

**Project based learning: cooperation and collaboration to enhance oral communication**

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## **ABSTRACT**

The present action-research investigation was carried out in order to describe the oral communication process of ninth grade EFL students of Prado Veraniego school, through the implementation of project-based learning approach focused on ecotourism. The process consisted of three phases; the first one was focused on the observation of the EFL students and the design of a pedagogic proposal focused on the students' weaknesses and strengths; the second one was an implementation of the pedagogic proposal and data collection; the third and final stage was the analysis of the collected data. The findings of this research present diverse elements such as the role of cooperation and collaboration, the integration of different language skills during the development of the project, the role of the mother tongue and the critical content of students' products.

***Key words: Project-based learning, cooperation, collaboration, oral communication, EFL.***

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## **CHAPTER ONE**

This chapter contains information on the research project developed at Prado Veraniego School. Firstly, the characterization of local, institutional and contextual aspects. The population description of the population is related to four main aspects: Demographics, socio-cultural, cognitive, and affective backgrounds. Then, the diagnosis part, related to the English language performance in the four communicative skills. Secondly, there is information related to the statement of the problem according to the population needs, then the research question and the objectives. Finally, the rationale of the study.

### **Characterization**

#### ***Local context***

The public-school Prado Veraniego is located on the eastern side of the 11th district in Suba, Bogotá, Colombia. This neighborhood is characterized by its commerce, which is mostly specialized in auto-industry commerce, as well as by being a residential area. The neighborhood borders: The Northern Highway, the Córdoba canal, 127th street, and the 134th street.

Regarding the A branch, whereby this study is developed, it is worth describing the surroundings of the school and the internal distribution. In the first place, the neighboring area is full of car mechanic services. This is a problematic situation in terms of space and mobility, in addition to some risks that this situation represents for students since there have already been minor accidents. In the second place, the infrastructure of the building comprises three floors with separate classrooms, a small yard to play soccer and basketball, a small cafeteria, a multipurpose room, a library, two informatics classrooms, a nursery, an administrative office, and a teachers' classroom; all of these rooms are the spaces students traverse daily.

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In terms of resources for the English classes, there is a special classroom equipped with technological devices such as a video beam, speakers, a TV, a multimedia board, and a laptop; there are also tablets available for academic purposes for each student, these are shared with all the students of the school. Also, the library has a collection of Spanish-English dictionaries that can be used if requested.

### ***Institutional context***

The school has an emphasis on Administrative tourism from the educational district project “Schools Friends of Tourism” (Agreement 687 from 2017) (Concejo de Bogotá, 2017) in agreement with the Cooperativa de Colombia University (Agreement 1718 21st April 2017) (Colegio Prado Veraniego, 2018). This emphasis is read as a subject by the students during the last two grades of secondary studies, but it is also developed transversally since preschool education.

Furthermore, the philosophy of the institution is related to the integral and identity development of the human, scientific and cultural principles and values, throughout a permanent educational process. In this respect, the mission of the school is to educate people with human values, committed to themselves academically, and to their community, as leaders of processes of social transformation to allow the construction of a fair country. The vision is focused on the education of competent humans by means of quality communication and performance of values to a healthy social harmony.

Moreover, the Institutional Education Project (IEP) is “*Quality communication to human development*”, oriented to spontaneous and nurturing interaction among people in two directions: listening respectfully and talking with love, in order to have assertive communication. The institution promotes four values for human development: love, respect, honesty, and commitment.

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### ***Participants***

The specific population group comprises 35 ninth grade students (902), 22 girls and 13 boys, between the ages of 14 and 16 years old. Most of the students are from the capital district Bogotá, only a few come from other departments such as Valle del Cauca, Boyacá, and Santander. All of them live in Suba district, and their stratum is mostly three. Additionally, a huge majority of students count on resources at home to establish virtual communication and to develop specific tasks with the use of the internet, computer or a smartphone.

From a sociocultural point of view, the students have different interests and occupations in their free time. Half of them have extracurricular activities; the majority play a sport, a few of them practice music, and some of them take language lessons. Most of the hobbies are related to sports; however, some students also said they spend their time playing video games, watching series or videos, drawing, dancing, hanging around with friends and reading. Considering all these aspects, it is important to highlight the importance of physical activities for many of the students, an aspect that can be considered in class's development.

In terms of cognition, the headteacher claims that the students have better development in class activities that use songs to learn and practice the target language, than any other activity. Besides this, as mentioned before, most of the students perform different activities related to reading, not only books but also watching videos, video-games, series, and television; this means that students are very familiar with interpreting, interacting, and comprehending different forms of speech, an important aspect to the development of the classes.

From a socio-emotional point of view, focused on the relationships among students, most of them expressed having good relations with their classmates (75,8%), and some described average relationships (24,2%); this implies that students' development in group work can have

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good results and foment harmony, and respectively, this implies that the learning environment is favorable for students to improve their English communicative skills.

### **Diagnosis**

This section will show the English proficiency level according to the results of the diagnostic test administered. The students had an average performance of the skills in terms of grammar, writing, and reading. However, the skills of listening and writing showed high and low standards respectively. In the grammar section, a small majority of the students were able to identify the correct form of a verb by following the coherence of a story, and the correct use of modal verbs in different contexts.

The writing component was formulated in order to permit the students to express their personal desires about their future. All of the students solved this task by writing short sentences; the majority of them had difficulties in the use of the correct structure, specifically the use of auxiliary verbs and the correct form of the main verbs in the simple future tense, for example, some of them omitted the main verb: *I will a professional/ I am going to Mexico*; others omitted the auxiliary verb: *I going to...*; a few had confusions with the general redaction of the sentences: *I study going to at the university*; showing a difficulty to express their ideas coherently.

Next, the reading section consisted of two groups of questions about a poster with the description of different tourist destinations. The first group included true/false questions on different statements of information given in the poster. The second part was a classification of characters with the most convenient destination; the students had a medium-low average results in this section, having issues with specific elements or ideas from the descriptions of specific places, and difficulties when trying to link explicit information with related ideas. In relation to

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listening, most of the students had a good development in recognizing specific parts of information given in a conversation.

Finally, in the speaking component, designed in hand with the writing section, students were expected to communicate their desires, plans, and goals for their future. The group presented great differences in terms of speaking, a small group was able to express their ideas clearly, and others were not able to communicate any of their ideas; the main difficulties occurred because of the lack of confidence and fear when speaking. Furthermore, there were issues in the coherence, fluency, and pronunciation, that did not allow the comprehension of the speech. Some of them did not know how to pronounce any of the words or pronounce them using the sounds of the mother tongue, some others mixed both. Considering the writing section, most of the students repeated the same mistakes in this component.

The speaking skills were also recognized during the observations as a weakness for the students, with the same issues. In fact, the testimony of the head-teacher explains that the students are not very used to speaking in English in front of their classmates; this is the first grade in which they speak in the target language for a presentation (see annex A).

### **Statement of the problem**

According to the National Standards of English Competences, ninth-grade students, or students of the fourth cycle, should be able to accomplish different goals in terms of communicative competences, in aspects as writing, listening, reading, and speaking in two ways: monologs and conversations; performed in different activities, such as short presentations on different topics, telling stories, expressing opinions, making descriptions, and participating in conversations when talking about personal experiences in past and future tenses (MEN, 2006). Students of ninth grade should accomplish these goals successfully considering they are in the second level of this cycle.

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Nevertheless, the results of the diagnosis, the data collected in field notes and an interview with the headteacher, allowed identifying the greater difficulty in oral communication skills. This situation is perceived in different moments during the class time; first, when students establish conversations only using the mother language; second, when students participate to solve questions and give opinions or when they interact with the head-teacher and do not use the target language; third, when students perform the target language and do not seem comfortable when speaking, or have difficulties expressing fluently (See Field Note 2).

During most of the observed classes, (see Field Notes 1 to 3) students made presentations, but the activity was developed as an out-loud reading of a text. Students showed lack of confidence when reading; they could not do it at a good pace, understand, nor answer simple questions about the information they read (Field Note 2). Besides, students' performance in the diagnostic of the speaking skill showed a low development in a simple English conversation about their lives, showing difficulties in pronunciation, grammatical structures, and vocabulary.

In consequence, students do not have the habit of using the target language because there are not many opportunities to perform it. Additionally, the constant use of the mother tongue to interact, and the low degree of exposition to pronunciation patterns, create difficulties for the students to build the oral communication skills. To that end, it is necessary to develop a strategy to promote oral communication that allows them to accomplish successfully the goals of the National Standards of English competence.

### **Rationale of the study**

English language acquisition in the Colombian educative system is included in a group of basic standards of competences, whereby the goals to be accomplished by students are described in accordance with the Common European Framework of Reference for Languages. For each grade there is a level of performance, divided into comprehension and production skills, likewise,

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each of them contains different sub-skills to be achieved. In fact, oral communication makes part of the production skills, and it is comprehended as medium to self-expression, where the conversational elements are the main objectives, according to the Bilingual National Program (MEN 2006).

The data collected in the diagnosis and the observations lead us to develop a project that may help students of ninth grade from Prado Veraniego School to build the necessary skills of oral communication and to achieve their corresponding performance level. Some research projects have been carried out concerning this common goal, using the premise of project-based learning, project work, and collaborative learning. Regarding project work, Corredor (2018) found that this strategy promotes students' classwork and cooperation among them, and oral communication started to be developed while they seek to use English in their groups. This strategy will be used to develop oral communication skills in ninth-grade students at Prado Veraniego.

According to Bell's study (2010), project-based learning promotes social learning and collaborative work as students research and drive their own learning to develop a project and becoming proficient with the twenty-first-century skills of communication.

Additionally, Sepúlveda (2017) stated that project-based learning was a good choice to enhance students' oral production, and kids improved their speaking by carrying out a project in which they felt attracted. These achieved goals present the positive result of project-based learning to build oral communication through interaction. Moreover, carrying out a project can be useful to promote the development of the oral competences, in terms of monologs and conversation, as stated by the MEN (2006), through interaction among peers and the presentation of the products to their classmates.

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Collaborative learning is also an important aspect of project-based learning. Valencia (2018), indicated how the strategies of this approach allow students to be more active and participative, especially when they have to interact with their classmates. This interaction helps students to create a sense of unity, accepting their differences to work in better ways. The sense of unity and participation are useful characteristics when working in a group with a common goal, to carry out a good product.

Implementing project work given the characteristics of the context and the difficulties in oral communication, in addition to the tourism emphasis of the school, may have a positive effect on students to develop group strategies and collaboration among peers to achieve a common goal; oral communication.

### **Research Question**

How may the students from ninth grade build their oral communication skills when developing an Ecotourism project?

### **General Objective**

To describe the oral communication process of ninth-grade students when developing an Ecotourism project

### **Specific Objectives**

1. To identify and classify ninth-grade students' micro-skills of oral communication when they plan and present their Ecotourism projects.
2. To characterize the micro-skills related to oral communication evidenced in ninth-grade students' interactions.
3. To identify the collaborative or cooperative strategies used by students when planning an Ecotourism project and reporting about it orally.

## CHAPTER TWO

This chapter will present firstly, an analysis of action research investigations related to oral communication in EFL classroom within Project Based Learning; and secondly, a literary review in terms of constructs from theoreticians who have discussed Oral communication, Project work.

### State of Art

Different studies have been previously developed which are related to project-based learning and oral communication in national and international contexts; some of them are presented in the following pages.

#### Table 1

##### *Research Studies on PBL and Oral Communication*

1. Interaction in oral production through PBL. (Sepúlveda, 2017)
2. Fostering Oral Communication through Project Work and Situated Learning. (Corredor, 2018)
3. Increasing EFL learners' oral production at a public school through project-based learning. (Vaca, Gómez 2017)
4. Collaborative strategies to enhance oral interaction in an EFL classroom. (Valencia, 2018)
5. Project-Based Learning Techniques to Improve Speaking Skills. (Dewi, 2016)
6. Project-based Learning Activities and EFL Students' Productive Skills in English. (Putri, Artini, & Nitiasih, 2017)

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Firstly, Sepúlveda (2017) implemented his project, *Interaction in oral production through PBL*, with 22 students of age range between 10 to 12 years old, who had issues on communicative interaction among peers; they only used the target language for the activities they were asked to do. He stated that it was an excellent tool for helping students to interact with their classmates in the target language without fear of being judged and expressing their ideas, when they search for information together and make texts with their own words; keeping in mind the idea of showing the result to their parents in a presentation.

Secondly, Corredor (2018) developed his project, *Fostering Oral Communication through Project Work and Situated Learning*, in a public school with fourth grade students, with a great lack of communication in the target language because the teacher was not an English teacher; for this reason, students did not have opportunities to use the target language, and therefore, students had difficulty expressing themselves or interacting through English. Given the situation, Corredor developed two projects with students and found out how the strategies of project work promote students' classwork and cooperation among them. Likewise, in terms of oral communication, some micro-skills were developed while they sought to use English in their groups. This is the main objective to develop oral communication with ninth-grade students at Prado Veraniego: to create spaces for interaction without the pressure of a teacher grading their communication.

Thirdly, in their research study, *Increasing EFL learners' oral production at a public school through project-based learning*, which was developed with 30 ninth-grade students, Vaca and Gomez (2017) perceived limited oral interaction during English classes, because of an unpleasant environment, and a low quantity of time used to practice this skill in front of the others. PBL was proposed in order to encourage and increase the oral production of students, and

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it was developed successfully, creating an environment that allowed students to help each other, to reduce fear when speaking in English and to build autonomous work habits.

Fourthly, Valencia's (2018) research project on action research, *Collaborative strategies to enhance oral interaction in an EFL*, was developed with 41 students of seventh grade, using a collaborative-learning approach, in order to enhance oral interaction. Valencia (2018) indicated how the strategies of this approach allowed students to be more active and participative, especially when they have to interact with their classmates. This interaction helped them to create a sense of unity, accepting their differences in order to work in better ways. Similarly to Valencia's project, the present research comprehends the importance of collaborative strategies in the classroom within PBL, in order to develop a successful group work.

Fifthly, in the action-research study *Project Based Learning Techniques to Improve Speaking Skills*, by Dewi (2016), the use of PBL had a positive impact in the EFL speaking class. Based on their responses, this technique could make the students more motivated, happy, and confident to speak English. It is strongly suggested that other researchers and teachers who have problems in teaching speaking skills can try to apply the PBL technique, as it might help to overcome problems in the classroom, for both, teachers and students (p.357). This project's population was composed of eleven-year students from SMK Negeri 1 Banda Aceh, a vocational high school in Indonesia, students with limited vocabulary and knowledge to perform speaking activities, because of the focus in reading and writing skills in the classroom. In the same way, the current research population is constituted by high school students dealing with some issues to perform oral communication. In this regard, the use of PBL approach is equally focused to develop oral communication micro-skills, by using their previous knowledge without fear.

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The last study, *Project-based Learning Activities and EFL Students' Productive Skills in English*, by Putri et al. (2017), worked with students from a public, junior high school, in Bali, Indonesia who suffered from a lack of motivation to participate in activities from English class, because the classroom dynamic was mainly tutoring and direct-instruction strategies from teacher. Putri et al. (2017), found out that after using PBL students showed a significant difference in English productive skills. In addition, PBL enhances students' learning quality, in terms of enthusiasm, confidence, creativity, and self-directed and collaborative learning ability, meanwhile, in terms of the teacher experience, PBL promoted his motivation and satisfaction in teaching (p.1153).

All of these research works share in common the achievement of communicative goals through the previously mentioned statements about collaborative and autonomy in project work, in terms of enthusiasm, appropriation of learning processes, and independence. Simultaneously, PBL permitted and created moments for interacting and performing oral communication, which are necessary for building the micro-skills that ninth-grade students need.

### **Literary framework**

This section will present different theoretical concepts about the specific elements on which this study is focused.

#### ***Oral communication***

According to Brown (2000), oral communication is the heart of interaction; it is what communication is all about. According to diverse theories about communicative competence, the importance of interaction lies in the way of using language to “negotiate” meaning, to be able to exchange ideas, feelings and thoughts in a collaborative way. (p.165) However, this type of oral

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communication is usually left aside in the classroom, given the time conditions and number of students, as Brown and Yule (1983) determined:

If you are teaching a class of twenty or more adolescents at a time, surely it must be obvious that a student will only receive sporadic practice in producing the spoken language as he answers the teacher's questions. Don't we have to accept that we are doing all we can? (p.3)

Bearing this in mind, it is possible to see the importance of being able to create situations in which students interact orally, as it is necessary to allow them getting an idea out of one person's head and into the head of another person and *vice versa* (Brow, 2000, p.165). These situations allow students to be able to "increase their language store while they discuss, using all they possess of the language (...) in real-life exchanges" (Rivers, 1987, as cited in Brown, 2000, p. 165).

### **Table 2.**

#### Microskills of oral communication

- In order to accomplish the oral communication, it is necessary to develop certain micro-skills: **Produce chunks of language of different lengths.**
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- Produce a reduced form of words and phrases.
- Use an adequate number of lexical words (units) in order to accomplish pragmatic purposes,
- **Produce fluent speech at different rates of delivery.**
- Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

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- **Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.**
- Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- **Use cohesive devices in spoken discourse.**
- Accomplish appropriately communicative functions according to situations, participants and goals.
- Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification.
- **Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.**
- Develop and use a battery of speaking strategic such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. (p. 272)

The pedagogical intervention will be focused on creating the opportunities for the students to practice and improve the five microskills of oral communication that appear in bold. They were selected taking into account the language level of students and the components of each, as they are not deeply dependent on higher levels of language and especial dedication to focus on developing each one of them. Also, they are linked to the aspects that students will need to work on to achieve a good development of the products, and to their previous knowledge in the language.

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Additionally, the intervention will intend to help them overcome shyness, fear, lack of vocabulary and lack of expertise in grammatical structures through the construction of an ecotourism project. Considering the work of students as autonomous, the achievement of the microskills depends on the practice of the inputs, and advises that the teacher-researcher shares with them during the preparation of the language demands, necessities to the development of the project.

### ***Project work learning***

Brown and Yule (1983), wondered “how to find meaningful opportunities for students to practice using a rather minimal knowledge of the foreign language in a flexible and inventive manner than with linguistic complexity” (p.9). Project work has been defined by Fried-Booth (2002) as a route, a process, “that gives students an opportunity to develop confidence and independence and to work together in a real-world environment by collaborating on a task which they have defined for themselves and which has not been externally imposed” (p. 6).

Flemming (2000) says projects are intensive experiences that engage students in activities that are interesting to them and important to the course(s) of study. They can involve community members and settings, and they often result in an exhibition or product for a real-world purpose or audience (p.1).

This role given to students is a tool to allow them to appropriate their learning process and to create those opportunities to practice oral communication while they achieve their own goals. As Flemming explains, this approach encourages students to develop habits of mind that can help them become lifelong learners (p.4). In accordance with the aforementioned ideas, and considering that one of the difficulties of ninth-grade students is autonomy and autodidactic

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learning, fomenting habits of self-learning and self-practice are good options for promoting the development of oral communication through interaction while working on their projects.

Flamming (2000) referred to the benefits of PBL, in which he mentions the “increased achievement”, an aspect focused on “the practice of higher level of thinking through direct application of factual knowledge in making interpretations, conclusions, and critical judgments” (p. 6). This means, students are able to construct ideas through the development of a product, as they have to solve an issue in group through dialogue and decision making about their expected results.

Moreover, Stoller (2002) stated some characteristics from Project work: it is student-centered, though the teacher plays a major role in offering support and guidance throughout the process; it is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way. It culminates in a product that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but also in the process of working toward the endpoint. Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students’ language skills, content learning, and cognitive abilities.

### ***Oral communication in project-based learning***

Project-based learning (PBL) has separate benefits focused on developing and improving separate skills, in addition of the basic language skills. Haines (1989), explains that in PBL specific language aims are not prescribed, because students concentrate their efforts and attention on reaching a goal. As students work together, they develop what some authors define as 21<sup>st</sup> century skills; Bink ley, Erstad, Herman, Raizen, Ripley and Rumble (2010) defined four groups

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of these skills, including: (1) ways of thinking; (2) ways of working; (3) tools for working; and (4) skills for living in the world.

Taking these groups into account, the oral communication process is immersed in some of them, as it responds to life and career skills, workforce skills, interpersonal skills, applied skills, and non-cognitive skills. (Silva, 20079, p.3). Binkley et al (2010), present it as:

- Sound knowledge of basic vocabulary, functional grammar and style, functions of language.
- Understanding the paralinguistic features of communication (voice-quality features, facial expressions, postural and gesture systems).
- Awareness of societal conventions and cultural aspects and the variability of language in different geographical, social and communication environments.
- Ability to communicate, (...) and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Communication includes the ability to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly.
- Ability to formulate one's arguments, (...) in a convincing manner and take full account of other viewpoints. (p.22)

### ***Group work in PBL: Collaborative or cooperative.***

Project work at school can be group work, and the way students partake in groups is a variable situation. Considering the individual characteristics and the relationship among peers,

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the way each group works is different, then it is possible to establish collaborative or cooperative learning, according to their teamwork performance.

According to Gerlach (1994), collaborative learning is “based on the idea that learning is a naturally social act in which the participants talk among themselves” (p. 12). Smith and MacGregor (1992) claim Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product (p.1).

Additionally, Smith and MacGregor (1992) explained that “collaborative learning produces intellectual synergy of many minds coming to bear on a problem, and the social stimulation of mutual engagement in a common endeavor”. In the same way, they present some crucial aspects of collaborative learning as “building the capacities for tolerating or resolving differences, for building agreement that honors all the voices in a group, for caring how others are doing”, and the way it “encourages students to acquire an active voice in shaping their ideas and values and a sensitive ear in hearing others” (p. 2).

Cooperative learning involves a structural development of the work, it is more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups (Oxford, 1997, p. 443). It is defined as:

Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen & Kagan, 1992, as cited in Oxford, 1997, p. 443).

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Johnson and Johnson (2013), considered 5 basic premises of cooperative learning: (1) positive interdependence, when students understand that they can only success if his/her partners success. (2) Individual and group accountability, means that every member is responsible for achieving the goal. (3) Promotive interaction, is the supportive relation among peers. (4) Social skills, in which students learn how to function as a group. (5) Group processing, is a self-evaluative process on the functioning of the group, in order to make decisions to maintain effective development of the work. These elements involve deeper characteristics and abilities from the students, beyond the linguistic development, it is also necessary to work on emotional and social knowledge to achieve a common goal.

**Table 3.**

*Conceptual Comparisons among Cooperative Learning and Collaborative learning*

<b>Aspects</b>	<b>Cooperative Learning</b>	<b>Collaborative Learning</b>
<b>Purpose</b>	Enhances cognitive and social skills via a set of known techniques	Acculturates learners into knowledge communities
<b>Degree of structure</b>	High	Variable
<b>Relationships</b>	Individual is accountable to the group and vice versa; teacher facilitates, but group is primary	Learner engages with “more capable others” (teachers, advanced peers, etc.), who provide guidance and assistance
<b>Prescriptiveness of Activities</b>	High	Low
<b>Key terms</b>	Positive interdependence, accountability teamwork, roles, cooperative learning structures	Zone of proximal development, cognitive apprenticeship, acculturation, scaffolding, situated cognition, reflective inquiry, epistemology

From: Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom, by Rebecca L. Oxford. 1997

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Considering the mentioned premises and aspects of collaborative and cooperative learning, and the previously mentioned elements of project-based learning (check the Project work learning section), the development of a project work focused on communicative situations can help students to express ideas, thoughts and feelings. It will be an opportunity for them to use their previous knowledge on the target language in real speaking interaction as they create a product together collaboratively or cooperatively.

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## **CHAPTER THREE**

In this chapter, all the concerning elements about the research design of this investigation are described, such as the procedures and concepts about the investigative paradigm, the data analysis and the ethical issues.

### **Qualitative paradigm**

This project was developed as a qualitative investigation, carried out in an educational context with the intention of understanding an EFL classroom phenomenon focused on the analysis of the participants' oral communication skills. This study took into account the singularities, strengths and weaknesses, the individual differences, and context of the population as variables, used to interpret the social issue. Those variables were represented in field notes, interviews, and recordings.

It was important to consider Creswell's (2007) reasons to use qualitative research, such as the desire to understand the contexts or settings in which the population of a study addresses a social issue. Another motivation for using qualitative research is the necessity of measuring interactions among people in a sensitive way, in order to understand gender differences, race, economic status, and individual differences as part of the uniqueness of individuals.

Additionally, Denzin & Lincoln (2005) stated that "Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible; transforming it into a series of representations" (p. 3). This research made the ninth grade English classroom of Prado Veraniego school visible through the interpretation and analysis of the data collected from the participants.

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### **Action research**

According to Burns (2009), action research is the combination and interaction of two modes of activity – action and research. The action is located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations, and typically involves developments and interventions into those processes to bring about improvement and change (pp. 289-290). In this perspective, the investigative process is framed into the action research, taking into account the process and objective of the investigation, such as an inquiry and intervention in an English classroom from the Prado Veraniego School.

As Burns explained, this type of research is located within works that utilize systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required, based on findings and outcomes (p. 290).

As it has been described, this action-research process followed a route of systematic data collection and analysis, starting from students learning and development during the English class and continually gathering more information about this context (later explained in the data collection section), in order to identify a problematic situation. Then, the following step consisted in building and implementing a pedagogical intervention to improve an aspect of the teaching and learning process, or to give a solution to the problem, and collecting the corresponding data for analyzing the entire process.

The process followed the steps of action research established by Kemmis and McTaggart (2007), which is described as participatory research, is developed through a spiral of self-reflective cycles consisting of:

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- Planning a change.
- Acting and observing the process and consequences of the change.
- Reflecting on these processes and consequences and then replanning.
- Acting and observing.
- Reflecting.
- And so on. (p. 276).

The criteria of success are not whether participants have followed the steps faithfully but rather whether they have a strong and authentic sense of development and evolution in their practices, their understanding of their practices, and the situations in which they practice (p. 277).

### **Data collection instruments**

In order to gather important information during the research process it is necessary to use different instruments and procedures; in this case, three different instruments were chosen because they allowed having different perspectives, which helps to accomplish objectivity.

### ***Fieldnotes***

Field notes are understood by Burns (1999) as “descriptions and accounts of events in the research contexts, which are written in a relatively factual and objective style” (p. 87).

Additionally, Burns explains the concept of observational notes and two ways of utilizing them:

1) As a way of documenting and analyzing issues and themes already identified as the main focus of the research and, 2) as a useful way of finding a clearer focus for the research in the initial stages (p.85).

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In this case, both of the ways are useful for collecting important data in the action research study. However, field notes mean more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined (Burns, 1999, p. 87).

### ***Interview***

Burns (1999) establishes interviews as a non-observational technique in which face-to-face personal interaction is developed to generate data about the research issue and allow specific issues to be discussed from other people's perspectives (p. 117).

In this case, a semi-structured interview to the head-teacher is used to generate data about the students. This type of interview is open-ended, using prepared guiding questions and some overall directions in order to establish a more equal balance in the research relationship (Burns, 1999, p. 120).

### ***Recordings***

Recordings are used for capturing naturalistic interactions in verbatim utterances in detail. Thus, when used in the classroom, they are very valuable sources of accurate information on patterns of interactional behavior, which may not be obvious during the actual teaching process (Burns, 1999, p. 94).

Furthermore, Mckernan (1996) says audiotape recording is useful for identifying broad patterns of verbal behavior and the selection of episodes for more extensive microanalysis (p.106). The use of this instrument was appropriate to the focus of the study in describing the oral communication process of the students during the development of their projects. In this aspect, transcription was a necessary process to present and analyze data, following Burns (1999) suggestions to transcribe only small portions of the recordings (p. 99).

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In order to record students' oral communication process when they work in groups, it was necessary to have one monitor per group, who was in charge of recording the interactions by using his/her cellphone, and sending the audios to the teacher-researcher.

### **Data analysis**

Data analysis in the present study responds to the grounded theory; it consists of three stages of coding: open, axial, and selective, as established by Strauss and Corbin (1990). The grounded theory provides a procedure for developing categories of information: 1) Open coding, where pieces of information are compared and given conceptual labels in order to group together similar ones, forming categories (p.12). 2) Axial coding, the interconnecting of categories with subcategories (p13). 3) Selective coding, the process by which all categories are unified around a "core" category, and categories that need further explication are filled-in with descriptive detail (p. 14).

### **Ethical issues**

Burns (2015) explained that various ethical considerations are tied up with the quality, value and democratic worth of the AR in changing and enhancing social situations for the participants. (p, 198). As this study is being developed with a minor-age population, consent forms signed by parents explaining the process, implications and the option of not participating in the investigation.

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## **CHAPTER FOUR**

### **Vision of language**

This project comprehends language as interactive, as Clark (1996) states, face-to-face conversation is the primary use of linguistic entities in which humans communicate. In this regard, Bangerter (2013) explains interaction as the primary use of communication, as it serves to solve problems of cooperation, in other words coordinating joint action. This is true for modern-day humans and is as well the reason why language evolved. He declares that human social life recurrently involves cooperating to reach goals that a group can achieve better than an individual (258). In this respect, the oral communication of students is involved with interaction in terms of cooperation and reaching a common goal, as intended with the project work.

### **Vision of learning**

According to Dewey (1916), education is not an affair of "telling" and being told, but an active and constructive process, is a principle almost as generally violated in practice as conceded in theory (p.26).

When talking about experiential education, Dewey (1963) says, every experience is a moving force (p.38). Additionally, Dewey stated:

These things ought to have done, and not to have left the others undone. And for the school "these things" mean equipment with the instrumentalities of cooperative or joint activity. (...) but it has yet to be proved that learning occurs most adequately when it is made a separate conscious business. When treating it as a business of this sort tends to preclude the social sense which comes from sharing in an activity of common concern and value, the effort at isolated intellectual learning contradicts its own aim. We may secure motor activity and sensory excitation by keeping an individual by himself, but we cannot

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thereby get him to understand the meaning which things have in the life of which he is a part (p. 27).

These ideas of Dewey explain learning as a social practice, with sense in the real world, where students can understand what they make part of, and school as a place where they experience and construct their own learning about the reality. As PBL principles similarly establish, learning requires students to be involved in authentic activities, in which they can experience learning by doing (Jumaat, Tasir, Abd halim, Mohamad Ashari, 2017). This means, students' learning occurs when they really participate in the construction of their own learning and share with others their experiences, for example, when they conjointly create a product and present it to others.

### **Pedagogical intervention**

In this section, the design of the pedagogical intervention is presented, which aims to build oral communication skills of ninth-grade students, from Prado Veraniego School, when they develop a project work about ecotourism in Colombia.

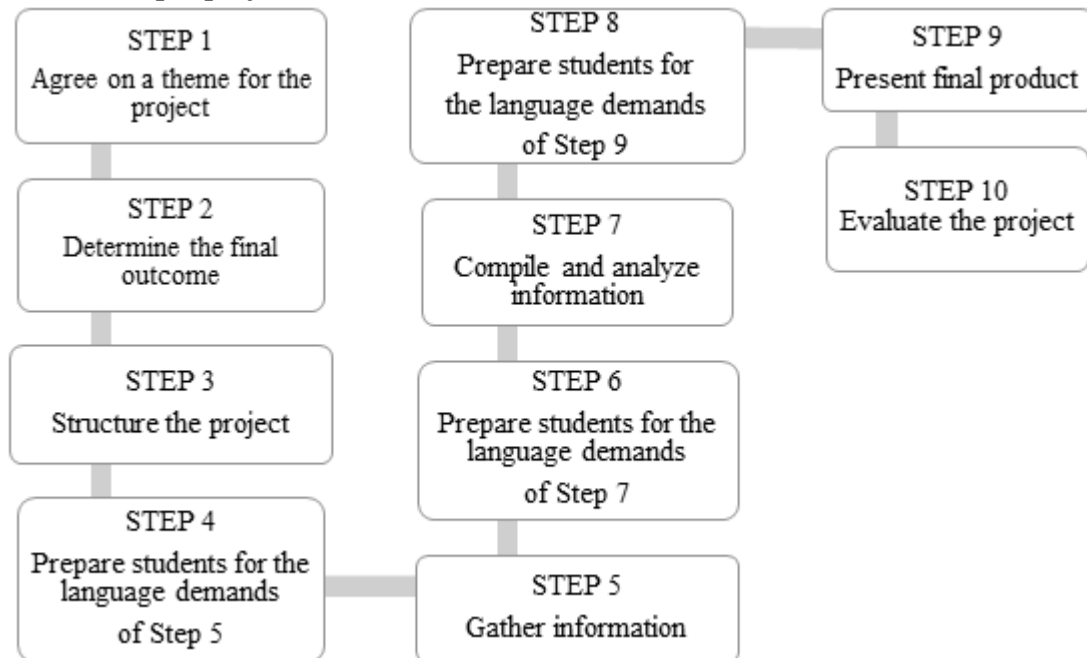
### ***Instructional design***

The pedagogical intervention designed was developed in order to work with ninth-grade students' oral communication, it was planned through a 15-week program divided into three stages focused on project-based learning principles to work throughout Colombian ecotourism. These stages have different objectives for a main ecotourism project, and each one has a specific product and a moment of socialization among students. These products were planned to be parts of a final greater product. In order to achieve project-based learning to build oral communication, it is necessary to understand its process, as Stoller (2002) indicates, to develop a project.

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**Figure 1.**

### *Process to develop a project*



From: Project Work: A Means to Promote Language and Content by Stoller, F. (2002)

Considering the type of work designed for the three different stages based in PBL, they were carried out as semi-structured projects. According to Henry (1994), here, though the project area and methodology are prescribed, the nature of the work is such that students have a lot of responsibility (p.15). Moreover, the stages of this project had different objectives, according to students' choices, as it PBL is student-centered.

It is important to clarify that the pedagogical intervention could not be carried out entirely, given the covid-19 pandemic situation that unable schools and universities to continue the normal operation, for this reason only the two first stages were implemented.

The first stage was oriented towards making recognition of the Colombian territory, allowing students to start thinking about their tourism projects, to meet their country characterized by its huge natural richness and some of the specific places available for

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ecotourism. In this stage, students working in groups decided the aspects they wanted to investigate about the places they preferred from Colombia, and to prepare the first product as an ecotourist guide that was presented in a trade show. For that matter, students were in charge of creating all the structure of the contents and the creative work, along with the autonomous group work in the creation of the product.

The second stage comprehended a problematization of ecotourism in Colombia; this was a stage of reflection and thinking, allowing students to create and communicate ideas of their own. Students searched issues of their previously chosen regions and analyzed the information to present it by the hand of their own opinions; this section had a specific format; the findings were presented as a song.

In each stage, there were different roles of the student and the research-teacher: the first one was an autonomous, participative and decision-making role; the research-teacher was a guide and enabler of sources, tools, and ideas to support students' development of the projects. Additionally, the research-teacher made an introduction and presentation of the main objective of each stage, as a pre-activity, through videos and relevant sources to guide the reflection and brainstorming for the development of each stage.

As well, the teacher-researcher used ongoing assessment to check students' development, in each stage; focused on the participation, taking into account the grammar, vocabulary and other elements of language use, previously described in the lesson plans; and the assertiveness and relevance of it. In addition, the pieces of homework for each lesson were assessed, as well as creative work. All the students doing were assessed, in order to check constantly how their development on the projects was, and to identify their difficulties, or if they were struggling with something. This type of assessment allowed the teacher-researcher to

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reformulate some activities and allow students to have real progress in terms of oral communication, and other aspects of project work.

Keeping this in mind, it is fundamental to comprehend the cycles of this part of the study. As before said about the assessment, the cycles were important to see the progress, or to identify the difficulties of students during each stage. These cycles were designed in conjugation with the three stages of the project, and were conceived as specific moments to collect data, in favor of solving the research question. Each cycle had the same structure, with different aspects in the instruments to collect information, as the pieces of homework and the way students interact vary.

The first cycle, along with the first stage, was composed of two lesson plans, *Inquiry to recognize Colombian territory*, and *Speech and stand to present a project* (Annex C). After that, there was a time to reflect and adjust the activity in order to achieve the proposed objectives. The way of gathering information in this stage was focused in students' performance; there were audio recordings and pieces of work that showed their evolution and their issues.

The second cycle was changed and re-established after the reflection and adjustment time made during the first cycle. Subsequently, this situation generated new pedagogical objectives and activities for the stage, in view of the difficulties in the linguistic development of students in the target language. Finally, this cycle was composed of one lesson plan, "*Express through songs*". The way of gathering information in this stage was focused on the teamwork strategies and development of the students, through audio recording of their interactions, while they were planning and creating their songs, and when they presented them.

**Table 4**

*Timetable of activities*

Month	Stage/ Cycle	LP	Week	Unit	Activity	objective	PBL objective
AUGUST	1	1	1	Ecotourism in Colombia	-Discovering Colombian territory destinations of Ecotourism. -Introducing the concept of ecotourism, benefits and differences with regular tourism -Discussing about the contents of the project -Recognizing the inquiry process for trustworthiness of the sources	-To recognize the Colombian destinations of ecotourism. -To design the contents of the project. -To prepare students for the research process.	-Structure the project -Prepare students for research demands
			2		Design of speeches	-Discovering ways to communicate -Creating a speech in group -Practicing the presentation of the speech in group	-To work cooperatively or collaboratively to create an oral product. -To prepare a speech about Colombian ecotourism in group. -To Prepare students for the language requirements.
			3	Preparation of speech	-Recognizing the pronunciation in my speech -Discovering other aspects of a presentation	-To practice the speech. -To design collaboratively or cooperatively the supporting material for the presentation.	-Prepare students for language demands
SEPTEMBER	2	2	4	First presentation of products	- Presenting the group speech	Present the speech about Colombian ecotourism.	-Present the final products
			5	Preparation of the final version	-Preparing resources and decoration for the presentations -Recognize failures and improve my performance	-To prepare in group the supporting elements for the presentation. -To recognize the failures and strengths during the presentations.	-Evaluate the project
			6	Trade show	-Presentation of the products in front of school partners	Present for second time the speeches.	-Present the final products
			1	Pre-activity	-Identifying different elements of speech in a song	-To communicate general ideas from a song. -To recognize elements and characteristics of a song.	-Structure the project -Prepare students for language demands
OCTOBER	2	3	2-3	Environmental issues and ecotourism	-Search information about an environmental issue that affects Colombian nature -Summarizing information - Giving personal opinions about the issue	-To identify problematic situations for the environment and the ecotourist places in Colombia. -To express personal ideas and feelings about issues	-Gather information -Compile and analyze information
			Preparation of a song	-Working in group to establish common ideas -Creating together a song about the findings (group work)	-To prepare a speech collaboratively or cooperatively. -To share ideas and interact among peers.	-Prepare students for language demands	
			3	Presentation of the song	-Presentation of the product	Present a product	-Present the project
	3	4	1	Ecotourism in the city	-Discussing about ecotourism in Bogotá. Is it possible? -Recognizing the ecotourist destinations in Bogotá. Do they exist?	-To recognize the ecotourism destinations in Bogotá. -To communicate ideas and previous knowledge about the topic.	-Introduce the topic
			2	Design the project	-Designing together the contents of a Final project, based on ecotourism in the district context. -Checking group inquiry process. how to find correct information? how to summarize information from the mother tongue? How to present information orally?	-To give opinions and design the contents of a final project. -To recognize and apply inquiry aspects to gather trustful information.	-Structure the project -Prepare students for research demands -Gather information
			3-4	Prepare the content	-Working in group to prepare the oral product according to the students' choices.	-To prepare in group the previously chosen oral product.	-Prepare students for language demands
			5	Present the product	-To present the product	Present the product	-Present the product

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### **CHAPTER FIVE**

The present chapter intended to describe the data collection analysis taking into consideration the grounded theory. The first section contains the description of the procedures for the data analysis. The second section is the analysis per se, explaining the categories and sub-categories that emerged from the data collected during the pedagogical intervention.

#### **Procedures for data analysis**

The data analysis developed for this study responded to the principles of the grounded theory, in which the gathered data is merged and categories emerge from the process. Cresswell. (2007), explains how this is a theory of actions, interactions, or processes through interrelating categories of information based on data collected from individuals” (p.63).

Moreover, this study embraced the emic approach as it invokes a participant’s perspective as their point of analytic departure (Markee, 2012). Thus, the present research project is related to this approach since the interest of the researcher is focused in gathering data from the immersion in the participants context, and the participants per se. As Scarduzio (2017) explains, the researcher examines the setting by describing the participants' ways of communicating, behaving, and interacting in the scene. Additionally, Scarduzio also mentioned that during the analysis the emic approach starts with the ideas, themes, and behaviors that emerged from the scene and the participants, and then proceeds forward to connect these findings to relevant theory.

Furthermore, the data collected was result of the audio recordings, the students’ artifacts and field notes, instruments previously selected and described in chapter three. On the one hand, the audio recordings were made by students with their cellphones while working in group, and by the teacher-researcher during their presentations. These pieces of information were gathered and classified by date and activity, posteriorly they were selected according to the intelligibility of the

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conversations or interactions. On the other hand, the field notes were made during the preparation and creation of the products, according to the timetable of activities and the pedagogical intervention these were the classes before the final presentations.

Regarding the data analysis, the categories arose after a process of the following steps. Firstly, a coding and labeling by colors process of the relevant pieces of information gathered in the already mentioned instruments, in order to identify repetitive aspects of the participants development during the pedagogical intervention. Secondly, the pieces of information with the same colors and similar labels were grouped in order to obtain categories and subcategories. Thirdly, the categories were unified to form core categories. The categories and subcategories were interconnected to the theory and are furtherly explained.

### **Categories of the analysis**

The aims of this research were to describe the development of oral communication process of ninth grade students from Prado Veraniego school when developing an Ecotourism project. The emergent categories and subcategories were related to the research objectives (R.O) and classified in the figure 2, in order to organize and present the findings linked to the previously presented constructs on chapter 2. Three core categories with two corresponding subcategories emerged from the data analysis. Each of these categories responded to each of these objectives and intend to be described in detail throughout the subcategories.

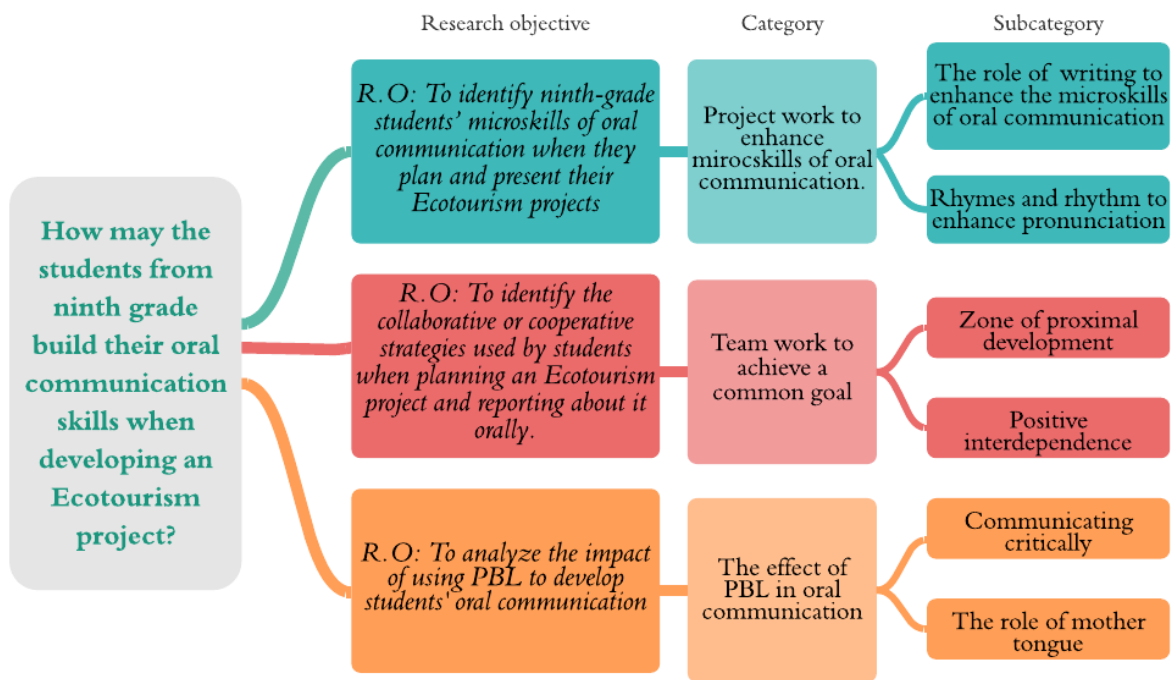
The first category, *Project work to enhance micro-skills of oral communication*, presents the emergent findings related to the first objective, seeking to identify the micro-skills of oral communication of students when they planned and presented their ecotourism projects. The second category, *Team work to achieve a common goal*, shows the type of work that students developed according to their organization and autonomy to create the product of each project.

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The third category, *The effect of PBL in oral communication*, emerged from the analysis, and describes the impact and influence of PBL in the oral communication of the students.

**Figure 2.**

*Categories of the analysis*



### ***Category 1: Project work to enhance micro-skills of oral communication.***

This category emerged from the data collected in field notes and audio recordings. It explains how the development of the ecotourism project helped to enhance some micro-skills of oral communication of students when they prepared their oral products. As students engage in purposeful communication to achieve goals in meaningful activities, they have the opportunity to use language in a relatively natural context (Haines, 1989), providing opportunities for the integration of language skills (Stoller, 2006) while they participate in meaningful activities which require practical language use (Pham, 2018).

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### *The role of writing to enhance the micro-skills of oral communication*

One of the findings in respect to the oral communication micro-skills of the students was related to the grammatical construction in their speeches. This is an elemental micro-skill for achieving understanding during the oral communication. In this case, the strategy of students to achieve that goal was preparing a written version before presenting their oral products.

According to Swain (1995), when students produce English, they may notice a gap between what they *want* to say and what they *can* say, leading them to recognize those language structures or elements that they do not know, or know only partially (As cited in Zhang, 2009, p. 33). In this sense, the students filled the gap by using different tools that helped them to convey the messages and ideas they wanted to express. In the following fragment of a field note, this situation is briefly described, analyzed, and linked to theoretical concepts that support this analysis. Also, in the photography #1 is evident the use of dictionary as a tool, to convey meaning when producing English.

#### **Field note fragment #1.**

Date: August 14	Time: 7:50-9:20	Grade: 902	English subject
Description	Analysis	Guiding question	Theory
Sts participated in the activity related to speaking only after they have written down their ideas, using translators or searching in the dictionary vocabulary, and reading their productions.	Students are used to use the <i>translation methodology</i> in the classroom and to use the mother tongue to communicate and interact.	How do students communicate in English?	<p>ACHIEVEMENT STRATEGY: Bygate established the Co-operative strategy as one used when the learner gets help by translating of his mother-tongue word, by physically indicating the object that he means or by miming. (p. 45-46)</p> <p>WRITING BEFORE SPEAKING: Albeit writing and speaking are two segregate skills of language with special discrepancies, they both belong to the taxonomy of productive skills and because of sharing many similar members they are very much interdependent (Jordan, 1997).</p> <p>Weissberg (2006) believes that students can enhance their language skills in addition to their social interplay skills through vital writing practice, since oral and written skills share the identic strategies such as topic choice and giving remarks.</p>

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**Figure 3.**

*Class Work*



*Ninth grade EFL Student of Prado Veraniego School, developing an activity with the use of a dictionary as a tool.*

Additionally, in the oral samples #1 and #2 the students show a good achievement of the oral communication skill proposed by Brown (2000) related to the “use of grammatical word classes (as nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order and patterns” (p. 272), during the preparation of their speech for the first cycle. This oral development, which is focused on the Colombian Ecotourism (cycle 1), is closely connected to the previous writing process of the specific information, presented in the artifacts #2 and #4.

These fragments presented in the students’ artifacts #1 and #2 are result of a research and selection of information exercise for preparing the speech, in which the same grammatical structures and vocabulary used in the oral samples are presented. It is important to point out that the highlighted words in gray were pronounced as if read in Spanish.

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### Artifact 1: oral sample #1.

**P:** - *“The environmental importance on sanctuary of fauna and flora of Malpelo is mainly constituted by its great biodiversity that makes up the area. Due to this makes the island and its surroundings very visited by tourists which are prohibited from deforming the environment.”*

### Artifact 2: student’s artifact #1 (cycle 1).

**ECOTURISMO**  
(ecotourism)

**INTRODUCTION:**  
We will talk about the island of Malpelo and its relations with ecotourism.

**INTRODUCCION:**  
Hablaremos de la isla de Malpelo y sus relaciones con el ecoturismo.

**ENVIRONMENTAL IMPORTANCE:**  
The environmental importance of the sanctuary of fauna and flora of Malpelo is mainly constituted by its great biodiversity that makes up the area, due to this it makes the island and its surroundings very visited by tourists, which are prohibited from deforming the environment.

### Artifact 3: oral sample #2.

**J:** - *“Culture: the culture of the amazon region of Colombia is constituted primarily by tradition activities and costum on indi indinius, indinius ethnic groups sosh as ride, dances, songs, oral traditions, beliefs, an crast among others.”*

### Artifact 4: student’s artifact #2 (cycle 1).

CULTURA /CULTURE	Cultura. La cultura de la región de Amazonas de Colombia es constituyente principalmente de actividades tradicionales y tradiciones de los grupos étnicos indígenas, como paseos, bailes, canciones, tradición oral, creencias y artesanías, entre otros	freshwater fish Culture. The culture of the Amazon region of Colombia is constituted primarily by traditional activities and customs of indigenous ethnic groups, such as rides, dances, songs, oral traditions, beliefs, and crafts, among others.
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Even though the students presented difficulties in the pronunciation of some words, the tenses, the grammatical structures and the vocabulary used allow them to have a general understanding of the speech messages, and help to enrich the oral communication process. Moreover, during the group work which focused on the constructions of speech for the second cycle, presented in the Oral sample #3, the students showed an evolution in the messages into more complex constructions of sentences and vocabulary, and with more concrete and clearer ideas.

### **Artifact 5: Oral Sample #3.**

#### ***Fragment 1.***

**C:** - *“Las palmas son inusuales... no.”*

**K:** - *“Las palmas son importantes como los animales... Para maltratarlas así.”*

**C:** *“Las plantas son importantes como los animales, para tratarlas así”*

**K:** - *“para tratarlas”*

**R:** - *“Para tratarlas así como...”*

#### ***Fragment 2.***

**C:** - *“The palms are losing the natural balance and with the (...) we will destroy the planet, the planet”*

### ***Rhymes and rhythm to enhance pronunciation***

This emergent subcategory presents the findings related to the pronunciation of the students when they presented the products of the second cycle. During this project the students created a song about their findings in respect to issues that affect the natural landscape and destinations of their ecotourist regions. They should try to use rhyming words and follow a track of their choice.

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Consequently, the students' oral constructions were made in groups of sentences trying to correspond to the track music sounds and beat. This helped them to improve the rhythm of their speeches and to develop breath groups. These groups are understood for Brown (2000) as "producing speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences" (p. 272) in the microskills of oral communication. In the following oral sample, there is a fragment of one of the students' songs where is evident the achievement of rhyming patterns. The transcription was made according to the perceived breath groups.

### ***Artifact 6: oral sample #4.***

**Choir:** *"This is my home  
Do not destroy i-i-i-it anymore  
Le-le-let us feel  
This is my home  
Do not destroy i-i-i-it anymore  
Le-le-let us life*

**S:** - *"In a world of innocents  
Everything is bought white cents  
The beauty of a flower  
Disappears before power"*

### ***Artifact 7: Oral sample #5.***

**Choir:** - *"We are lost in nature  
The planet is pure  
The future is not good"*

In this case, the students were able to create rhyming patterns, taking into account the written form. Thus, they made a modification in the stress of the word *nature* in order to rhyme with the word *pure*, changing | *na/ture* | for | *na/ture* |. However, this change did not affect the correct pronunciation of the phonemes | neɪtʃə | and did not interfered in the comprehension of the message. On the contrary, this kind of changes are usual in songs' lyrics.

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### ***Category 2: Team work to achieve a common goal***

The collected data presented findings connected to the type and characteristics of team work of students when developing their projects in groups. As the type of project was defined as semi-structured, the conformation of groups was part of students' autonomy and free development as it is student-centered. According to Smith and McGregor (1992), students are working in groups of two or more, mutually searching for understanding, solutions, or meanings or creating a product (p.1). The two emergent subcategories, contain the findings of the separate characteristics that differentiate the type of work, whether it was cooperative or collaborative.

### ***Zone of proximal development***

One of the characteristics found in the collected data, was the effect of social interaction of students with a skillful peer during their group work, defined as zone of proximal development. In this sense, the work of a group was carried out thanks to the role that the skillful peer played in favor of his partners. This collaborative strategy allowed students to have good results in terms of group work productivity.

This working procedure was not previously structured and it did not respond to an instruction given by the teacher. The students were free to work as they preferred in small groups. It was result of their free development to get related and conform their groups with "more capable others" (Oxford, 1997) that guided and encouraged their partners to participate and to work actively to achieve a common goal.

### **Artifact 8: Oral Sample #6.**

#### ***Fragment 1.***

*S: - "Recuerda, apenas, apenas, apenas acaba, tú inicias. ¿O inicio yo?"*

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### ***Fragment 2.***

*S: - “Ahora tú.”*

*C: - “No, es que no puedo,”*

*S: - “¡No, lo estás haciendo muy bien!*

### ***Fragment 3.***

*S: - “Ustedes vayan pensando en un nombre”*

*C: - “¿Para la canción?”*

### ***Fragment 4.***

*S: - “Bueno, entonces en la primera parte, cuando esté iniciando el coro, una persona tiene que decir esto.”*

In the oral sample #5, the student “S” adopted the role of leader and tutor by encouraging her partners, and dividing work in pieces in order to give each member a responsibility. Also, this student was regulating and motivating his partners constantly, managing to involve them in the construction of the final product, which meant gains for the group as a whole.

### ***Positive interdependence***

This subcategory refers to the working strategy of some students that allowed to build a sense of unity in the groups, according to their choices made in order to create their final products. During this process some students performed equal roles in which they worked together side by side as they organized their workforces to construct their speeches.

In the above field note fragment #2, it is described how students worked differently in their groups, demonstrating the way students’ learning and type of work differ for each. Being that, the strategies some of them used were linked to the positive interdependence proposed by Oxford (1997), that made each member of the group responsible for making a successful final product.

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### Field note fragment #2.

Date: August 26	Time: 11-12:20	Grade: 902	English subject
<b>Description</b>	<b>analysis</b>	<b>Guiding question</b>	<b>theory</b>
Working strategies are different for each group; some work together, some groups have a leader, some groups push a member to work, some groups divide the work and each one does his part.	Students have different habits of work and different personalities which lead them to perform a different role in their group.	Do students use collaborative or cooperative strategies to develop a project?	According to Johnson (1990) there are 5 basic collaborative strategies. In this activities there were 3 identified, (1) Positive interdependence: Team members are obliged to rely on one another to achieve the goal (2) Promotive interaction. Members help and encourage each other to learn. (3) Social skills.

The association of students with peers in this type of work demonstrated a sense of unity reflected in how “the individual was accountable for the group and vice versa” (Oxford 1997). In the following artifact (artifact #9), the students presented their speech divided in equal pieces of information. Each student was responsible for an aspect of the final presentation about the ecotourist regions.

### Artifact 9: students' artifact #3 (cycle 1).

CLIMA/	Clima Cálido húmedo con una temperatura promedio de 27c	Climate: Warm humid with and average temperature of 27c	Student K
PARQUE /PARK	en el parque hay alrededor de 150 especies de mamíferos, entre los que se destacan el delfín rosado y algunas especies en vía de extinción como la danta, el manatí y la nutria entre las muchas especies de primates se destaca el TITI LEONCITO, el más pequeño del mundo. Amacavacues el lugar de 500 especies de aves y variedad de peces de agua dulce	In the park there are about 150 species of mammals, among them is the pink dolphin and some endangered species such as the Danta, the manatee and otter stand out. Among the many species of primates the TITI LEONCITO stands out, the smallest in the world. Amacavacues is the place of 500 species of birds and a variety of freshwater fish	Student R
GASTRONOMIA/GASTRONOMY	Gastronomía Pirarucu: este plato consiste en servir el pescado en trozos pequeños, empanizados y fritos Crema de copoazu: es un dulce que se prepara con la pulpa de la fruta, crema de leche y leche condensada. Mojojoy: una larva blanca que se rellena con carne, pollo o cualquier otro tipo de carne y luego se fríe o se pone a la parrilla	Gastronomy: -Pirarucu: this dish consists of serving the fish in small pieces, breaded and fried - Cream of copoazu: it is a candy prepared with the pulp of the fruit, milk, cream and condensed milk Mojojoy: a white larva that is stuffed with meat, chicken or any other type of meat and then fried or put on the grill	Student C
CULTURA /CULTURE	Cultura. La cultura de la región de Amazonas de Colombia es constituyente principalmente de actividades tradicionales y tradiciones de los grupos étnicos indígenas, como paseos, bailes, canciones, tradición oral, creencias y artesanías, entre otros	Culture. The culture of the Amazon region of Colombia is constituted primarily by traditional activities and customs of indigenous ethnic groups, such as rides, dances, songs, oral traditions, beliefs, and crafts, among others.	Student J

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Additionally, students prepared their corresponding pieces by practicing their speeches and learning them, as evident in the oral samples #6, #7, #8, #9. This aspect was example of the importance of individual participation and engagement in the preparation of the final product.

### **Artifact 10: Oral Sample #7.**

**M:** - *“Culture: The city has several samples of moder and contemporary architecture...”*

### **Artifact 11: Oral Sample #8.**

**G:** - *“Activity one: overnight in the jungle for an adventures”*

### **Artifact 12: Oral sample #9.**

**T:** - *“Geografic location: Filandia is twenty six kilometres...”*

### **Artifact 13: Oral sample #10.**

**P:** - *“And what religion is professed in such a cheerful and complex city?  
The answer is not just one...”*

Additionally, the students had “accountability teamwork” (Oxford, 1997) as their individual active participation in the creation of the final product was a key factor to express ideas and thoughts about their topics. According to Oxford’s (1997) description of cooperative learning, Dewey proposed a triangular relationship for the social construction of ideas among the individual, the community, and the world. This is evident in the following oral sample.

### **Artifact 14: Oral sample #11**

**C:** - *“Exacto como algo inusual, para la ambición”*

**K:** - *“Sí, eso en sí es ambición, ¿no?”*

**R:** - *“Sí, porque compran...”*

**R:** - *“Las palmas son importantes como los animales. Para tratarlas así”*

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### ***Category 3: The effect of PBL in oral communication***

The analysis of the data gathered from the different instruments, revealed some effects of the PBL approach used in the pedagogical intervention, in relation to the oral communication process of students. As Thomas (2000) explains “Projects are complex tasks that involve students in design, problem-solving, decision-making, and investigative activities” (p.1). To achieve these complex tasks, students must work autonomously to prepare final products. The autonomy leads to a free development of different type of strategies, ideas and creativity.

### ***Communicating critically***

During the cycle 2, the students demonstrated a development of critical thinking during the construction of their final products. As they were working together to create a song, they followed a process of analysis and reflection, based on their research about environmental issues that affected ecotourism destinations. This process guided their speech into a critical communication of group-constructed ideas.

As Jumaat, Halim, Tasir & Ashari (2071) said, “the project should occupy student’s constructive investigations whereas this includes inquisition, decision-making and resolution from the students” (p. 2). In the oral sample #8, students make evident the relation between their investigation and the speech they are creating through the reflection in an interaction with the teacher-researcher (TR). Likewise, Vygotsky’s (as cited in Oxford, 1997) recognized that ideas have social origins; they are constructed through communication with others.

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### Artifact 15: Oral sample #12.

#### *Fragment 1.*

*C (singing): - "Palms are important like"*  
*R: - "Profe eso no rima. A mi me parece que eso no rima"*  
*K: - "Palms-are-import-like"*  
*R: - "No, es que no sabemos como"*  
*C: (singing) "Las palmas son importantes"*  
*K - "Es que utilizan las palmas para la fabricación de combustibles"*  
*TR: - "¿Y para qué más funcionan las palmas?"*  
*K: - "No, las palmas africanas"*  
*TR:- - "¿Y qué pasa con esas palmas?, ¿La noticia qué más dice?"*  
*R: - "Que hay un desequilibrio natural"*  
...  
*C: - "Como para el equilibrio"*  
*K: - "ambiental"*  
*C: - "de la naturaleza"*  
*R: - "Las palmas son importantes como los animales, ya que no hay..."*  
*K: - "Un equilibrio natural"*

In the same way, Flammig (2000) referred to the benefits of PBL, in which he mentions the "increased achievement", an aspect focused on "the practice of higher level of thinking through direct application of factual knowledge in making interpretations, conclusions, and critical judgments" (p. 6).

### Artifact 16: Oral sample #13.

*C: - "The atmosphere is contaminated by cycles of Destruction"*  
*R: - "Deforestation our nature is our destructation"*  
*C: "The palms are losing the natural balance and with the (...) we will destruction the planet, the planet"*  
*C: "This company is goin' to finish with the planet and we don't know."*

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### **Artifact 17: Oral Sample #14.**

*T: - “Los peces se fueron extinguiendo  
gracias a la contaminación  
y no nos dimos cuenta con anticipación  
gracias al petróleo que los contaminó  
y hoy sufrimos ese dolor.  
No tomamos conciencia y eso es lo peor.”*

### **Artifact 18: Oral sample #15.**

*Group: - “Create a new world,  
do a good life  
sit in a three  
under a three  
I want to think  
the world is an ask”*

The previous artifacts show the students work and their own interpretations, critical ideas, reflections and proposals about the environmental issues they searched. During this cycle, the students created a setting of discussions and dialogue among peers, that lead the construction of their final products.

### ***The role of mother tongue***

Data revealed that during student’s performance along the two cycles of project work there was a constant use of the mother tongue. Taking into account the audio recordings, the field notes, and the students’ artifacts, the role of the mother tongue had a specific relevancy for the production in the target language as a key factor. Especially, if it is considered the statement of Danchey (1982) in which he says that “translation is a natural phenomenon and an inevitable part of second language acquisition” (As cited in Harbor, 1992, p.351).

Students used the mother tongue to build their speeches, as evident in the following artifact. In this case, the students were establishing their song speech and dictating one another to

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translate. As stated by Atkinson (1987), “this is a 'learner-preferred strategy'. Given the opportunity, learners will choose to translate without encouragement from the teacher” (As cited in Harbord, 1992, p. 350).

### Artifact 19: Oral Sample #16.

T: - “cuenta su esposo, que era muy diferente”

Y: - “...un cielo muy claro?”

T: - “que había un cielo muy claro”

Y: - “que había un cielo muy claro”

T: - “donde voló cometa”

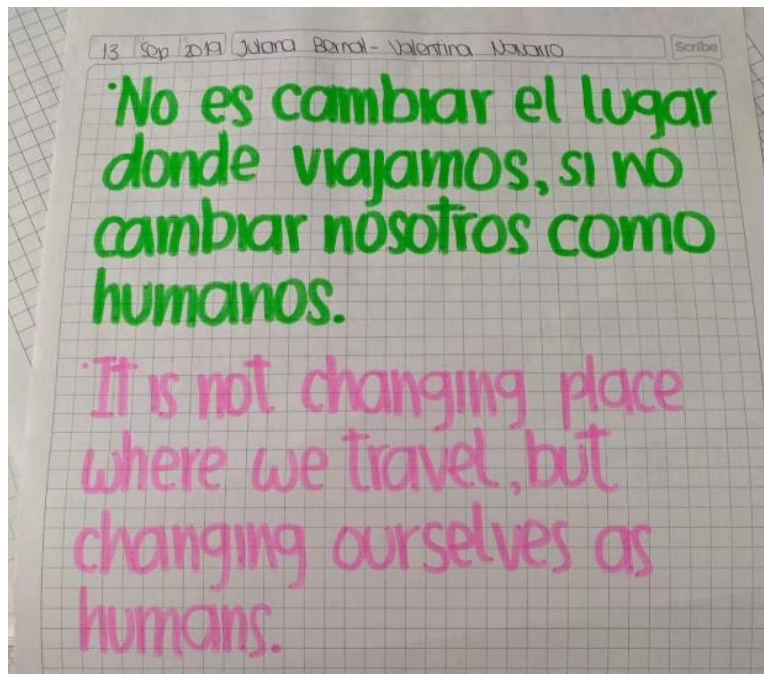
Y: - “donde voló cometa”

T: - “que él mismo”

Y: - “que...”

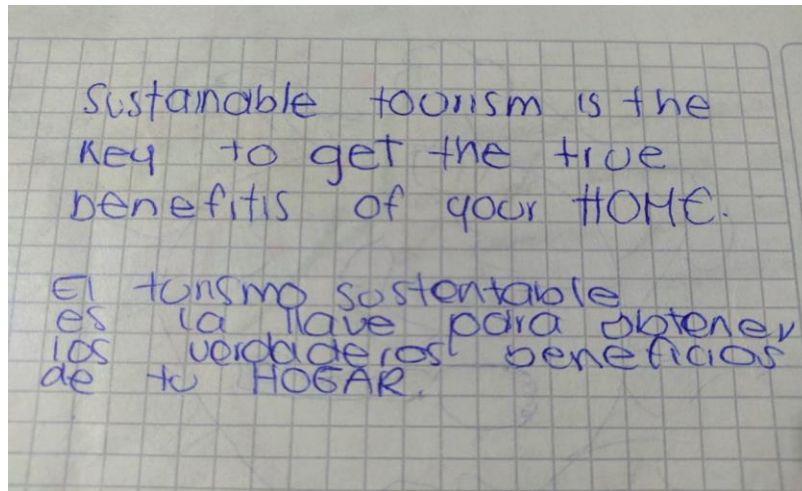
T: - “qué el mismo la construyó”

### Artifact 20: Students’ artifact #4.



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### Artifact 21: Students' artifact 5.



Some students tend to translated their productions in the target language repeatedly without being asked, as it is shown in the previous data samples. In this respect, Larsen-Freeman & Anderson (2011) explain how “the students’ native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything” (p. 124)

Furthermore, the use of the mother language was a key element to allow students to construct group ideas, to express thoughts and to reflect about the environmental issues, during the second cycle. Harbord (1992), affirmed that “to let students use their mother tongue is a humanistic approach in that it permits them to say what they want” (p. 351).

### Artifact 22: Oral sample #17.

R: - “El planeta se está enfermando, y ninguno se da cuenta porque la ignorancia los tiene... ¿aturdidos?”

Hmmm”

C: - “No, aturdidos no queda”

C: - “La ignorancia los tiene apresados”

R: - “Hablemos más de la sociedad, como del daño del ser humano ¿si me entienden?”

C: - “Esta sociedad va a acabar con el planeta y nosotros”

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*R: - “No nos damos cuenta”*

*K: - “Este planeta se está muriendo  
y ninguno se da cuenta del daño que estamos haciendo.”*

Moreover, even though the students tended to translate most of the time, during the cycle two, they became aware about the issues of attempting to obtain the same pronunciation patterns, such as rhymes, when they translated their speeches from Spanish to English. Similarly, Duff (1989) recommends using the mother language in order to facilitate learning the target language like this:

Whereas translation out of context encourages students to translate word for word, translation within a specific context, by contrast, makes them more fully aware of the problems of single-word translation. The object here to use translation effectively to help students to understand that what works in their mother tongue may not work in English (p. 51).

### **Artifact 23: Oral sample #18.**

*K: - “En español no suena nada bien”*

### **Artifact 24: Oral sample #19.**

*C: - “En inglés suena bien, aunque en español no”*

### **Artifact 25: Oral sample #20.**

*C: - “Pero es que no importa si rima en español, lo importante es que rime en inglés, porque a veces... Esa frase, a esta frase no rimaba tanto en español y sí en inglés.”*

In the previous evidence, there are three examples of students understanding the problems of using translation and expecting a good development of rhyming patterns for their songs. The

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students realized that what worked in their native tongue was not working in the target language. This meant a recognition of the differences and allowed these students to build their songs in English from the beginning and not by translating the speech completely until the end. It also permitted them to achieve this goal successfully.

To sum up, throughout this chapter the findings of the data analysis were presented as the emergent categories and subcategories that intended to describe the process of students' development of project work and the effects it had on their oral communication process.

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## **CHAPTER SIX**

This chapter introduces the conclusions of this research bearing in mind the preceding analysis. Likewise, the implications of the study for the participants of the project, for the institution in which it was carried out, for the researcher and for the educational field are described. Lastly, it presents the limitations and further research suggestions.

### **Conclusions**

This action-research investigation aimed to build oral communication skills of ninth grade students through an ecotourism project. Therefore, the research question of this study was: How may the students of ninth grade build their oral communication micro-skills when developing an ecotourism project? On the basis of this question, the main objective of this research was established as: To describe the oral communication process of ninth-grade students when developing an Ecotourism project. Thence, three specific objectives were formulated:

1. To identify and classify ninth-grade students' micro-skills of oral communication when they plan and present their Ecotourism projects.
2. To identify the collaborative or cooperative strategies used by students when planning an Ecotourism project and reporting about it orally.
3. To analyze the impact of using PBL to develop students' oral communication.

Considering the first objective, and based on the analysis, the students were able to develop some micro-skills of oral communication through the construction of their projects, as they were able to use grammatical structures with the help of writing skills, to develop breath groups and improve their pronunciation while creating a song. The autonomy of students while working in groups guided them to integrate writing, speaking and even listening skills in order to

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create their products. The oral communication micro-skills were identified as a conjoined development of their oral productions by using different tools to build ideas, organize information and express them in the target language.

Bearing in mind the second objective, the group work performed by students during the two cycles of this project had different characteristics. Some students had a collaborative work development, and others used cooperative strategies. Both types of work responded to the autonomy of the students when working together and allowed them to reach the final stage of the project: the presentation of their products. The main differences were focused on the roles that each student played in their group, their social skills, their capabilities to guide others and their accountability to the group. Their free development and their own characteristics as individuals permitted diverse working strategies as positive interdependence or zone of proximal development.

In response to the third objective, the impact of PBL was focused on two aspects: critical thinking, and the use of the mother tongue. The first one, was developed by students while they created the product for the second cycle, and it responded to the interaction among students, in which they composed a group speech thanks to a communicating setting of friendly dialogue, reflection and mutual agreement. Besides this, the focus of the cycle was a core element to reach the critical development of the oral product. The second aspect was an inevitable situation given the habits and the language level they had. This was evidenced in the interaction of students, and it was a key component for the development of the projects, as they shared their ideas and managed to communicate them in English. Additionally, this aspect was also a benefit in building awareness about the differences among the mother tongue and the target language.

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In conclusion, the development of project work focused on ecotourism in the English class, permitted students to develop some micro-skills of oral communication, to discover strategies to work in group, to build critical thinking, to share their ideas, to use tools in order to communicate those ideas clearly in the target language, and to notice the problems that translation methods bring when they overuse it to produce speech in English.

### **Implications**

This study, as an action-research investigation intended to improve the oral communication process of students through the development of an ecotourism project, defined through a set of procedures, that consisted of observation, diagnosis and design of the pedagogical intervention. The findings of this process have diverse implications for the EFL teaching community and the institution in which it was carried out.

First of all, the findings of this process for the EFL teaching community are focused on the effect of PBL in the ninth-grade students, as the development of different types of skills, such as the ones linked to the language development, and the 21st century skills. Both skills made part of a whole during the implementation of PBL in the EFL classroom. This approach implies constructivism learning given its principles of community learning and autonomous work.

Also, PBL implies social interaction and commitment of students to their projects as part of the cooperative and collaborative strategies performed by students. Similarly, PBL involves critical thinking, depending on the focus of the project and the development of mutual dialogue among peers. Finally, the oral communication process is strictly related to the development of other language skills, given the integration of writing, listening and speaking, performed by students, and influencing the development of oral communication micro-skills in order to create oral products.

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Secondly, considering the implications of this research for the institution, it is important to consider and re-think the approach and methodology used in the English classes, in order to allow students to have more opportunities to perform the knowledge they acquire. Also, it is important to give students more opportunities to speak their minds in the classroom, to allow them to participate more actively, and to propose topics or activities they prefer to work on to achieve the language skills while integrating them to other skills.

### **Limitations**

In the course of developing this research, several limitations arose, especially during the pedagogical intervention. In this period, the pedagogical intervention could not be completed as it was proposed in the timetable of activities, given separate national and worldwide conditions. First of all, the national strike during the last months of 2019 interrupted the normal functioning of the public schools. As well, it interrupted the development of the classes, guiding some changes in the intervention and making shorter the second cycle process. Secondly, the covid-19 pandemic that interrupted the functioning of all the sectors, including educational ones and did not permit the development of the third cycle: the concluding project. Additionally, the quantity of extracurricular activities and the constant interruptions of the classes affected the continuation of the process.

Moreover, in the moment of reflection of the first cycle, it was concluded that some changes needed to be done in the proposal for the subsequent project work. For this reason, in order to adapt the second cycle project to the students' capabilities in the English language production, the aims of the second project changed and were re-established responding to the time available and the development of the students during the first stage.

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Additionally, in terms of the learning methodology, the use of project-based learning inevitably had some limitations that did not allow a good development of the work for the total of students. Some issues were the lack of motivation of some students, as a minority of them did not worked on the proposed projects, or participated only partially and did not finish the process. This reflects an issue in the motivation that could not allow encouragement to achieve the goals of the project. Also, group work was difficult as some students could not handle working together, and did not found the correct strategies to create their products successfully.

Finally, it is important to emphasize that the pedagogical intervention was not completely carried out, and the analysis was done by using the collected data from the two out of three stages of the timetable of activities that were developed during the second semester of 2019.

### **Recommendations**

It is important to consider the role of time in the development of PBL, as it requires flexibility depending on the performance of students. Also, the language requirements and assessment of the advances of students in their projects are a core element to achieve a successful process. The motivation of students and the relationships among peers are important aspects that require constant attention, and the continuity in the process is necessary to maintain students focused on the construction of their projects.

Considering the institutional contexts, the school in which this study was developed should be stricter with the time of classes and classroom, by trying to avoid constant interruptions and promote the respect of classes as basic principles that could help managing time better. Besides, the Pedagogical University as the institution in charge of the research, should try to give the best conditions for the teacher-researchers to develop the studies without difficulties, as

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offering a larger list of material and resources to enrich the processes, and to establish continuity in the process with the assessors by assigning one professor for the entire process.

### **Further research**

This research focus was the development of oral communication micro-skills of students when they worked under the principles of PBL. It will be important to develop future studies on the role of time and continuity in the development of project work. Also, future research should consider the potential effects of the integration of the communicative skills within PBL.

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ANNEXES

Annex A: Teacher Interview

Teacher Interview

Fragment

T: 902 es un curso que yo lo tuve tal vez en 600 cuando estaban en 600 y lo volvi a tener el año pasado, ha habido cambio con ellos pero cambios positivos, son niños que están en noveno son niños que tienen mucho por dar son habladores pero es una característica de todo adolescente, a la hora del trabajo hay muchos niños que les encanta el ingles y hacen todo el esfuerzo por trabajar , ***902 en este momento lo que yo pretendo con ellos es que suelten un poquito más la parte del habla, que desarrollen más la habilidad de speaking y es algo que he venido haciendo desde el comienzo, ir soltandolos, les da miedo pasar adelante, entonces yo lo que hacía era ponerlos en parejitas y luego pasaban para que se les fuera quitando el miedo. ya he visto que por lo menos el hecho de pasar adelante no es tan traumático para ellos aunque si presentan algún miedito por ahí , hablan aunque no tengan la pronunciación adecuada pero eso no interesa; yo pienso que lo primero es que ellos se den cuenta que tienen que conversar para aprender el idioma y no para tenerlo en un cuaderno;*** yo siempre les digo que todo lo que aprendan lo van a tener en su cabecita y ¿cómo lo van a ver? pues cuando ellos estén interactuando con los demás chicos, o de pronto que vayan a algun lugar donde pueda haber personas extranjeras y los puedan escuchar e interactuar con alguien así, pues qué rico, pero sí les gusta, a los chicos les gusta.

Annex B: Diagnostic Test

UNIVERSIDAD PEDAGOGICA NACIONAL  
FACULTAD DE HUMANIDADES

Hello, what is your name? [redacted]  
What is the date today? 13/05/19  
Please, write your grade: 902

DIAGNOSTIC TEST

a. Choose the correct form to complete the story. 6/10  
Example: I went / going to a nice party, yesterday  
Today was / were my first class at the university, I didn't know / I didn't know anybody so I wanted to make new friends. I went into the building B and searching / searched the classroom on the third floor, but when I arrived / I was arrived there, my classroom was locked and having / had a sign on the door: "Today class is in building H". I was / were worried because I didn't know how to get to that building. Luckily, somebody else arrived / arriving to the classroom and asked me if I also having / had class there, and helped me to find the H building. I made a new friend today, my first friend from the university.

*Handwritten corrections:*  
- I went ✓  
- I didn't know ✓  
- I arrived ✓  
- having ✗  
- was ✓  
- had ✓  
- new ✗  
- arriving ✗

b. Complete sentences with the correct modal verb from the word bank.

Should	Have to	Must	Can't	Can
--------	---------	------	-------	-----

Today I arrived late to work, so my boss told me that I have to work extra hours if I don't want to be fired. The problem is that today is my girlfriend's birthday so I can't stay at work, I organized a surprise party for her and all the guests are going to arrive before she arrives from her work. What must I do?  
May be I can ask a friend of my girlfriend to be in charge of the party, and I should not arrive late again.

# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

d. Write 5 sentences about how you imagine your future in 10 years, from now. Use simple future tense.

she is going to share a bag?  3.5

I'm going to cinema with the my family  $\frac{1}{2}$

I will have a car ✓

I'm going to eat you shoes to my mom

I will have a house ✓

I will study hotel and tourism ✓

e. Listen and answer the questions. Circle the correct answer.

1. Where was Ana born?

- Colombia
- Argentina ✓ 2.5
- Paraguay
- Uruguay

2. Ana moved two years ago.

- Two years ago. ✓
- Twelve years ago.
- Ten years ago.
- Three years ago.

3. What does Ted do?


- He is unemployed.
- He studies tourism. ✓
- He works in a travel agency.
- He travels around the world.

4. Ted is a computer specialist

- A computer specialist
- A teacher
- A travel agent
- No information

SP: 1)  $\frac{1}{2}$   
2) ✓  
3)  $\frac{1}{2}$   
4

going 3.0

 **Discover America California**

**1 San Francisco**  
Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

**2 Golden Gate Bridge**  
Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.

**3 Alcatraz Island**  
Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

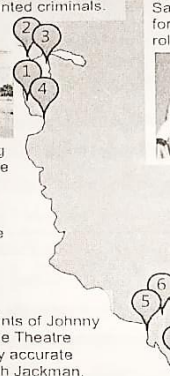
**4 Santa Cruz**  
Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.


**5 Venice Beach**  
This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

**6 Hollywood**  
You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.

**7 Los Angeles**  
Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.

**8 Disneyland**  
One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!





<https://learnenglish teens.britishcouncil.org/skills/reading/intermediate-b1-reading/travel-guide>

## Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

f. According to the texts circle True (T) or False (F) in each statement.

True/False

- |   |   |
|---|---|
| 1. Fisherman's Wharf, Ghirardelli Square and Pier 39 are all in San Francisco.    | T <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 2. The Golden Gate Bridge is the shortest suspension bridge in the world.         | <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> |
| 3. Alcatraz is still a prison today.  | T <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 4. You can see a surfboard damaged in a shark attack in the museum in Santa Cruz. | T <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 5. Ice skating is a popular activity on Venice Beach.                             | <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> |
| 6. You can meet real film stars at Madame Tussauds in Hollywood.                  | T <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 7. The Grammy Museum in Los Angeles is dedicated to music and dance.              | <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> |
| 8. Space Mountain is the name of one of the hotels in Disneyland.                 | T <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |

5/12

g. Match the person to the destination they will enjoy most. Write the place in the line under each description.

- |                             |                             |
|-----------------------------|-----------------------------|
| - Golden Gate Bridge        | - San Francisco             |
| - Alcatraz Island           | - Grammy museum             |
| - Santa Cruz Surfing Museum | - Madame Tussauds Hollywood |

"I love ferry rides. They're so much fun. I also like visiting places with an interesting and unusual history." San Francisco ✓

"I'd love to have my photo taken with all my favourite film stars!" Hollywood ✓

"I really want to go on some exciting rides. I've just taken up surfing too so I'd like to learn more about that." \_\_\_\_\_

"I'm a keen photographer so I want to go to the place with the best views." \_\_\_\_\_

"When I'm on holiday, two things are most important for me: great shopping and great food." Alcatraz Island ✓

"I'm a music lover and my dream is to record a song." Santa Cruz Surfing Museum ✓

# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

## Annex C: Lesson Plans

Lesson Plan: Inquiry to recognize Colombian territory			
<b>Objective:</b> Design a project, share ideas and recognize the inquiry process			
<p><b>Language use:</b> Produce chunks of language of different lengths, when they give opinions.</p> <p><b>Grammar:</b> Simple present, Simple future, Going to (planning future activities). Comparatives and superlatives.</p> <p><b>Chunks of language:</b></p> <ul style="list-style-type: none"> <li>- I (really) think that ...</li> <li>- I believe (that) ...</li> <li>- I'm sure that ...</li> <li>- In my opinion / My opinion is ...</li> <li>- I agree</li> <li>- I disagree</li> <li>- I guess/imagine ...</li> <li>- To be honest / In my honest opinion, ...</li> <li>- By this I mean...</li> </ul>	<b>Time</b>	<b>Instrument to collect data</b>	
<b>Pre task:</b>	<p><b>Brainstorm:</b> What do you think about ecotourism?</p> <ul style="list-style-type: none"> <li>-The teacher will present in PPT the chunks of language to give opinions (give reasons, support ideas)</li> <li>-Students will practice the chunks of language in groups.</li> <li>-Students will share their ideas about the stated question.</li> </ul>	-15 min -25 min  -10 min -15 min	
<b>Task 1 :</b>	<ul style="list-style-type: none"> <li>- The teacher will present separate videos about Colombian territory in terms of ecological resources, and tourist places.  <a href="https://www.youtube.com/watch?v=3lxHWdGINfM&amp;t=58s">https://www.youtube.com/watch?v=3lxHWdGINfM&amp;t=58s</a>  <a href="https://www.youtube.com/watch?v=n3dgIOUVTCQ&amp;t=337s">https://www.youtube.com/watch?v=n3dgIOUVTCQ&amp;t=337s</a>  <a href="https://www.youtube.com/watch?v=50Y-3reJMIU">https://www.youtube.com/watch?v=50Y-3reJMIU</a></li> <li>- Students will share their opinions about which is the best place to visit, using chunks of language.</li> <li>-Students will identify vocabulary related to ecotourism.</li> </ul>	-40 min  -20 min	
	<p><b>Homework:</b> Think about the important aspects of an eco-tourist plan and choose a specific geographic area of interest, make a list of activities a tourist can do there. Minimum five activities and explain them.</p> <p>e.g Bicycling, jungle trekking, snorkeling, birdwatching, speleology, climbing, hiking, kayak, etc.</p>		
<b>Task 2</b>	<ul style="list-style-type: none"> <li>- Students should organize groups of 3.</li> <li>- The information about the objectives and the main topic of the project will be given.</li> <li>- Students will decide what type of information they will have to investigate. After sharing the aspects they gathered from homework and selecting a specific area.</li> <li>- Dates and specific information about the requirements of the project will be specified.</li> <li>- The teacher will explain the inquiry process to gather information. (Screenshots)</li> <li>-Practice pronunciation: Teacher will present an application that</li> </ul>	- 5min - 10min  - 20min  -10min -15min	Audio recording

## Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

	students can download to their cellphones in order to guide pronunciation. (Voki app, survey monkey) -Teacher will explain how to have virtual communication, and a shared folder to save information and being able to check, to ask help, etc...	-20 min	
	<b>Homework:</b> Gather pasted and printed specific information from the chosen territories, minimum one page. -Create or check virtual accounts to have a shared folder.  Suggested websites: <a href="https://www.youtube.com/channel/UC55eWN6kJOoSwn">https://www.youtube.com/channel/UC55eWN6kJOoSwn</a> <a href="https://www.youtube.com/user/voyagecolombie/videos1BTCcKIDw/videos">https://www.youtube.com/user/voyagecolombie/videos1BTCcKIDw/videos</a> <a href="https://www.youtube.com/results?search_query=the+only+risk+is+wanting+to+stay+colombia">https://www.youtube.com/results?search_query=the+only+risk+is+wanting+to+stay+colombia</a>		
<b>Assessment</b>	Assess students according to their participation, their classwork, and their homework.		

<b>Lesson plan: Speech and stand to present a project</b>			
<b>Objective:</b> To prepare a speech and a stand for a presentation			
<b>Language use:</b> Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences, when they prepare and present a speech.		<b>Time</b>	<b>Instrument to collect data</b>
<b>Task 1:</b>	<ul style="list-style-type: none"> <li>- Students will present the inquiries.</li> <li>-The teacher will check if they match with their proposal</li> <li>-The teacher will will present thought groups, to build a speech.</li> <li>-The teacher will help the students to build their speeches, to solve doubts, to check grammar and syntax aspects.</li> <li>- Students will use the tools to practice the pronunciation of the text they write, and compare by recording themselves.</li> <li>- Students will work together to build the speeches and to chose the role of each one.</li> </ul>	<ul style="list-style-type: none"> <li>- 15 min</li> <li>- 15 min</li> <li>-40 min</li> </ul>	
	<b>Homework:</b> Students should decide how to make a stand that is linked with the geographic area and the information they will present and bring the resources to design their stands in the class.		
<b>Task 2</b>	<ul style="list-style-type: none"> <li>- The teacher will present tips on how to learn and present a speech. Through PPT</li> <li>- The teacher will check each group speech, and help to correct aspects in pronunciation and .</li> <li>- The students will design their stands.</li> </ul>	<ul style="list-style-type: none"> <li>-15 min</li> <li>- 40 min</li> </ul>	Field notes
<b>Task 3</b>	- The students will present their projects in a trade show		
<b>assessment</b>	Assess the audio recordings, the stands, and the presentations. Ongoing assessments: students doings: homework, participation.		

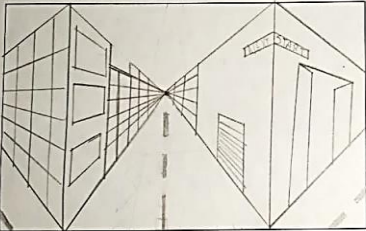
# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

## Annex D: Students' Artifact

TRAVELLER'S PASSPORT

Name \_\_\_\_\_

Picture (or representative symbol)



The most exotic food I've ever tasted

to know the world

I have eaten sushi in height kota

My dream destination

get to know bus and several other countries

A brief weird story of a trip

Once we ~~was~~ went to travel melgor with my niece she is to bathing is calm and stitched on the front and left a lot of blood

Places I've traveled

I have travel to colli, Medellin cat eye cofetera etc


Why do I travel?

I travel for many reasons the main

TRAVELLER'S PASSPORT

Name \_\_\_\_\_

Picture (or representative symbol)



The most exotic food I've ever tasted

wander bus and melo I spend a lot of time and knowing.

the most toxic food was once the broccoli was cooked.

My dream destination

it is to know is Conocer Brasil and get to know all the stadiums in that place.

A brief weird story of a trip

once I was in the bus with my cousin and in the middle of the ride someone appeared on the road and we just went to see it was no longer.

Places I've traveled


I have traveled to several places like medellin, Cucuta jirardot and went to spain by my soccer team


Why do I travel?

I travel for some soccer games and why my uncles

# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

## Annex E: Survey


**UNIVERSIDAD PEDAGÓGICA NACIONAL**  
*Educadora de Educadores*



Formato de encuesta a estudiantes

El siguiente formato es una encuesta con diferentes preguntas que me ayudarán a saber un poco más de ti y de tus procesos de aprendizaje. Toda la información que allí pongas será confidencial. Recuerda que no hay buenas, ni malas respuestas; solo responde con total honestidad. Nada de esto será tenido en cuenta académicamente.

- Nombre: \_\_\_\_\_
- Seudónimo (cómo le gustaría ser mencionado): \_\_\_\_\_
- Grado: 9º Jornada: Mañana Edad: 15 Género: m:  f:
- Lugar de nacimiento: Bogotá Barrio donde vives: Prado Varanieguito  
Estrato: 3
- ¿Con quién(es) vives? \_\_\_\_\_
- Ocupación de tus padres: \_\_\_\_\_
- Menciona tus hobbies: Leer y jugar Basquetball
- Menciona tus actividades extracurriculares: Gimnasia Artística y frances
- Menciona las actividades que realizas con tu familia en el tiempo libre: ver televisión y salir
- ¿Alguna persona te ayuda a hacer tareas?  
sí:  No:  ¿Quién? \_\_\_\_\_
- ¿Cuál es tu materia favorita: Educación Física

- ¿Cuál es tu actividad favorita en clase: Hacer mapas mentales  
¿por qué? Me parecen divertidos y prácticos
- Tu relación con sus compañeros de grado es: Buena:  regular:  Mala:
- ¿Qué actividad o celebración especial del colegio es tu favorita?  
El carnaval  
¿Por qué? Porque es divertido
- ¿Pertenece a algún grupo deportivo, artístico o académico del colegio?
- si:  no:  ¿cual? \_\_\_\_\_
- ¿Cómo prefieres trabajar? en grupo:  individual:  ambos:
- ¿Tomas algún curso de inglés fuera del colegio? Sí  No:
- ¿Qué actividades de la clase de inglés te gustan? Cantar  
¿por qué? Porque así aprendo más
- ¿Qué recursos utilizas para aprender inglés?  
Libros:  Talleres:  Diccionario:   
Audios:  Aplicaciones:  ninguno:   
Películas:  internet:   
Otro:  ¿Cuál? \_\_\_\_\_
- ¿Cuál habilidad consideras que es tu fortaleza en inglés?  
Speaking:  Reading:  Listening:  Grammar:  writing:
- ¿Cuál actividad te gustaría realizar en la clase de inglés?  
Leer libros cortos:  Escribir una historia:   
Hacer presentaciones:  Escribir un ensayo:   
Realizar una obra:  Realizar guías:   
Ver una película:  Escuchar canciones o audios:
- ¿Tienes acceso a internet en tu casa? Sí:  No:
- ¿Tienes un computador o tablet en casa? Sí:  No:
- ¿Tienes un smartphone? Sí:  No:

# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

## Annex F: Field Notes

<b>FIELD NOTE # 1</b>	
<p><b>Institution:</b> I.E.D Prado Veraniego    <b>Teacher:</b> Fanny Abella    <b>Subject:</b> English</p> <p><b>Grade:</b> 902    <b>Schedule:</b> Morning    <b>Date:</b> april 3rd, 2019    <b>Time:</b> 7:50-9:15</p> <p><b>Observer:</b> Laura Sofia Tovar Salamanca</p>	
OBSERVATION	INTERPRETATION
<p>9:15 am The classroom is next to the street, they have windows with curtains. There is a Tv in one corner, there is a video beam a portable computer, there are speakers on the back wall, there is a locker, and some posters in spanish on the walls.</p> <p>Teacher (T) greets students in english: “good morning”. Students (Sts) talk to each other. T asks for homework and fill the register of attendance, during this Sts are more quiet. Then T asks for the groups, she asks for volunteers to begin the presentations: “¿Nadie quiere pasar? Entonces cero para todos”. Sts rise their hands to take a turn, there were 18 groups. Each group repeat his number assigned. Sts start talking each other. T calls 1st group to present in front of their classmates. T says “El ejercicio es hablar, pero también es de escuchar”. One st turns off the lights, the sts near the window close carefully the curtain.</p> <p>The 1st group conformed by a pair of boys, their resources are slides and a brochure. While Sts talk to each other. T takes a moment to tell sts to stop reading the textbook for the spanish subject, sts are reading because they have a test about it.</p> <p>1st group begins his presentation about an archeological park. They introduce themselves and greet their partners. Sts are reading a brochure they made about the park, that was part of the homework. The rest of the students are talking to each other (Tt), they are not paying attention. T corrects some pronunciation mistakes.</p> <p>Suddenly a girl leans out through the classroom door, and calls T, interrupting the presentation. T runs until the door and talks to the girl. Sts Tt louder. T standing in the middle of the lines in the back of the classroom stops the presentation until Sts are quiet.</p> <p>Some Sts are focused on their cellphones. One St asks: ¿Ya? when 1st group stops reading, and everybody applause.</p> <p>Sts Tt.</p> <p>T calls 2dn group and ask Sts to evaluate 1st group advising to tell firstly the positive aspects, and after the aspects to</p>	<p>There are different technological resources, and students are more modernized in the use of technology, just by using slides during their presentations and not using posters.</p> <p>Spanish is very common, classes are not entirely given in english, as a matter of fact there are only short sentences and phrases used in english by the teacher.</p> <p>Students are not comfortable using english, they have important difficulties when they pronounce, they read as if it was spanish almost every word from a text. Besides Sts are not used to speak in english, they feel very nervous during their presentations, and even reading they cut or don't read with a rhythm.</p> <p>T is not very hard on her comments or grades, she focus on the use of modal verbs and sometimes she corrects pronunciation, but not all the time. She cuts</p>

## Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

improve. 2 Sts participate, one (St E) mentions the quantity of text on the slides and the other student mentions the brochure. T congratulates the group and highlights their first big presentation in english, which in general is the first presentation in english class. T talks about pronunciation improvement and the work they have to do during this year. Also T explains the use of modal verbs during the speech of the first group and reminds the rest of the groups that the objective of the presentation was the usage of the modal verbs.

2nd group is conformed by two girls, they also introduce themselves and greet their classmates. T corrects pronunciation and expressions:

Sts: -"We're going to the present San Andrés". T:- We're going to talk about San Andres". 2nd group reads from their cell phones. One of the Sts leaves classroom to answer his cell phone, minutes after he goes back in. Girl 1 (G1) from 2nd group reads wrong a number: 105.000 -One thousand five. When she finishes reading her slide, she wants to translate or explain what she just read but T avoids that. 2nd group has a stronger body expression, they turned their backs on the public and 2nd girl is chewing gum, whenever they are corrected they roll their eyes and continue. They have more difficulties on pronunciation than the last group and avoid reading or telling numbers. 2nd group finishes their presentation so T asks for the use of modal verbs, she repeats to the students the objective of the presentations and asks for evaluation. Same St E mentions the way of recite their read speech and the lack of enthusiasm to sell a touristic place, he also mentions sts should focus on tourism. T remind Sts to tell firstly the positive aspects and secondly the aspects to improve. T stands up to explain their issues on pronunciation and the preparation they should have done for that part even though they are free to read this time, but on the English day they cannot. Sts didn't focus on modal verbs.

3rd group presentation: Conformed by a pair of boys. Sts Tt while resources are prepared. 3rd group does not have so many difficulties on pronunciation. When they finish they are congratulated, by the teacher and their classmates.

4th group: Only one boy, he introduce himself and greet. T corrects pronunciation. Sts evaluate. St E: -"las imagenes que puso le restan seriedad a la presentación. Uno no puede poner imagenes infantiles en una presentación de negocios, ¿o si?-

Sts: -"uhhh"- "Cálmese Parra"- T: "nos estamos dando muy duro, recuerden que les dije primero lo positivo y despues a mejorar, tenemos que tener cuidado con las palabras que usamos. Tenemos que ser objetivos, estamos evaluando, no criticando"

5th group: Boy and a girl.

The snacks arrive to classroom by a boy who lets the door open.

T advice Sts how to practice pronunciation for their presentations.

The classroom gets noisy from outside. Screams and wizzles.

Sts Tt, Sts look their cell phones

5th group: Introduce and greet. Their slides have a column in spanish and a column in english.

T talks about next week activities and the need of an audio cable, to do a listening and singing activity.

Snacks are distributed. T introduces the observer.

Sts leave classroom at 9:15 when the ring sounds.

some presentation when she notice the lack of preparation or a big quantity of information. She decides, sometimes, which student is giving the evaluation to the presenters to hear different opinions.

Many students think their classmates have good pronunciation, they are not very aware about the way words should sound pronounced correctly. Many students use too much text that they probably paste from the web, they don't summarize information, nor select the most important one and neither paraphrase.

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FIELD NOTE # 2	
<p><b>Institution:</b> I.E.D Prado Veraniego      <b>Teacher:</b> Fanny Abella      <b>Subject:</b> English</p> <p><b>Grade:</b> 902    <b>Schedule:</b> Morning    <b>Date:</b> april 8th, 2019    <b>Time:</b> 11:00-12:00</p> <p><b>Observer:</b> Laura Sofia Tovar Salamanca</p>	
OBSERVATION	INTERPRETATION
<p>Sts arrive to the classroom 207, the “English” classroom (Cr) after they changed with the other English T. Sts Tt (talking to each other) while sitting.            Sts close curtains, turn the video beam on.            T sits on her desk.            The Cr door is open.            The first group of this class is ready they are 2Sts g (girls). Presentation begins            Some Sts use their cell phones (Cp).            Some other Sts are reading and preparing their speeches.            T greets in English and asks Sts to listen.            The presentation begins, they greet and introduce themselves and the topic.            Sts use modal verbs correctly in their presentations.            Many Sts Tt. T corrects pronunciation at the same time that Sts make mistakes, and are immediately corrected.            On their slides appear: - “You must be punctuality”. T does not correct every written nor every oral mistake.            - “You have to recharge a room before”. T explains the correct verb: “book”.            Presentation ends, then the evaluation is made by 2Sts. T asks to St Pachón and a volunteer, they only have positive observations.            Next group.            One St next to the door plays with the light switch (Brayan)            Sts Tt louder while next group prepares. Presentation begins, 2sts g,            Some Sts Tt other Sts say: “shhh”.            One St g is eating.            T corrects pronunciation immediately and presentors repeat correctly.            Cr door is still open and there is too much noise coming from outside.            Presentation ends. T congratulates Sts for their preparation; T : “El reto es hacerlo sin leer, en el english day no pueden leer”.            1St from 1st line calls jelling a st from last (7th) line.            Most Sts Tt. Other Sts on their Cp.            Next group does not have the PPT on a USB they have it online and there is no internet access.            T: ¿Quién más?”            T gives all the grades to the Sts that already made their presentations.            Sts: Brayan uses the keys of his classmate from the same line to play noisily. Then he pushes his partner and</p>	<p>Sts already know how is the presentation’s ritual.</p> <p>Sts are very used to using their cellphones all the time, there must not be any restriction about it.</p> <p>As Sts are aware about the importance and they are interested in their work they prefer prepare and read their speeches than pay attention to their partners.</p> <p><b>There is not many interaction made in English, only some moments such as the initial greeting.</b></p> <p>Teacher may be more focused on their speaking than the written part of the slides. However she corrects certain mistakes that can allow a misunderstanding ow a bad use in the future.</p> <p>T have to tell Sts to evaluate because they don’t want to participate as volunteers, they are pushed to speak even though is in spanish. Sts are not used to speak in front or to give objective and critical opinions.</p> <p>St Brayan is not interested in the class at all, he only plays with others, he looks for something else to do during the presentations.</p> <p>T wants Sts to improve their speaking and also to feel more confident when speaking in public.</p> <p>Students don’t have respect for the Cr as an environment for learning. They jell to call each other, they don’t have restrictions.</p> <p>T is more worried about giving grades than in the presentations, probably because is the end of 1st period.</p> <p>St Brayan is a violent somehow, he does not have self-regulation</p>

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makes him hit against the corner of the wall on his head. Nobody in the classroom notice the situation. the two students talk with insults to each other.

Next group 3sts. They have the brochure, and during their presentation they read from some cards. They don't have slides because they did not bring them in USB.

Some students say that in the upstairs classroom there was a good internet connection.

There is too much noise coming from outside so it is difficult to hear.

T: closes the door.

Sts are focused on the presentation and in the brochures the group made.

One St from the group (Parra) reads some numbers in spanish.

T asks the group to give one of the members (one st g) some cards for her to read.

She also asks about the use of modal verbs.

Sts have that part at the end and T asks them to read that part.

Evaluation: One St mentions the quantity of information they had and the lack of slides.

T mentions they were told to prepare if there is no internet. She also mentions the brochures and the pronunciation as positive comments.

St Parra tripped in the front part of the Cr and all the Sts laughed.

T: calls

next group.

The order of the presentation for each group is forgotten. T tell other Sts their grades.

2 Sts from other grade arrive to Cr and enter.

There are many Sts in the front part near T desk.

A woman arrives Cr and calls 4 Sts, they leave Cr

In general Sts Tt.

The 4 Sts come back.

Sts are standing up, walking through Cr.

2 Sts of other grade leave.

They all sit again and presentations continue.

One St g near the window starts looking outside.

2 St g are focused on their Cp and laughing.

Sts from the back Tt.

Presenters are reading without a rhythm, they read word by word.

Some Sts from 3rd line make fun of some mispronounced words they know.

Presentation ends.

Evaluation: One St g: "yo creo que les faltó preparación"

T: "si sienten nervios tienen que preparar mucho más"

Next group:

T asks for silence saying: Hey! Shh!

2 Sts b.

One reads very softly

T: corrects pronunciation

Sts: Try to correct or continue reading

Slides: Too much text and many slides.

The text from slides is difficult to read.

and nobody establish rules nor limits for behaviour.

It can be important to have a good internet connection in that classroom, because there is internet in other ones.

It is important to try to keep the door closed during presentations or other explanations. Besides there are many interruptions, there isn't respect for the process in the Cr for external people, they arrive without knocking the door or asking permission.

Sts are not sure about numbers pronunciation, most of them avoid reading, read wrong or read in Spanish.

Sts don't respect each other.

Sts and T are not very focused in the class' development, they forgot the order of the presentation, Sts are not well prepared and don't follow instructions.

In this point of the period many people and T are focused in other aspects, so there isn't an organized environment.

Sts lose their attention and interest very easily, the activity of making presentations can be boring if the rest of the students have nothing to do but listening.

Sts need rules about the use of Cp during the class.

Sts don't have fluid pronunciation, they need to practice and to feel more comfortable speaking in english. It is important to be able to make mistakes without having bad comments or people mocking of that. Again respect is important.

T does not implement good expressions; she is not very attentive with the whole group and there are no limits for students.

Sts need to learn how to create good, short, concise summaries of their speeches for PPT. Besides the video beam needs to be set correctly.

Sts also need to improve listening so they can answer whenever they need to do it.

Sts need to learn to follow instructions and to be more responsible with their duties.

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<p>Sts avoid reading numbers such as dates and prizes.</p> <p>T asks which is the railroad they had just mentioned, they don't answer, they act confused. There is a railroad image on the slide.</p> <p>Same students make fun of pronunciation.</p> <p>T interrupts presentation and asks Sts to evaluate.</p> <p>One St say: "Tocaba descifrar lo que decían"</p> <p>"Faltó lo de should"</p> <p>T: "Les faltó seguir instrucciones. No hicieron uso de lo que se necesitaba.</p> <p>St: "Mucha letra en las diapositivas".</p> <p>T: "Pues de todas maneras pasaron a hacer el trabajo"</p> <p>Asks how many people are missing to present and say: "Si hay tiempo les doy el espacio"</p> <p>End of the observation: 12:20</p>	<p style="background-color: yellow;">Students tend to use Spanish to interact among peers, and among student and teacher.</p>
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<b>FIELD NOTE # 3</b>	
<p><b>Institution:</b> I.E.D Prado Veraniego    <b>Teacher:</b> Fanny Abella    <b>Subject:</b> English</p> <p><b>Grade:</b> 902    <b>Schedule:</b> Morning    <b>Date:</b> april 8th, 2019    <b>Time:</b> 7:50-9:20</p> <p><b>Observer:</b> Laura Sofia Tovar Salamanca</p>	
OBSERVATION	INTERPRETATION
<p>Sts arrive to the classroom 207, the "English" classroom (Cr) after they changed with the other English T.</p> <p>Sts Tt (talking to each other) while sitting.</p> <p>Sts close curtains, turn the video beam on.</p> <p>T sits on her desk.</p> <p>The Cr door is open.</p> <p>The first group of this class is ready they are 2Sts g (girls). Presentation begins</p> <p>Some Sts use their cell phones (Cp).</p> <p>Some other Sts are reading and preparing their speeches.</p> <p>T greets in English and asks Sts to listen.</p> <p>The presentation begins, they greet and introduce themselves and the topic.</p> <p>Sts use modal verbs correctly in their presentations.</p> <p>Many Sts Tt. T corrects pronunciation at the same time that Sts make mistakes, and are immediately corrected.</p> <p style="background-color: yellow;">On their slides appear: - "You must be punctuality". T does not correct every written nor every oral mistake.</p> <p>- "You have to recharge a room before". T explains the correct verb: "book".</p>	<p>The use of cellphones not only as distractors, but also as tools for developing works in sts is interesting, taking into account the lack of technological resources.</p> <p>The immediat correction is the only feedback sts have about their performance in presentations, if T doesn't do it sts won't understand, nor realize of their mistakes.</p>

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Presentation ends, then the evaluation is made by 2Sts. T asks to St Pachón and a volunteer, they only have positive observations.  
Next group.  
One St next to the door plays with the light switch (Brayan)  
Sts Tt louder while next group prepares.  
Presentation begins, 2sts g,  
Some Sts Tt other Sts say: “shhh”.  
One St g is eating.  
T corrects pronunciation immediately and presentors repeat correctly.  
Cr door is still open and there is too much noise coming from outside.  
Presentation ends. T congratulates Sts for their preparation;  
T: “El reto es hacerlo sin leer, en el english day no pueden leer”.  
  
1St from 1st line calls jelling a st from last (7th) line.  
Most Sts Tt. Other Sts on their Cp.  
Next group does not have the PPT on a USB they have it online and there is no internet access.  
T: ¿Quién más?”  
T gives all the grades to the Sts that already made their presentations.  
Sts: Brayan uses the keys of his classmate from the same line to play noisily. Then he pushes his partner and makes him hit against the corner of the wall on his head. Nobody in the classroom notice the situation, the two students talk with insults to each other.  
Next group: 3sts. They have the brochure, and during their presentation they read from some cards. They don’t have slides because they did not bring them in USB.  
There is too much noise coming from outside so it is difficult to hear.  
T: closes the door.  
  
Sts are focused on the brochures and in their classmates doing the presentation. They pass the brochures to every st.  
St E. says numbers in spanish, from some prizes they have in their cards.  
T ask students to divide the information to give one of the members more information to say, and so they have equal quantity of text to read. T wonders about the use of modal verbs and ask to read that part to end the presentation.  
  
T asks evaluation. Sts evaluate according to the lack of ppt and the quantity of text.  
T repeats sts to be prepared in case there’s no internet.  
  
St E. tripped on and all the sts laughed.  
  
T tells grades of sts that already did the presentation, all the grades from the period.  
  
Next group: 2 girls. Greeting, introducing.  
Sts near the window are looking outside.  
Group reads from Cp. One laughs while reading.  
Sts from the back part of the Cr are Tt.

The observations are always given in spanish and don’t have a critical content. They tend to repeat the same expressions about the performance of their partners

Sts are used to speak in spanish among them during all the class, they are not very focused on the topics that are being presented.

Although students are presenting a specific topic to their classmates, there is not a real communication, in terms of expressing ideas or concepts, they are making a reading activity of a speech that in most cases seems to be copied and pasted from the internet. Even though that T encourages speaking, this does not have an objective to interact or express, but only to answer or to repeat.

Sts have difficulties in responsibility and autonomy, they must be reminded what they have to do, how they have to do it, and are not aware of their duties as students.

Students are more focused when they are given an element or an activity to do during the presentation.

They have problems with reading numbers.

The time is not extended enough to allow longer presentations, so the teacher needs to hurry up the sts  
Students being nervous is a constant during presentations, this is related to the lack of confidence and fear to mistake that cannot be overcome if they are making fun of each other

## Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

Difficulties while reading, there is no fluency, nor rhythm in the speech.

Some Sts are laughing and making fun of the pronunciation difficulties of the presenters

Evaluation: Lack of preparation.

T advice and encourages to a more prepared presentation if nervous.

Next group: 2 boys.

One starts reading very softly.

PPT: too much text. The video beam is not set correctly and it does not allow to read.

The presenters don't read the numbers of the prices.

T asks about a railroad they mentioned and they have in a picture on the slides. Sts don't understand, they look each other, and read, they look the slides, they don't understand the question.

Same sts make fun of the pronunciation difficulties.

T stops the presentation.

Evaluation: Too much text, no use of modal verbs, did not followed the instructions.

T: "Pues, de todas maneras pasaron".

T asks how many groups are missing.

**Class finishes at 12:20**

Sts cannot understand short questions, nor answer them about a topic. They probably are not aware of what they are reading. This is not a communication activity, is more similar to an activity of repetition.

# Project Based Learning: Cooperation and Collaboration to Enhance Oral Communication

## Annex G: Consent form

	<b>FORMATO</b>	
	<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	
Código: P0W023INV	Version: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 3	

**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 Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, 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			
Título del proyecto de investigación			
Descripción breve y clara de la investigación			
Descripción de los posibles riesgos de participar en la investigación			
Descripción de los posibles beneficios de participar en la investigación.			
Datos generales del investigador principal	Nombre(s) y Apellido(s) :		
	Nº de identificación:	Teléfono:	
	Correo electrónico:		
	Dirección:		

### PARTE DOS: CONSENTIMIENTO INFORMADO

Yo \_\_\_\_\_ mayor de edad, identificado con Cédula de Ciudadanía Nº \_\_\_\_\_ de \_\_\_\_\_, con domicilio en la ciudad de \_\_\_\_\_ Dirección: \_\_\_\_\_ Teléfono y Nº de celular: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

Documento Oficial: Universidad Pedagógica Nacional

	<b>FORMATO</b>	
	<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	
Código: P0W023INV	Version: 01	
Fecha de Aprobación: 02-06-2016	Página 2 de 3	

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	Nº
_____	_____	_____

Autorizo expresamente su participación en este proyecto y

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.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en \_\_\_\_\_

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: \_\_\_\_\_  
 Nº identificación: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Testigo:

Nombre del testigo: \_\_\_\_\_  
 Nº de identificación: \_\_\_\_\_  
 Teléfono: \_\_\_\_\_

Documento Oficial: Universidad Pedagógica Nacional