressing a possible career to study.



[Journal #1, Lesson #3 This is my job, Student #1, May 10th, 2022]



[Journal #2, Lesson #3 This is my job, Student #2, May 10th, 2022]

Did you like to write about this? Yes/No, and why?  
 si me gusta porque es sobre que me  
 gustaria ser cuando grande.

[Journal #3, Lesson #3 This is my job,  
 Student #3, May 10th, 2022]

How do you think this activity is related to the class?  
 It helps us to know  
 something new and  
 also to decide what  
 we want to do.

[Journal #4, Lesson #3 This is my job, Student  
 #4, May 10th, 2022]

Did you like to write about this? Yes/No, and why?  
 Yes, because it's what I want  
 to be when I grow up.

[Journal #5, Lesson #3 This is my job, Student  
 #5, May 10th, 2022]

“I felt that even though this was a difficult task the participants showed interest on the activity.”

[Field note #3, First cycle May 10th, 2022. Lines 15-16]

Those journals evidenced how much they liked the lesson since they had the opportunity to express themselves, they also had a good perception of talking about possible professions they would like to study. Additionally, data revealed how they think the activity is related to the EFL class because they had the possibility of writing in the English language. Likewise, on the field notes, the data evidenced reciprocity with the information taken from the journals.

Nonetheless, data also illustrated that not all of them showed equal enthusiasm for the activity developed in lesson 4: *Helping means caring*. Students did not show the same level of interest, even though, some claimed that it was not related to the English language. The next journals show the contrasting opinion of the participants in regards to the likenesses to write or to work on as tasks.

How did you feel doing this activity?  
Excellent

Did you like to write about this? Yes/No, and why?  
No

How do you think this activity is related to the class?  
No

[Journal #2, Lesson #4 Helping means caring,  
Student #2, May 24th, 2022]

[Journal #1, Lesson #4 Helping means caring,  
Student #1, May 24th, 2022]

How did you feel doing this activity?  
I feel so bored

Did you like to write about this? Yes/No, and why?  
No, because it's so bored

How do you think this activity is related to the class?  
is related because we need to write in english

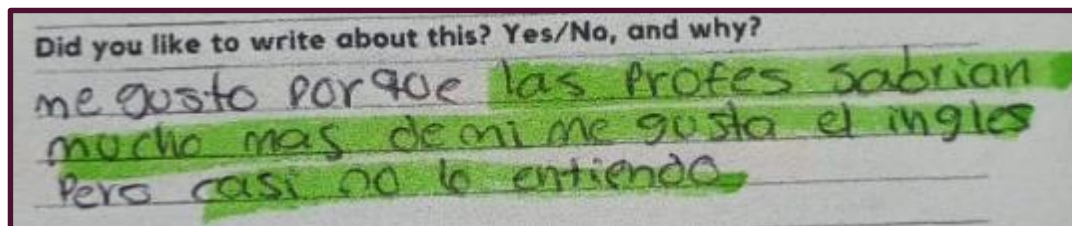
“I could also notice a difference in the student's attitude towards the lesson being a little less motivating for them than the previous lesson's activities.”

[Field note #4, Lesson #4 Helping means caring, May 24th, 2022, Lines 14-16]

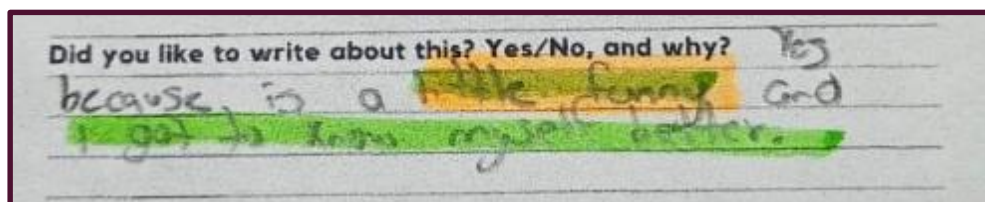
In both journals the students stated in different ways their disappointment regarding the activities, the first participant saying that the activity was boring and the second one writing down a strong “No”, to express that she did not like the exercise. Additional to this, the field note also evidenced a low performance on the assignment. It is important to highlight that this lesson was the only one focused on the community and the one that had the most negative response in comparison to other lessons implemented. Data illustrated two significant aspects; first, the activities focused on the self were more successful than the one that was thought on the social aspect. Alternatively, the disagreement was so severe that the student did not have the willingness to express herself beyond the word “No”.

The next excerpts denote, on one hand, the high interest in the activity from the student because they said “it is funny”, and “I liked it” expressing that they were engaged with that task. On the other hand, they liked that the teacher knew more about them. It is important because when the teacher is

involved in the ideas that recall previous experiences from the students it allows the teacher to explore and know which type of specific activities are satisfactory to develop EFL classes.



[Journal #1, Lesson #1 My Autobiography, Student #1, April 26th, 2022]



[Journal #2, Lesson #1 My Autobiography, Student #2, April 26th, 2022]

While the aforementioned evidenced a big impact in regards to the topics of the lesson, there is another crucial issue that positively affects the development of the EFL class. By checking the information gathered, in the journals and the field notes for the first lesson. It is clear that the participants made a big effort to complete the assignment successfully.

“Since the beginning of the class, the participants showed big interest. They felt motivated and they were asking all types of questions regarding vocabulary to describe their ideal home”

[Field note #2, Lesson #2 my dreamed place to live, May 3rd, 2022. Lines 1-3]

“I felt that even though this was a difficult task the participants showed interest in the activity.”

[Field note #3, Lesson #3 This is my job, 10th, 2022. Lines 15-16]

Lastly, the previous extracts showed a big engagement with the activities developed.

Accordingly, Ortega (2002) motivation is the disposition of an individual to carry out a task. (p.31). He remarks that learners can learn more effectively when motivation is worked during the EFL class. In

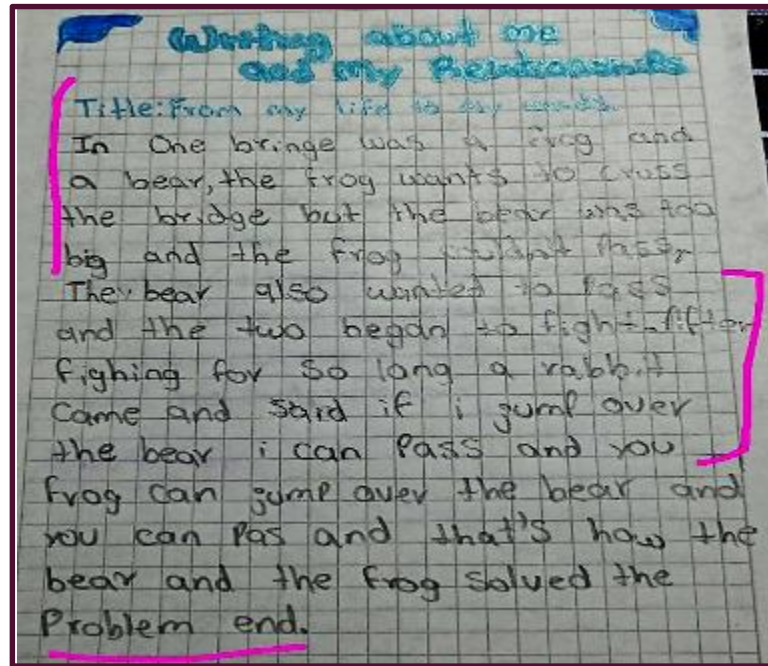
addition to this, the motivational factor is one of the benefits of PBL. Thus, learners develop their own learning by being attached to activities in accordance with their talents, interests, physical, and psychological disposition.

a. Interesada      b. Motivada      c. Apática      d. Aburrida  
 e. Otro ¿Cuál? \_\_\_\_\_  
 ¿Por qué?  
 Porque es algo muy divertido y me gustaria  
 seguir aprendiendo mucho más de estos temas  
 que nos han venido explicando.  
 2. ¿Te gustó trabajar sobre el proyecto de vida? Si  No \_\_\_\_\_ ¿Por qué?  
 Porque es algo muy divertido e interesante que  
 nos motiva a seguir aprendiendo mucho más  
 cada día.

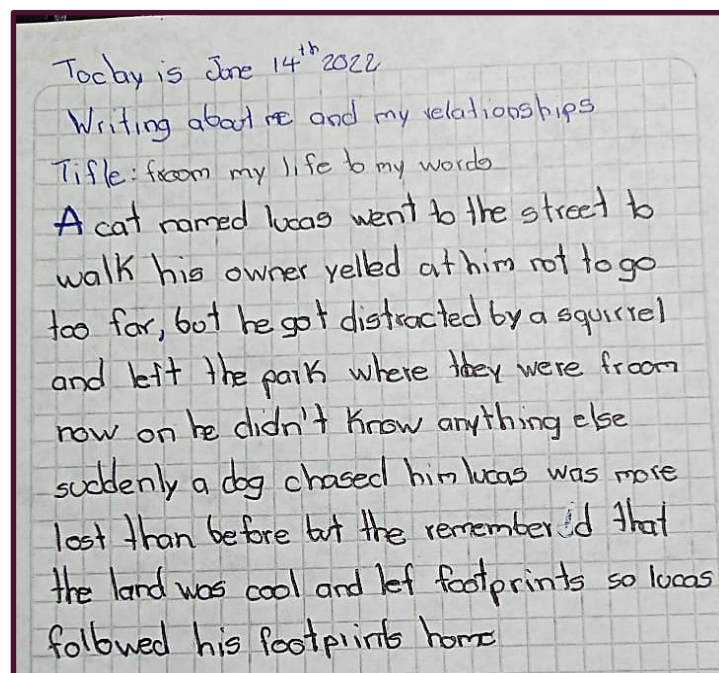
[Final Questionnaire.  
 September 20<sup>th</sup>, 2022. Student  
 #33]

**Subcategory #2: Imagination and creativity for writing.** This subcategory emerged after evaluating and contrasting the responses that the students had in regard to tasks that made them create writing works from scratch. The information collected proved how the students used their imagination to complete the activities. According to the rubric used, it was determined that the students followed the process of planning their writing to create a new narrative that can suit the instruction provided.

In agreement with Alves, assumptions on the features of PBL, it is stated that “students are offered a space full of freedom in which they can be creative, work with their own time and use their previous knowledge to approach the challenges in the project” (p.8) Thence, data illustrated that students used their imagination to build a short story.

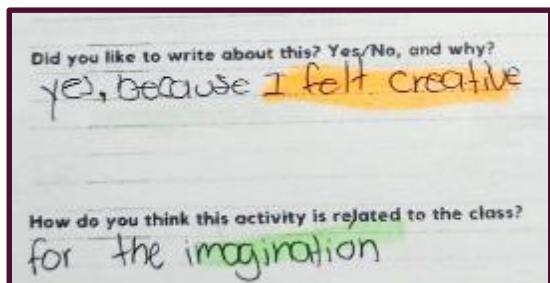


[Artifact #1, Lesson #7 From my life to my words, Student #1, June 14th, 2022]



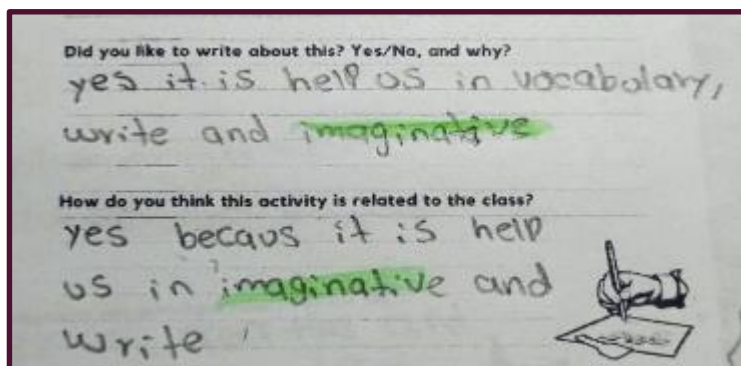
[Artifact #2, Lesson #7 From my life to my words, Student #2, June 14th, 2022]

The above examples showed the creation of a short story related to lesson #7 which is named “From my life to my words” the lesson’s task was planned for the students to create a story after being guided and introduced to the structure of a tale, the plot and two examples. The instruction was that the student took a personal experience or fiction as the basis to create a story with a reflection at the end. Some of the students went beyond the instruction and created a fictional story with a moral at the end, which proves their imagination by linking their invention to a possible real-life scenario. Therefore, the writing activity had a good impact on the students since they were able not only to be in contact with their previous knowledge to build new learning but also dared to use creativity as a tool for using the English language.



[Journal #1, Lesson #6 Reflecting about my relationships, Student #1, June 07th, 2022]

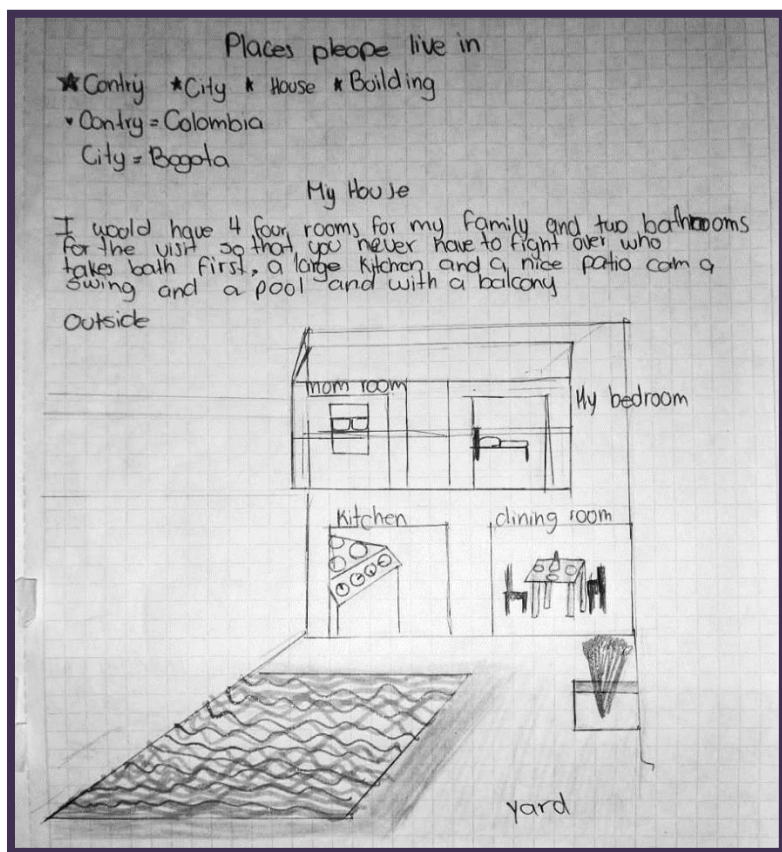
[Journal #1, Lesson #6 Reflecting about my relationships, Student #1, June 07th, 2022]



Following up on what was stated in the journals, the students shared their straight thoughts about the activity, as well as a positive attitude on the performance of the task. Thus, students asserted that they

felt creative and they used their imagination to develop the activities.

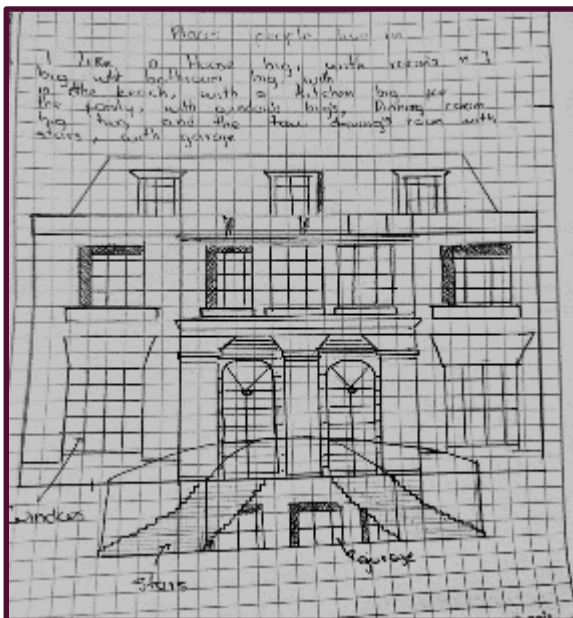
Finally, data displayed that students also used their imagination and creativity in order to make drawings to support their ideas about their dreamed place to live. In accordance with Gladding's assumptions, the visual stimuli in art has a direct relationship among feelings, thoughts, and emotions (as cited in Agung, p.2). In other words, drawings are interwoven with the individual's sensibilities that allow them to communicate something in an artistic way. All in all, the use of drawings is a creative expression. In this case, drawing gave the students the possibility to convey and share their true feelings by creating a piece of visual representation regarding an imaginative place for them to live in the future as might be appreciated below.



[Artifact #1, Lesson #2 My dreamed place to live, Student #1, May 03rd, 2022]

[Artifact #2, Lesson #2 My dreamed place to live,

Student #2, May 03rd, 2022]



[Artifact #3, Lesson #2 My dreamed place to live,

Student #3, May 03rd, 2022]

These data examples prove that the topic “my dreamed place to live” carried out in lesson # 2 allowed students as active participants to think and imagine possible real scenarios in their long future. That means in consonance with Freire’s view gives the students an active role within the EFL class and the opportunity to enrich their self- aspirations to transform their reality.

To conclude this subcategory is meaningful to add the last examples of creativity evidenced on the binnacle artifact produced by the students on the final lesson plan implemented. The next extracts illustrated the big creativity and imagination to compile their previous creations by means of their life project binnacle.



[Artifact #8, Lesson #8  
Designing my final Binnacle ,  
Student #1, September 13rd,  
2022]

The students took the necessary time to create from scratch a binnacle. The example above showed how one student used recycled materials for the cover of the binnacle. Other students create their own bookmark to organize each of the works and create an authentic binnacle. Likewise, some students made use of their abilities using origami, drawings, and lettering to decorate the binnacle.

[Artifact #8, Lesson #8 Designing my final  
Binnacle, Student #3, September 13rd, 2022]





[Artifact #8, Lesson #8 Designing my final Binnacle, Student #2, September 13rd, 2022]

[Artifact #8, Lesson #8 Designing my final Binnacle, Student #4, September 13rd, 2022]

[Artifact #8, Lesson #8 Designing my final Binnacle, Student #5, September 13rd, 2022]



The above mentioned proves the attachment of the participants towards the activity in which they were able to explore their imaginative faculty and put it into practice without the guidance or instruction of the preservice teacher.

It is relevant to mention that it is a significant finding due to the fact that, the purpose of this activity was to engage and motivate the students for building a life project, therefore, the determination during the creation of this binnacles also discloses the relationship between the feelings and emotions that students expressed by means of an artistic piece. As Gladding asserted, the art has a direct relationship between the artist and the product.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of this research study based on the findings

#### Conclusions

This action research project had the purpose to identify the impact of implementing a set of tasks based on seventh-grade students' life projects on the development of their situated productive skills within a framework of critical pedagogy. Consequently, two specific objectives were established:

1. To describe the roles of project-based learning in the enhancement of the students' situated productive skills.
2. To analyze the students' responses to a set of activities based on their life projects to enhance their productive skills within a framework of critical pedagogy.

As a response to the first objective the data analysis revealed that the PBL played two main roles in the enhancement of students' situated productive skills. First, it allows students to reflect upon their future and second, it raises students' awareness towards the importance of productive skills. In relation to the first role, data showed that students attained a reflective process in the matter of their future purposes whose procedure allowed them to think of personal interests, making decisions and critically solve possible concerns in their context. In relation to the second role, data collected disclosed that pupils were capable of recognizing the relevant function of the productive skills usage within the EFL class. Thence, they participated actively and assumed the responsibility of interacting in order to reinforce their abilities demonstrating a high interest during the task development.

In response to the second objective, two types of responses were found. The first one has to do with the student's responses towards the reflection upon the life project. Concerning the reflective level, data evidenced that students achieve a certain level of reflection depending on the task developed. Although not all students achieved the critical reflection level, all students showed at least a minimum level of reflection; those responses were evidenced on the written journals, artifacts, and teacher's field notes. A descriptive level was displayed on those who did not make relation between a task and its relationship with the EFL class as it was shown in chapter V. In relation to analytical towards the critical reflection level, information also displayed that many apprentices demonstrated a transitional process of reflection between both levels due to the fact that some students were challenged to think about future plans and self-aspirations not only as a singular subject but also as social subjects.

The second response relates to the PBL lessons. There were found two kinds of responses. The first one alludes to the students' focus on themselves, findings revealed that apprentices were more engaged with those activities that were related on themselves because they had the opportunity of exploring their interests as well as to share their personal experiences and deepest thoughts. In contrast, during the development of a task focused on the community they did not express the same level of interest. The second one, is connected to the imagination enhancement on the students' writing, information collected within the artifacts illustrated that pupils were capable of use their imagination as a tool for completing the tasks proposed, especially those that required a writing practice. Additionally, specific assignments allowed them to employ creative techniques for finishing the final life project binnacle.

To conclude, it is essential to mention that, in this study, the situated productive skills were worked throughout the creation of students' life projects. Moreover, it was found that when students are at the center of the learning process and the teaching practice looks to encourage and motivate their students

to do their best, apprentices develop an active role where not only manifest their previous knowledge but also they reinforce and exchange abilities with others. Also, it is significant to point out that the use of different strategies in the creation of a life project and reflective practices had a positive impact on the teaching of a second language. In closing, it is a duty for EFL teachers to implement diverse methodologies that promote significant learning for the student, in relation to their surrounding context.

### **Implications**

As above-mentioned, several implications resulted from the implementation and development of this research project; those refer to the institution, teachers, students, and novice researcher's impact.

In connection to the implications for the institution, some aspects can be pointed out. The first one is related to the didactic units planned for the semesters. It is important to assert that within this study it was evidenced that the students have little space to work on their personal perspectives and learn from them during English class. There is an opportunity for the institution to open more spaces for the students that might contribute to their skills enhancement by going beyond the common structural teaching practices for the EFL class, towards understanding English as a situated, and interdisciplinary praxis. The previous idea came out because, during the intervention, the students were able to learn the topics requested on the institutional framework while also reflecting on their life projects. In that sense, the institution can include this type of enriching topic in the lessons to be implemented during the academic year.

The second one revolves around the evolution of the educator's teaching practices which encompasses the approaches they use to prepare their students, their dynamics, the time disposed to diagnose the student's needs, as well as broadening their knowledge concerning the pedagogical basis, taking into account that the students have to be approached in different ways in order to be motivated and

shown other perspectives they can take to learn. Teacher along with the institution have the chance of innovating their praxis by transcending the structural practices of the English language to consider the writing and speaking exercises as situated practices that have a significant contribution to second language learning.

the implications for the participants of this pedagogical intervention, there are fundamental aspects to mention. The first one is the self-reliance that the students have to embrace in regard to their second language learning process, knowing that it is not only a process that can be carried out at school but a process in which they can also involve their insights together with the contexts outside the classroom. The second aspect involves the willingness from the students to start reflecting deeply upon their life projects as well as taking into account their life experiences for further learning processes which directly influence their performance, along with their motivation. The third one requires that the students reach a higher English level in order to clearly express their ideas and to have in that sense a better disposition towards the EFL class. Finally, the students are in charge of encouraging themselves into widening their minds towards adding to the conceptual knowledge learned in school, and the environmental expertise they have, such as making connections between their lives, their emotions, and socio-political aspects that also interfere in their academic development.

Finally, regarding the implications for the pre-service teachers as novice researchers, it can be affirmed that carrying out this study has implicated various aspects. The first one of those is the commitment, responsibility, time distribution, and motivation to effectuate this proposal. During the implementation, the document, the instruments, the plan of intervention, and the researchers' perspectives had multiple reconstruction moments due to each one of those aspects needed to be adjusted according to the student's needs, the purpose of the study, its objectives and the appropriate views to approach the project. From the identification of the problem until the last words written in this document it was a long

and meaningful process in which both researchers went through easy and hard times, full of learnings after daring to set a new proposal to innovate the EFL class. Those aspects imply for the novice researchers the need to keep on working to develop themselves as investigators, taking into consideration all of the obstacles as well as the learnings from this experience for further studies. All in all, this proposal has multiple implications in all characters that are included in the teaching practices and must be considered for future applications.

### **Limitations**

When developing this pedagogical proposal, several limitations emerged. The first and most relevant limitation was the change of population because initially this proposal was thought to be implemented with tenth-graders but due to the institution's unavailability to provide the preservice teacher with a tenth-grade course, the teacher was assigned to the seventh-graders for the pedagogical practice. As a result, we had to restructure the proposal along with the lesson plans in accordance with the new population and their needs. The second limitation was the sanitary emergency for the Covid 19 virus. It did not allow the preservice teachers to perform an observation of the students in order to identify in a closer way students' difficulties in relation to the EFL class.

The third limitation and the most common one during the intervention was the time, the encounters varied from week to week. Some days the students had pending institutional activities that canceled the class, on other occasions the time destined for the implementation was affected by the need of the teacher to finish some topics to evaluate the students and close the semester. Added to this, we had to stop the intervention for a month and a half since the students went on vacation, as well as the preservice teachers, had to wait for the renewal of our social security program in order to continue with our practices. That extends the estimated time of the proposal making the process much more complex.

### **Further research**

This study achieved with a population of seventh graders three objectives, to identify the impact of implementing a set of tasks based on seventh-grade students' life projects on the development of their situated productive skills within a framework of critical pedagogy; to describe the roles of project-based learning in the enhancement of the students' situated productive skills and lastly, to analyze the students' responses after working on a reflective life project. Nonetheless, it is possible to propose future investigators to implement this proposal in tenth or eleventh graders. Lastly, this research had a focus on productive skills, it could be interesting to see this study as a guideline for further investigations in which the receptive skills are also taken as the main feature all by means of the PBL approach, and the student's life project. This idea comes up since both productive and receptive skills are fundamental to developing an integral English learning process.

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## ANNEXES

### *Annex 1 Teacher's interview transcription sample*


<b>Date:</b> March 24th, 2022	<b>Place:</b> Liceo Femenino Mercedes Nariño
<b>Interviewer:</b> Laura Alejandra Gil Alfonso	<b>Interviewee:</b> Yiovanny Silva
<b>Grade in charge:</b> 706	<b>Length:</b> 10 minutes / tape recorder
Question	Answer/ Transcription
¿Podría contarnos sobre su formación académica?	Soy docente normalista, egresado de la normal Montessori. Licenciado de español, Inglés y francés. Tengo una maestría en educación con énfasis en la enseñanza de lenguas extranjeras y soy especialista en docencia universitaria.
¿Hace cuántos años se desempeña como docente de inglés?	Unos catorce, quince años o tal vez más.
¿Hace cuánto tiempo trabaja en esta institución?	De la secretaría de educación desde hace unos veintidós años y en el colegio llevo doce.
¿Sigue algún enfoque pedagógico específico en sus clases?	Hoy en día no creo que ningún profesor siga un enfoque solamente, creo que todos deberíamos ser como más holísticos. Todos debemos usar más de algo de cada uno de los enfoques que existen porque la educación no es cerrada, la educación es muy abierta, muy diferente de la anterior, entonces no, no me centro en un enfoque concretamente porque de todos <u>tomó</u> algoito.
¿Qué tipo de actividades realiza en sus clases?	Bueno, depende de qué tema esté desarrollando. Soy mayormente un profesor activo en la clase junto con mis estudiantes. Generalmente organizo actividades donde mis estudiantes se <u>vean</u> obligadas a interactuar entre ellas y conmigo directamente. <u>Utilizo</u> actividades como juegos, me gusta la mayéutica, las confirming questions. A veces hago canciones, adivinanzas. varias actividades
¿Qué materiales usa para sus clases?	Los recursos con los que cuento en la institución donde laboro son muy limitados, porque trabajo en un colegio público, entonces <u>debo</u>



	rebuscarme. Yo tengo a mi alcance un televisor, a veces lo utilizo para proyectar algunos videos. Tengo una grabadora, la utilizo, utilizo guías que laboro o utilizo. Ahora hay que utilizar y poner las herramientas tecnológicas a nuestro favor. Para qué perder tanto el tiempo diseñando cuando a veces uno consigue otras cosas que le pueden ser útiles. Más bien utilizo mi tiempo para adecuar a las necesidades de mi colegio o de mis estudiantes. Yo soy un body language, muy gestual, luego uno de los recursos que más utilizo que a mis estudiantes les encanta es la forma como yo desarrollo mi clase.
¿Cuáles fortalezcas encuentra en los estudiantes de 706 en el área de inglés?	No es difícil nombrarlas y como tal hay que mirar el contexto. Siempre como profe he pensado que en todo aspecto hay que mirar el contexto. En esta etapa aún son ávidas de conocimiento, son muy dinámicas, son muy creativas entonces aún están saliendo de su niñez, entonces no se avergüenzan con facilidad. A las locuras que al profe se le ocurre hacer ellas se le miden.
¿Qué debilidades considera que tienen sus estudiantes en el área de inglés?	La sociedad es un limitante para mis estudiantes en el sentido que ellas no ven inglés como una necesidad. Lo ven pero lejano, es decir ellas saben lo importante que puede llegar a ser inglés pero como en su contorno, como su parte social, la vida que llevan no lo utilizan frecuentemente, entonces tiende a volverse una costura. Esa parte me parece una debilidad. Entonces en primaria los maestros se limitan únicamente a enseñar por ahí medio vocabulario porque pues tampoco como les interesa mucho profundizar en el tema. Entonces cuando llegan a vocabulario tienen muchas deficiencias y a veces están aburridas. Entonces al maestro de bachillerato le toca duro duro y le toca tratar de rescatar una parte dormida que es la motivación del aprendizaje de la segunda lengua.
¿Cuál es la habilidad en lengua inglesa más difícil de trabajar en el aula?	Bueno, una cosa es decir cual es la más difícil y otra cosa es que uno no la trabaje. ¿Cual es la habilidad más difícil de trabajar? Pues conjuntamente tanto el listening como el speaking. Listening pues por la falta de vocabulario es difícil que las chicas logren comprender así sean audios cortos o básicos y el speaking porque de todos modos el temor

	vocación. Necesitan excelentes maestros que quieran dedicar su vida a preparar trasnocharse, llevar para la casa, organizar, levantarse temprano y acostarse tarde, no tener fines de semana.
¿Se ha trabajado desde el área de inglés el proyecto de vida de los estudiantes?	Me parece una pregunta demasiado trillada. Diferente si uno pone en el contexto real o el contexto social lo que se ve en clase. pero que uno esté diciendo que su proyecto de vida esté basado en inglés es una gran mentira porque no todos van a estudiar idiomas y eso tampoco es que les vaya a marcar su destino, es importantísimo si pero no. Si se enseña que lo que están aprendiendo se puede aplicar en su vida diaria de tal manera pero no me parece que sea fundamental.
¿Considera posible e importante articular el proyecto de vida con la lengua inglesa?	Me parece importante articular lo que se enseña con la utilidad que se le puede llegar a dar en un momento determinado.
¿Qué consejos, comentarios, sugerencias y/o recomendaciones puede darnos a las maestras en formación para tener en cuenta en el aula?	Yo soy maestro por vocación, soy normalista, es decir tengo título como maestro desde los 17 años que me gradué de la normal. A mi edad no me canso de ser maestro, pero soy muy responsable. Llego a clase con clases preparadas, con las preguntas y respuestas preparadas, preparado para lo que me puedan preguntar mis estudiantes. Se maneja un tablero, detesto un material mal manejado, las universidades hoy en día no le dan importancia a esto. Si un maestro es organizado, los estudiantes lo serán porque saben a qué se enfrentan. Les aconsejo que revisen si esto es realmente su profesión porque esto no es para hacerse rico o millonario ni para tener paz, esta es una profesión de corazón y pesada. Si deciden continuar con esto que siempre estén preparando sus clases y que sean dinámicas, no vale hoy en día y no valía hace un tiempo cuando yo era estudiante, un maestro que da solo catedra, catedra y cátedra porque hay que darla porque es importante pero es importante que el maestro que se prepare y que prepare muchas dinámicas porque no es lo que se diga sino cómo se diga.

## Annex 2: Characterization questionnaire


**UNIVERSIDAD PEDAGÓGICA NACIONAL**  
 Characterization Questionnaire

Fecha: 22 de marzo de 2022      Género: F X M X

Encuesta Inicial: **Háblanos de tu clase de inglés**

¡Hola, querido estudiante!


El día de hoy queremos invitarte a responder un cuestionario que busca conocer tu experiencia con el inglés. No te alarmes, tu identidad no será revelada, solamente usaremos tus respuestas, por lo cual agradecemos que seas honesto al responder.

Mencionar que queremos mejorar su habilidad...

Este cuestionario está diseñado con el fin de recolectar información académica para el desarrollo de una investigación llevada a cabo en la Universidad Pedagógica Nacional a cargo de las docentes en formación Laura Alejandra Gil Alfonso y Alison Daniela Rincón Vanegas.

Edad: 12

1. ¿Dónde vives? Villa de los alpes
2. ¿Con quién vives? Con mi mamá y abuela
3. ¿A qué estrato socio-económico perteneces? 3
4. ¿Cuánto tiempo llevas en el colegio? 2



**Experiencias de formación**

5. ¿Te gusta el inglés? me encantan
6. ¿Cómo te sientes cuando hablas en inglés?  
mal por que no lo se pronunciar
7. ¿Cómo te sientes cuando escribes en inglés?  
bien por que lo se escribir
8. ¿Consideras que es importante aprender inglés?  
Si X No    ¿Por qué? por que nos abre puertas
9. ¿Cómo ha sido tu experiencia con el aprendizaje del inglés? Marca con una X  
Excelente    Buena X Regular    Mala
10. ¿Has tomado clases de inglés externas a las del colegio?  
Si    No X ¿Dónde?
11. Marca con una X. De las cuatro habilidades listadas a continuación ¿En cuál consideras que te va mejor? (Hablando, leyendo, escribiendo, escuchando. Puedes marcar más de una)  
-Listening X  
-Speaking /  
-Writing X  
-Reading
12. ¿En cuál habilidad consideras que NO te va mejor? (Puedes marcar más de una)  
-Listening X  
-Speaking     
-Writing     
-Reading



¿Por qué? por que no se pronuncia  
el ingles

13. ¿Cuántas horas de inglés tienes a la semana? 8
14. ¿Qué tipos de actividades hacen en la clase de inglés? Marca con una X
- |                                   |                     |
|-----------------------------------|---------------------|
| -Ejercicios de Gramática <u>X</u> | -Juegos <u>X</u>    |
| -Talleres <u>X</u>                | -Dictados <u>X</u>  |
| -Lecturas _____                   | -Exposiciones _____ |
| -Guías <u>X</u>                   | -Canciones _____    |
| -Otras _____                      |                     |
15. ¿Qué tipo de materiales o recursos se usan en la clase de inglés?
- |                           |                           |
|---------------------------|---------------------------|
| - Libros _____            | - Grabadora _____         |
| <u>X</u> Fotocopias _____ | <u>X</u> Video Beam _____ |
| <u>X</u> Televisor _____  | <u>X</u> Tablero _____    |
| - Otros ¿Cuáles? _____    |                           |
16. ¿Te gusta tu clase de inglés? Sí X No \_\_\_\_\_ ¿Por qué? me hace perder y me  
enseña otro idioma
17. ¿Cuáles son tus actividades favoritas en la clase de inglés?  
los dictados
18. ¿Qué otra clase de actividades te gustaría que se incluyeran en la clase de inglés?
19. ¿Qué temáticas se han trabajado en las clases de inglés?  
Fotocopias
20. ¿Qué otro tipo de temáticas te gustaría ver en tu clase de inglés?
- |                    |
|--------------------|
| -Ciencia <u>X</u>  |
| -Matemáticas _____ |
| -Música _____      |
| -Artes _____       |
| -Otro: _____       |
21. ¿Alguna vez han trabajado sobre proyecto de vida en la clase de inglés?  
Sí No  
-Si tu respuesta fue NO ¿Te gustaría que se hiciera? Sí X No \_\_\_\_\_  
¿Por qué? es necesario hablar de lo que nos gusta
22. Escribe en clase de inglés, si no, ¿Qué tipo de cosas escribes?
- |  |
|--|
| -Escribo lo que veo en el tablero <u>X</u> |
| -Oraciones _____                           |
| -Párrafos _____                            |
| -Otro: _____                               |
23. ¿Qué te gusta hacer en tu tiempo libre?  
leer y montar esteit

¡Gracias por tu participación!

## Annex 3: Initial test



## Initial test

## 1. Introduce yourself by answering the following questions.

What is your name?

\_\_\_\_\_

How old are you?

eleven years old

Where do you live?

villa del rio

What hobbies do you have?

\_\_\_\_\_

## Emma's Daily routine

My name is Emma. I am twelve years old and I am English. I live with my family in the south of England. My day usually **starts at 6:40**. When I get up, I go to the bathroom first; I brush my teeth and then I take a shower. After that I comb my hair and get dressed. I always have breakfast with my mom **at 7:15**.

I usually walk to school, **classes start at 8:00 o' clock**. I like Science and I have **two breaks, at 11 and 1 o' clock**. I eat a sandwich and drink orange juice. I also play with my classmates in the playground. **School finishes at 3:30** and my dad picks me up and we come back together. After lunch, I do my homework and play with my brother. We have **dinner at 7:45 and** I often set the table. **At 9:30** I go to the bathroom to brush my teeth and put on my nightdress. Before I go to sleep I listen to music on my MP3 player. Finally at 10 o'clock I sleep.

## 1. Read the text and answer true or false

Emma never gets up early.

Emma always go to the bathroom after she wakes up.

Emma sometimes has breakfast.

Emma and her dad go back home together.

T F

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 2. Organize the sentence in the correct order

- start / 8 / classes / at / o' clock /

Classes start at 8 o'clock

- like / Mp3 player / on / listen to / music / I / my / to

I like listen to music to my MP3 player

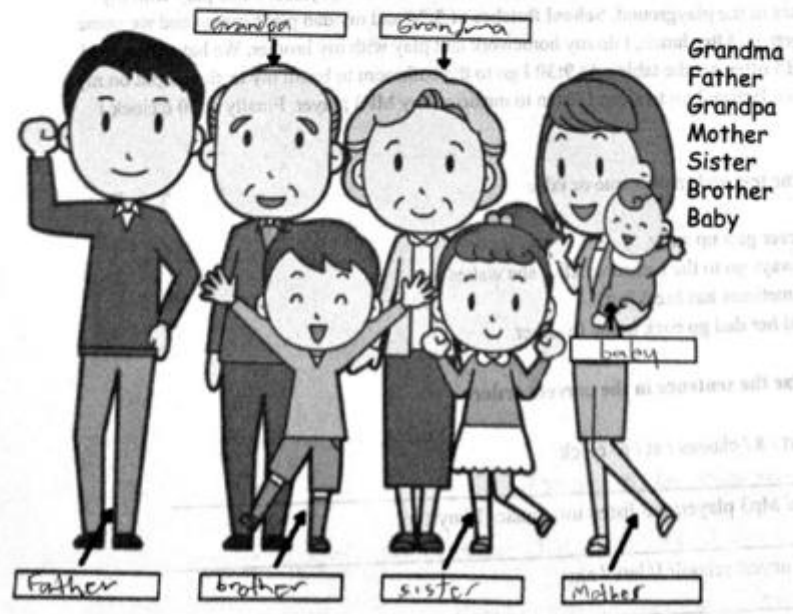
- for / never / school / I / late / am

I am for never late school

3. Write a short paragraph about your routine

I get up at 4:30, I breakfast 4:30 starts to school 6:00 o'clock

4. Fill the gap with the correct word in English





## Annex 4: Student's journal

Journal N°: 2  
Institution: Liceo Femenino

Topic: Places  
Date: May 3<sup>rd</sup> 2022


## TIME TO REFLECT

How did you feel doing this activity?  
I am, I felt good in activity  
on Places.



Did you like to write about this? Yes/No, and why?  
Yes with It helps us to improve  
in the English

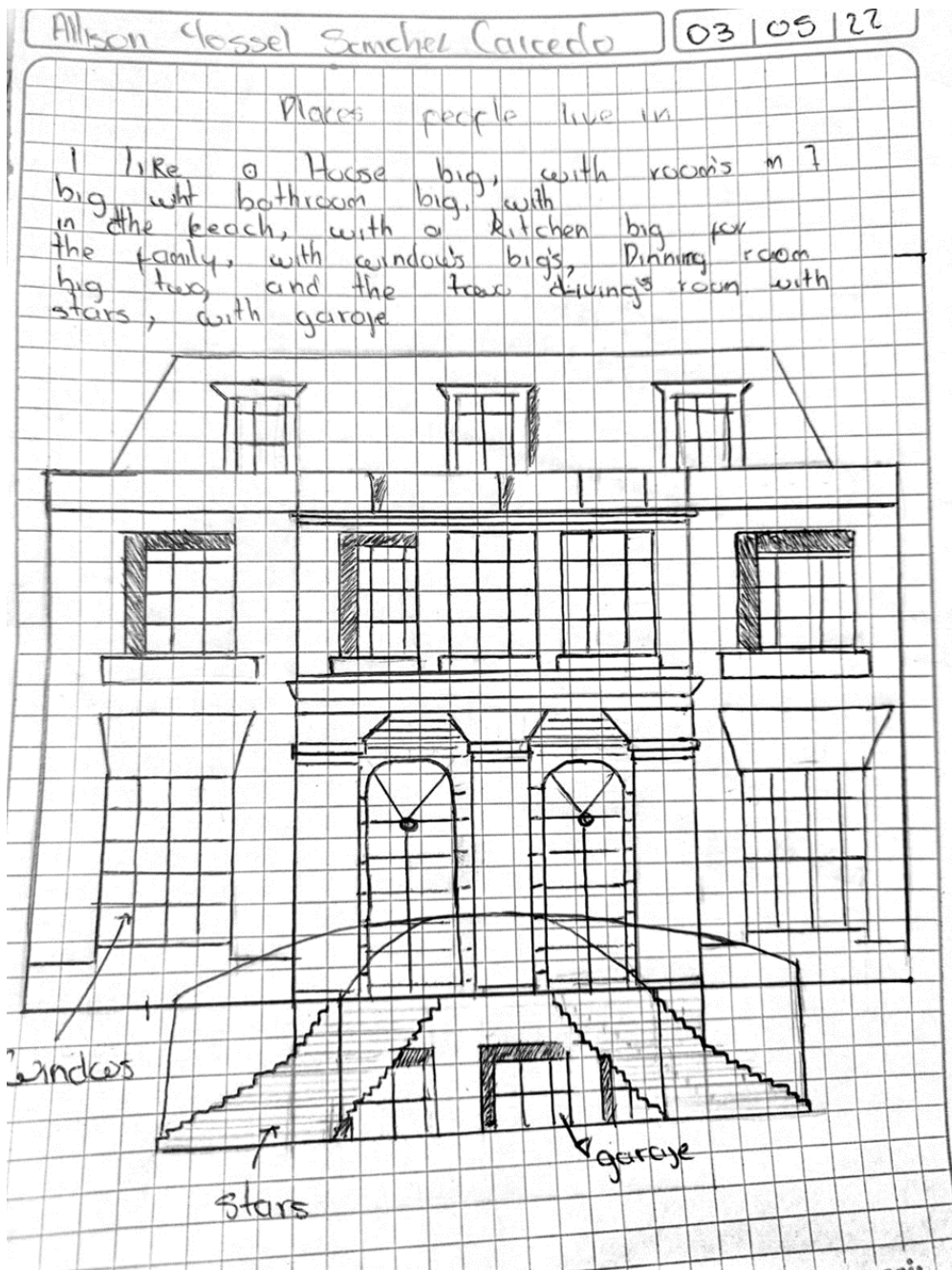
How do you think this activity is related to the class?  
with the descripción in the  
Idioms



## Annex 5: Field notes

FIELD NOTES	
School: Liceo Femenino Mercedes Nariño	Researchers: Laura Alejandra Gil Alfonso – Alison Daniela Rincón Vanegas
Grade: 706	Students:
Description	Comments
<p>Today is May 3<sup>rd</sup>, 2022.</p> <p>I am applying our second lesson plan. It is about the places people live in. I have shown two presentations about locations, types of houses, features and some prepositions. On the board I've written key words that might help the students with their productions. The last activity is to draw the perfect or the ideal house that each student has. I have helped the students with all types of doubts.</p> <p>The class finished with the student's journal.</p> <p>The application went as planned, lasting 45 min.</p>	<p>Since the beginning of the class the participants showed big interest. They felt motivated and were asking all types of questions regarding vocabulary to describe their ideal home.</p> <p>They also showed big interest with the instruction of drawing their home.</p> <p>At the end of the class they all wanted to talk and show their drawings to the teacher and their partners.</p>

## Annex 6: Artifacts - Places to live Lesson 2



## Annex 7: Informed consent

<b>FORMATO</b>	
<b>CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN</b>	
Código: FOR026INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

Vicerrectoría de Gestión Universitaria  
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP  
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

**PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO**

Facultad, Departamento o Unidad Académica	Facultad de Humanidades - Licenciatura en Español e Inglés		
Título del proyecto de investigación	Investigación Acción		
Descripción breve y clara de la investigación	Esta investigación busca aumentar y mejorar el uso de las habilidades productivas (Escritura y habla) de la lengua inglesa en los estudiantes del colegio Liceo Femenino Mercedes Nariño a través de la construcción del proyecto de vida a partir de un conjunto de ejercicios prácticos diseñados por las docentes en formación mediante el aprendizaje basado en proyectos. De este modo, la finalidad es que cada estudiante sea capaz de diseñar su proyecto de vida al mismo tiempo que hace uso de las habilidades productivas para tal fin. Es necesario resaltar que la reflexión es parte fundamental de este proyecto ya que es a través de la escritura reflexiva la herramienta que tendrán las estudiantes para expresar y comunicar sus pensamientos e ideas al mismo tiempo que aprenden la lengua extranjera.		
Descripción de los posibles riesgos de participar en la investigación	No existe ningún tipo de riesgo para el estudiante participar en esta investigación pues los contenidos son netamente académicos. Es importante aclarar que si bien los participantes fueron entrevistados y sus producciones escritas serán usadas netamente con fines académicos, respetando su identidad y garantizando la CONFIDENCIALIDAD de todos los datos personales.		
Descripción de los posibles beneficios de participar en la investigación	La participación en este estudio tiene como objetivo principal mejorar las habilidades de producción oral y escrita en lengua inglesa a través de la construcción de pequeños proyectos que dan forma a un proyecto de vida a largo plazo.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Laura Alejandra Gil Alfonso - Alison Daniela Rincón Vanegas		
	Nº de identificación: 1031	Teléfono	3133401694
	1018502092		
	Correo electrónico: lagila@upn.edu.co - adrinconv@upn.edu.co		
	Dirección:		

Documentos Oficiales Universidad Pedagógica Nacional.

<b>FORMATO</b>	
<b>CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN</b>	
Código: FOR028NV	Versión: 01
Fecha de Aprobación: 02-05-2016	Página 2 de 2

**PARTE DOS: CONSENTIMIENTO INFORMADO**Yo: Guillermo Cardenas HerreraMayor de edad, identificado con Cédula de Ciudadanía N° 62125323 de BozotaCon domicilio en la ciudad de: Bozota Dirección: el la B # 16-85 BarTeléfono y N° de celular: 3221048577 Correo electrónico: melocanib@udbna@gmail.com

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

En constancia el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.

Firma, padre de familia,

Nombre: Guillermo CardenasFirma del estudiante, Valerin CardenasIdentificación: 62125323Nombre: Valerin Cardenas HerreraFecha: 31-05-22Identificación: 1016320777Fecha: 31/05/22

*Annex 8: Lesson plan Sample*

<b>Cycle 2: Lesson plan 6 – Recognizing my emotions</b>	<b>Session: 6</b>	<b>Time: 50 minutes</b>
<b>Grade: High School</b>	<b>Institution: Liceo Femenino Mercedes Nariño</b>	
<b>Date:</b>		
<b>English teacher: Yovanny Silva</b>		
<b>Pre-service teachers: Laura Alejandra Gil A. – Alison Daniela Rincón V.</b>		
<b>Language Contents:</b>		
<ul style="list-style-type: none"> <li>● Six basic Emotions</li> <li>● I feel (sad, happy, angry) when</li> <li>● Simple present</li> </ul>		

**Objectives:**

- To identify the basic emotions and the importance of recognizing them
- To design a personal accordion book.

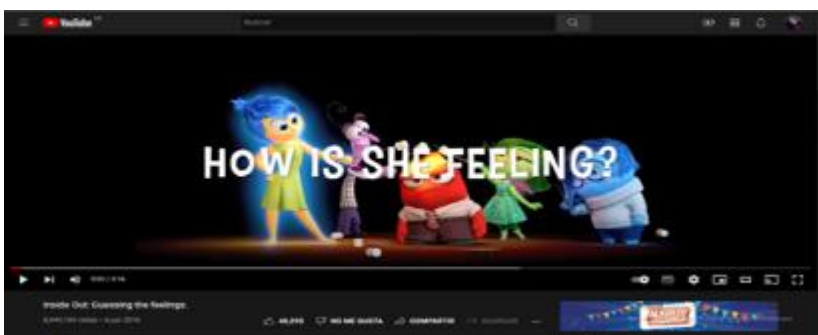
<b>Procedures</b>
-------------------

<p><b>TIME</b></p> <p><b>5</b> <b>minutes</b></p> <p><b>15</b> <b>minutes</b></p>	<p>Greeting and welcome to the class</p> <ul style="list-style-type: none"> <li>• Write and read the date</li> </ul> <p>To reproduce a videoclip of the film “inside-out” [see annex 1] to identify the basic emotions that have people.</p> <p>Then, students will share their thoughts regarding the video clip. After that, the teacher will expose the six basic emotions [see annex 2] that every human has and how to identify them in daily life experiences. Besides, teachers will talk about how people react to each one. Lastly, teachers will also explain the importance of recognizing the emotions</p> <p>-Some feelings make us feel good. Some feelings make us feel bad.</p> <p>Some students will receive a piece of paper containing an emotion, they will have to perform the emotion and the other students will guess what the emotion is.</p> <p>After the performance, the teacher will ask the following:</p> <p>-Why do you think she/he feels like this?</p> <p>Then, students will participate to exemplify with their own experiences the reason behind the emotion.</p>
<p><b>5</b> <b>minutes</b></p> <p><b>10</b> <b>minutes</b></p>	<p><b>Guided Practice I: My emotions book</b></p> <p>After teachers will explain how to create an accordion book to put there the emotions and create personal books.</p> <p>Therefore, students design their own accordion books in which portray each emotion in one side of the book.</p> <ul style="list-style-type: none"> <li>-I feel happy when...</li> <li>-I feel sad when...</li> <li>-I feel angry when...</li> <li>-I feel fear when...</li> <li>-I feel upset or calm when...</li> <li>- I feel surprise when...</li> </ul>

<p><b>10 minutes</b></p> <p><b>5 minutes</b></p>	<p><b>Independent Practice I:</b></p> <p>Students will write a text summarizing the emotions that they portray in the accordion book; they will have the opportunity to be aware about those events or situations that make them feel a specific emotion and how to manage them.</p> <p>Finally, students will fill a journal [See annex 3] in which they will express their emotions, emotions and thoughts regarding the activities.</p>
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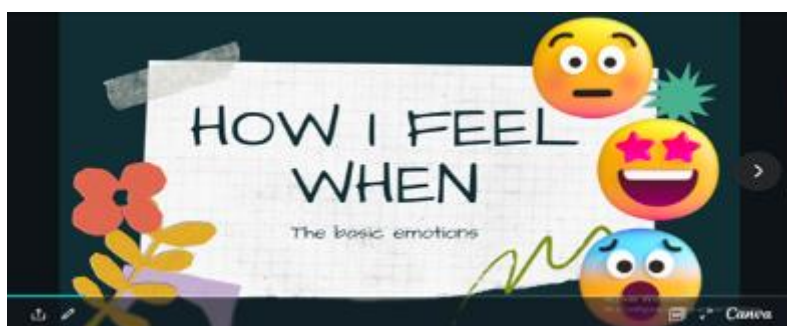
**Annexes:**

1. **Annex 1: Videoclip inside-out**



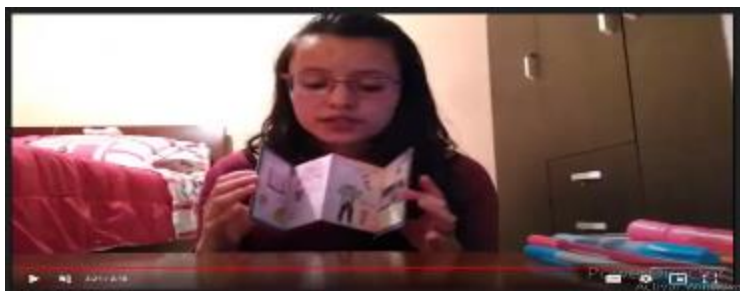
**presentation**

2. Annex 2: **Emotions**



**Book**

3. Annex 3: **Accordion**



4. Annex 4: [Journal's format](#)

Journal # \_\_\_\_\_ Topic \_\_\_\_\_  
Date \_\_\_\_\_ Date \_\_\_\_\_

## TIME TO REFLECT


How did you feel doing this activity?

Did you like to write about this? Yes/No, and why?

How do you think this activity is related to the class?

## Annex 9: Final questionnaire

Final Questionnaire



**Objetivo de la encuesta:** Conocer la experiencia de los estudiantes de grado séptimo frente a los ciclos implementados durante la intervención investigativa.  
**Hablamos de tu experiencia con las clases de inglés**

El día de hoy queremos invitarte a responder un cuestionario, que busca conocer tu experiencia y opinión con las clases desarrolladas a cargo de la profesora Laura Gil en relación con tu proyecto de vida. Tu opinión es muy importante para mí. Responde con la mayor honestidad posible.

Fecha: 20/09/2022	Nombre: Celyn Juliana Chavara
Edad: 12	Colegio: Liceo Terencio Morales Nariño
Curso:	Área:

1. ¿Cómo te has sentido en la clase de inglés?

a. Interesada      b. Motivada      c. Apática      d. Aburrida  
e. Otro ¿Cuál? \_\_\_\_\_

¿Por qué?  
Ya que he podido aprender cosas que no sabía...  
además la profesora hace que la clase sea divertida.

2. ¿Te gustó trabajar sobre el proyecto de vida? SI  No  ¿Por qué?

No, hizo pensar en los cosas que queramos  
ser o tener! Entonces fue divertida ya que me  
abrió la mente a pensar en lo que quería.

3. ¿Te gustó escribir en la clase de inglés? SI  No  ¿Por qué?

Si y no ya que en ocasiones no entiendo el  
inglés

4. ¿Te gustó discutir de manera oral los temas trabajados en clase? SI  No  ¿Por qué?

Ya que en ocasiones que no entendía, el modo  
de ir socializando los cosas, los hizo entendiendo

*Annex 10: Recordings sample*

<p><b>Recording 1</b> [Recording #1, Lesson #5, My emotions, Student #1, May 10th, 2022]</p>	<p>What did you learn from the topics viewed in class? “Aprendimos a expresarnos mejor”</p>
<p><b>Recording 2</b> Lesson 8, Presenting my life project, Student 1 13/09 /22</p>	<p>“I liked the activities because I learned vocabulary and I learned to write in English. This activity taught me to write more about my life and the activity was nice.”</p>
<p><b>Recording 3</b> Lesson 8, Presenting my life project, Student 1 13/09 /22</p>	<p>“I liked being able to talk about the things I want. Personally, I think is a beautiful and creative way to learn.”</p>

## Annex 11: Critical rubric

Critical thinking Rubric			
Criteria	Exceed expectations	Meets expectations	Below expectations
Descriptive level	The student finds it difficult to relate the previous experience, the theory and the tasks proposed to be developed during the class. However, the student shares little doubts regarding the why and for what of the tasks to be developed. They move forward and does a work that goes beyond the superficial phase.	It is extremely difficult for the student to try to connect the previous experiences, the theory and the performance to be done it is evidenced in the minimum effort to bring up questions that might help them to understand in a deeper way the process that is being developed.	The student has little conscious thought, there are no inquiries on the tasks itself or its purpose. Does not connect the theory with the practice. Does not meet the expectations regarding abstractions and the performance on the proposed tasks is superficial.
Analytical reflection level	The student comprehends not only personal but also external experiences and concepts that he or she can relate to practical applications within his or her context.	The student has high difficulty to comprehend external experiences and use of concepts that can be applied into her or his context	The student remains in his or her personal experience without to establish a connection between new concepts and possible experience that are related.
Critical reflection Level	The student thinks with an open mind by considering new approaches to solve his or her inquiries. Gathers and assesses the new ideas, the actions previously done and personal experiences for creating an opinion about them. Comes up with well constructed thought, conclusions and solutions. Has good communication skills to evidence the abstractions regarding the tasks developed.	The student examines and tries to compare his perspectives with the ones from other individuals. The student works on his experiences and perspective about the task done and creates inquiries about it.	The student works on creating his or her own perspective by taking some ideas regarding the issue of interest but at the same time has difficulty on formulating new insights and to have an open mind regarding new inputs or relating the old ones. Creates little abstractions about the activities or tasks.
Writing Expression	Conveys personal ideas according to his or her context reflecting upon personal identity through the written code	Demonstrate interest for writing about personal ideas and thoughts related to his or her life.	Use rarely or does not use the written code to express ideas, thoughts or feelings