

Implementing project based learning to engage 6th grader students in the English class at a  
public institution in Medellin.

Fernando Castro Urango

Universidad de Antioquia.

Thesis, Research, and practicum advisor

Juan Fernando Yepes.

Medellin

November, 2017

### **Abstract**

This action research project was designed to understand how the implementation of project based learning impacts the engagement of 6 graders students in the English class. This project was carried out at Francisco Miranda public Institution during two school terms with a group of six 2 grade. The data was collected through a semi-structured interview to the cooperative teacher, a final presentation of the students and personal journals that were triangulated for the analysis. Findings revealed that project based learning promote not only engagement that empowered the students in their learning process but also group work, nonetheless it not mean that student's misbehavior is going to decrease in the classroom.

***Key words:*** Engagement, Misbehavior, Group work, Project Based Learning.

### **Degree Requirement**

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellin, Colombia.

### **Acknowledgement**

I would like to present my sincerest gratitude to my practicum, thesis and research advisor, Juan Fernando Yepes, for his understanding and guidance during this long process. His reflections and suggestions were a big source to carry out this action research. Besides, I would like to thank all teachers that I had along my entire academic process at the university, without their help, I could not have grown professionally and academically.

I would like to thank my family and partners of the major because they motivated me when I was demotivated to reach this long and unpredictable trip.

In addition, I would like to thank my CT, Elkin Holguin, who always supported my work and helped me out to face the school challenges, dynamics and situations. In the same regarding, I highlight and value the student's collaboration to deal this action research.

**Table of content**

Preface .....	6
Description of the context.....	6
The institution .....	7
The syllabus .....	8
The cooperative teacher .....	9
The students .....	9
Statement of the problem.....	10
Theoretical background.....	12
Engagement .....	12
Project based learning.....	14
Research question.....	16
General Objective.....	16
Specific objectives.....	16
Action plan.....	16
Development of actions.....	18
Implementation of the project.....	19
Data Analysis.....	21
Finding and interpretations .....	21
Student's misbehavior .....	22
Increasing students' engagement.....	22
The group work and oral production.....	23
Conclusions .....	24
Reflections .....	24
References.....	26
Appendix A .....	28

## **Preface**

To teach English in high school at a public school was my first experience as a foreign languages teacher. When the first practicum part started, I looked back to the time, when I was a student, noticing the power entrusted to the teacher in some aspects, such as respect, discipline, obedience, and recognition of the teacher's knowledge. In this sense, I was encouraged to face all the challenges that this process could comprise. Nonetheless, in those days of practicum, day after day it was possible to make out the class dynamic, the teacher's method, the challenges and goals of the institution, the attitudes of some students toward the English class and to confrontate that my childhood was quite different from current days. Bearing in mind, those aspects, it was supposed to get familiar and face all new process of learning. Since, I was responsible not only for my practicum and Universidad de Antioquia process but also for the institution and students learning process.

After the observation cycle, the second term of the practicum started and the action plan of the research project was developed. This second term, let me to realize that I assume the role of a foreign language teacher that I became more involved in, the issue how I could contribute positively in the process of teaching and learning English of the students since the future and educational life of learner are in process? Thus, many factors intervened in this amazing and unpredictable teaching process that could be carried out successfully.

## **Description of the context**

In Colombia, countless of reforms have been launched in the field of languages teaching and learning from the last decades. For example, in 2004, the National Bilingual Program (NBP) (Programa Nacional de Bilingüismo, Colombia 2004-2019) was presented by the ministry of education. In 2013, various articles from the previous general law in 1994 were modified to reflect the horizon of English as technical program for employment and as a result, the Foreign Language Competency Strengthening Program (PDCLE) (Programa de

fortalecimiento de competencias en Lengua extranjera) was born. Then, Bilingual Colombia (CB) (Colombia Bilingüe) was launched in 2014 in the Colombian English education system, with new modifications and programs like Colombia very well, Basic Learning Right of English, Suggested curriculum and way to go books.

According to the articles, and researches of those programs mentioned above, they aim that Colombian citizen become bilingual in 2019 or in the coming years, to raise the country's position in the globalization rhythm world. Nevertheless, many factors influence in their implementation such as, culture or background of each place in Colombia, the different socioeconomic strata, the technological devices; in order to support the institutions, the institutional infrastructure, teachers' training and level on the English teaching, among others. Those aspect mentioned above do not allows a successful implementation of those government programs to become a bilingual country.

Furthermore, the current reform Colombia Bilingue program, seek to foster the communicative and sociocultural competences; linguistic, pragmatic, and sociolinguistic in the students. Nevertheless, many teachers are not prepared or trained in this sense, given that many teachers, continued to using grammar translations method or they are not following the methods or activities proposed by the ministry of education for the public institutions in their guide books.

### **The institution**

This study was conducted in a public institution called Francisco Miranda which is located in Miranda neighborhood, Medellin. Currently, this public institution offers different educational levels: preschool, primary basic, high school, acceleration, basic process, intermediate, technical media and CLEI for 2400 students. According to its mission, the institution intends to offer from an inclusive education perspective, to promote integral individuals, to personal level, social, spiritual, and intellectuals, that allows to perform higher

education, the labor market, familiar and social contribution. Regarding its vision, this institution look forward being recognized by 2019 as an institution that seek to lead a municipal and departmental level in an innovative education, inclusive, creative, and effective, in a health coexistence environment.

In this school, English is offered as a foreign language. Students receive 80 hours of English lessons a year, split in four terms: 20 hours during the first term, 20 in the second one, 20 in the third one, and 20 in the last one. The class observed was a group in sixth grade and the students have to attend four hours per week.

### **The syllabus**

Regarding to the English syllabus, the institution is trying to implement the education ministry suggested curriculum through Colombia bilingual program, aiming to foster communicative and sociocultural competences; linguistic, pragmatic, and sociolinguistic. This suggested curriculum is supported by some materials like the book and booklet *way to go*. These books are divided by four units, which are built by important topics such as health, democracy, sustainability and globalization. These books, take examples and real Colombia situations to develop the exercises in terms of getting students attention and interaction.

Among the school resources and facilities, the building school has two floors with 16 classrooms, some classroom have TV to teach but the classroom where I was observing does not have this kind of material or technological supports. A cafeteria, a sport field, a food service in the first floor, an auditorium, a girl's' bathrooms, a boys' bathroom. Moreover, there is a library in the first floor of the institution, where there are a few English materials like, booklets books, flashcards and crosswords. Besides, some video beams that can be used by teachers in their classroom, however they do not use it.



**The cooperative teacher**

The teacher that was observed is from Medellin, he has a bachelor's degree in languages at Universidad de Antioquia. Today, he is studying a master in foreign English teaching and learning at Universidad de Antioquia. He has been working as a teacher from the last 17 years, but teaching English from the last 10 years. He is new in this school since he arrives this year to this public institution. About his methodology, he always writes on the whiteboard the topic and the students have to write and to do the writing exercises from the book or some phrase from the subject wrote on the board. His lessons are developed in Spanish and basically the students translate the English exercises to Spanish version or to the contrary, and more often the students work individually.

**The students**

Regarding the group observed, there are 46 students: 28 boys and 18 girls. Most of them are ten to thirteen years old. All these students are from Medellin city, more specific from Miranda, Moravia, Aranjuez, El Bosque, and Campo Valdes neighborhood. Basically, they belong to low socioeconomic strata 1, 2 and 3. They misbehaved most of the time and spent a lot of time, playing with some fighting games, very few students participate in the class because they have a limited English language competence, they did not feel confident to express themselves and they did not have the conditions or the environment to do it. They can repeat simple ideas and write short sentences in the target language.

Therefore, it was necessary to develop an action research in the climate above mentioned, aiming some changes in the oral communication skills that currently teaching needs. Since, most of the time, these kinds of methods like Project based learning, improve the English learning process. Thus, it was very important to determine how the implementation of project based learning through suggested curriculum impacts the engagement in the oral

communicative competences of the students in 6th grade English class at a public institution in Medellin, Colombia.

### **Statement of the problem**

From the last two months, it was observed an English class, in a public institution called Francisco Miranda. These observations were a not-participant role in classroom to not interfere in the environment and development of the classes. In these observations, it was gathered all kind of topic as was suggested by the practicum teacher, for example student's behaviors, classroom supports, student's use of language, teacher's methodology, classroom management among other; nonetheless, as Francisco Miranda institution is an official character and focalized institution, this is when the public institution are receiving supports from the government, the supports are divided in teachers' training, abroad people that come to Colombia to help English teachers in the classroom, guide books through the new government program. As a result, it was decided to choose teacher implementation of the suggested curriculum, in order to see the real situation between the government proposal and institution reality.

The gap between the proposal by the ministry of education and the public schools institution implementation was evidenced from the first observations, when the teacher used in class the grammar translation-method, which is a traditional method for foreign language, in which the target language is translated into the mother tongue, that is, grammar teaching and translation exercises are mainly relied on to teach a foreign language. (Kong, p.1).

Translate

1. *A. I am a boy*
- B. He is a student.*
- C. It is a dog.*
- D. You are happy.*

*E. You are my friend.*

*2. Hacer primer punto en forma negativa.*

*3. Hacer el primer punto en forma interrogativa.*

*4. Hacer las oraciones en español.*

*5. Transcribir al inglés las siguientes oraciones.*

*A. Buenos días abuelo.*

*B. Buenas tardes profesor.*

*C. Hola tío, ¿cómo estás?*

*(Personal journal 2, February 24, 2017. P, 2)*

Furthermore, the use of translation method allows to student do different things like, to play with cell phones or any object, to talk loud with classmates, walk around class, doing misbehaviors as was evidenced in one of the observations:

*The students were walking and running around the classroom while the teacher continued checking the English booklet and scolding those students who were playing and yelling*  
*(Personal journal 4, March 8, 2017).*

Although, the currently times are needed or required a different methodology from English teachers or curriculums. In this sense, the ministry of education is currently proposing a curriculum in which the communicative competences are empowered in order to become a bilingual country.

Taking into account that the teacher of the institution was working with translation method and this is not given a successful teaching, learning, and goals, it was began to wonder, how to allow student to become more engage and interest in the English learning and how to improve their communicative competences in the English language. So, it was started to reflect on those

ideas that come to during the observation periods, practicum class, as well as previous semester and research class. it was coming up with the exploration of the project based learning (PBL) because, in this type of approach, students actively work planning, evaluating and developing a project that is related to the real world and where language is used as an instrument to carry it out (Marti, 2010). In this sense, wanting to improve the situation, would like to impact a 6 grade English class in the communicative oral competence by the use of Project Based Learning.

### **Theoretical background**

To learn a foreign language can be defined by many factors, one of these important factors is risen from our self, since according to Schank (1999) “the learning occurs when someone wants to learn, not when another wants to teach” (p, 91). However, an English class should offer the possibility for learners to communicate, in any way, to other in the target language that will be reached.

Thus, in this action research section, it will be presented the literature and concepts that are going to guide and validate it. First of all, it will be described the Engagement as an important key in the English students learning process. Then, the Project Based Learning will be described, and how the implementation of this project, help the students not only in the classroom, but also in real life. Finally, the student’s misbehavior issue will be highlighted, since in large group of students, this strategy is really useful and helpful to the teachers and the students.

### **Engagement**

Skinner, Wellborn, & Connell (1990) stated “The engagement is a student’s initiation of effort, action, and persistence in schoolwork as well as his ambient emotional states during learning activities” (as cited in Alrashidi, Phan, & Ngu, 2016). Although the engagement come

or rise from the self-people, it has to be provided by both sides, learners and the institutions that are going to achieve any goals of learning process, in this regard Wehlage, Rutter, Smith, Lesko, and Fernandez (1989) argue the psychological investment needed to master and understand skills and knowledge explicitly taught in educational institutions.

Engagement require many aptitudes from learners, not only the fulfilment of task but also in their participation or connection with the lessons, since for authors like, Skinner, Kindermann, and Furrer (2009) the engagement involve the quality of students' participation or connection with the schooling endeavor and hence with activities, values, people, goals, and place that comprise it (as cited in Alrashidi, Phan, & Ngu, 2016).

On the other hand, Kuh (2003) stated that engagement is the energy and time a student devotes to educational sound activities outside and inside classrooms, and practices and policies that educational institutions use to encourage the student to participate in these activities. The relevant fact with Kun's assertion is the energy with activities of learners, since many time the students are in the classroom but they are no participating, they are not exited of the learning process or environment of their learning, and it will be a waste time for teachers and leaners.

Another way to see the engagement is related to the time, investment, and identification with the institution, the program or even the partners of the learning process, in view of those aspects, the goals or objectives are going to be reached or not, in this sense Christenson, Reschly, Appleton, Berman-Young, Spanjers and Varro (2008) argue that engagement is a students' investment in and commitment to learning, belonging and identification at school, and participation in the institution environment and initiation of activities to achieve an outcome. That is, the relation and identification with programs help in a better way the engagement of learners.

### **Project based learning**

Another factor that define the learning of a foreign language, is the methodology used by the instructional teacher or institution. In this research the literature and the proposal by Project Based Learning (PBL) method really call the attention, since in this type of method, students actively work planning, evaluating and developing a project that is relatedly to the real world and where language is used as an instrument to carry it out (Marti, 2010), (as is cited in Krajcik & Blumenfeld, 2006). Even when PBL offers these advantages, this method is wider in his definition, for example, Duffy and Cunningham, (1996) argue that project-based learning (PBL) is an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple per-speciation, within a social activity, and allows for self-awareness of learning and knowing while being context dependent. The fact that PBL offer the constructivism in his process help the learning of learning when they are in large class, because if the learner is not busy doing something, they are going to waste the time or misbehave, which is the case of this action research. On the other hand, Blumenfeld, Krajcik, Czerniak, and Berguer, (2002) argue that project based learning is an overall approach to the design of learning environment. Learning environment that are project based have five key features:

- ❖ *They start with a driving question, a problem to be solved.*
- ❖ *Students explore the driving question by participating in authentic situated-inquiry process of problem solving that are central to expert performance in the discipline.*
- ❖ *Students, teacher, and community members engage in collaborative activities to find solutions to the driver question.*

- ❖ *While engage in the inquiry process, students are scaffolded with learning technologies to help them participate in the activities normally beyond their ability.*
- ❖ *Students create a set of tangible result that address the driving question.*

(as cited in Krajcik & Blumenfeld, 2006).

Taking into account those aspects of the project based learning, the students receive the process in which they are the main characteristic of the project, taken decision in the topics they are going to learn and they developing the outcomes of the project. In this sense, the project based learning is not only useful for the academic issues but also for different learners' life situation since, this project based learning help to find expected and unexpected outcomes.

### **Misbehavior**

In teaching process, teachers have to deal with several aspects with the goal to achieve learning, one those aspects in founded in the classroom and risen from the students, this is commonly called "misbehavior" and this feature has been accused by teachers as the main cause of decreasing and interfered the student's learning process. Theoretically, c.f., Kearney, Plax, Richmond, and McCroskey, (1984) argue that, student misbehavior is defined as those students' behaviors that interfere with learning (as cited in Kearney et al., 1991) Nonetheless, this definition continued to be to abroad for his comprehension, since the teaching has a lot of differences according to the place, as a result, Reed and Kirkpatrick (1998) stated that "Disruptive and misbehaving students may engage in the following types of behaviors: talking loudly, calling out, walking around the room, clowning, dawdling, not doing assigned tasks". On the other hand, a Canadian preservice teacher describes three level of misbehaviors in class: those that disturbing the teacher only, those that disruptive the class briefly, and those disruptive the class for significant period of time. Brunelle, Brunelle, Martele, Goyette, and

Mostafa (1995) (as cited in Dodds, & Griffin 2003, p. 329). Leaving like this, a wide extent the definition of student misbehavior and showing that this phenomenon is not new in the students of EFL classroom.

### **Research question**

How does the implementation of Project Based Learning impact the engagement of a 6th grade students in the English class at a public institution in Medellin?

### **General Objective**

To determine how the implementation of project based learning through suggested curriculum impact the engagement in 6th grade English class at a public institution in Medellin, Colombia.

### **Specific objectives**

- ❖ To evaluate the engagement in the oral production in a 6th grade English class.
- ❖ To propose project based learning activities in order to engage the oral production in a 6th grade students.
- ❖ To evaluate the outcomes that project based learning can offer to the development of communicative competences.

### **Action plan**

In order to achieve the goals of project based learning to engage a six grade in oral communicative competences of the English language at a public institution in Medellin; it was planned to carry out a set of actions in this action research project. First of all, in order to see a real perspective from the foster of the communicative competences from the students of these six grades, a semi-structured interview to the English teacher was done. Furthermore, it was decided to see the topic from the suggested curriculum of the institution “suggested curriculum



is an English support from the government to the public institutions, which is part of the currently Colombia Bilingual program” in order to have a coherence, and connection plan for the research. Secondly, following the project based learning features like, “*PBL allows students to learn by doing and applying ideas. Students engage in real world activities that are similar to the activities that adult professional engage in*” (Blumenfeld, et al., 2000; Krajcik et al., 1994) (as cited in Krajcik & Blumenfeld, 2006). Decided to plan a project called “Colombian people”, which would be developed during one month. To work in this project, I decided to use some basic topics like, Daily routine, adjectives, physical appearance, and famous and family description. These topics would be developed in class of two hours, in which each lesson the students have to present and speak in front of the class in order to start the development of the communicative competence in the English language, likewise these topics help the objectives of the research study. Finally, in order to assess the impact of implementation of project based learning to engage a 6 grade at a public school to develop their oral communicative competence, I decided to evaluate the student, developing a group presentation of real situation for example; After see the topic mentioned above the student have to represent a family from different Colombia’s department. Besides, I decided to do another semi-structured interview to the teacher in order to see the impacts from the beginning of the research study to the end of it.

To achieve those research actions development, it is necessary the use of some collection data instruments such as, Personal journals, semi-interview, and video

**Personal preservice personal journals:** The practicum preservice need to write the evidence of his/her practicum practice, after every class, in which it showed and evaluate the process, and the results of lessons, this is called personal journal. This instrument, is analyzed and review by the adviser teacher of the practicum of the research. The purpose of this personal

journal is to know is going the progress of the classes and to have real evidence.

**Semi-structured teacher interview:** This collection method data, is an interview that has a guide but is not really structured since, the type of questions will be open ended in order to cover not only the target objective but also different point of view of the interviewee. This instrument is used to analyze the concept of the one point of the context of the research, in this opportunity is the cooperative teacher.

**Video:** a video is a sequence of image that have sounds that correspond to the showed image most of the time. The video was used in the research to cover the tangible result of the project based learning process in the English at a public institution.

### **Development of actions**

In this section, I will describe all the action taken in order to achieve the objectives proposed by this action research.

First of all, in order to have a deeper knowledge of the student's environment, context and performance, it was decided to interview the English teacher of the six grades, since in that way, it will be easier to develop the class and the work of the students during the implementation of the project. Moreover, the information gathered from teacher's interview, can show the challenge of this project based learning implementation. Secondly, it was decided to negotiated with the teacher and students the topic what will be developed during the implementation of the project, taken into account that the suggested curriculum showed the pattern of the English class, with different aspect of the currently aspect such as, environment, democracy, social issues. As a result, I was decided to develop a project in which the student went to know in a better way their country, thus they name of the project was "Colombian people".

Finally, it was assessed the performance and process of the students of these six grades about their communication and oral production of the English language. Besides, the final interview to the teacher in order to compare the beginning to the end of the process.

### **Implementation of the project**

Due to many aspects during the year like, the teacher's strike, the holidays of the years, institutional' days and the quickly end of the practicum semester, it was decided to develop only one unit of project based learning. This part of the project was based on some common topics such as, Adjectives, Physical description, Family members, location, and preposition. Even Though, it is so important the point of view of the students involved in the process, they were not widely taken into account at the time to choose the topics, since the CT and I must respect the suggested curriculum that the institution was implementing to that time. Moreover, it is so important to mention that this unit was developed during two and half month of this year.

For each lesson, it was decided to develop different activities in which the students were involved and they were the main part of the learning process. During the first part of the classes, it was decided to present the topic with a short video from YouTube webpage. After that, many questions from the video were done to the students in order to know their opinion or what information they appreciate from the videos such as, what can you said about the video? What was it about? What can you share about the video, what were the important information from the video? Then, a short explanation of the topic was done by the research-teacher and subsequently, if the students do not understand the topic, the class offered exercises from the [agendawe.org](http://agendawe.org) webpage in which the students have to pass to the blackboard to choose the answer that represent the image shown from the video beam. Besides, the students did a groups or couple in order to complete tasks or to discuss the topics of the lesson. After the students

finished the last task, they were to present the subject or topic in front of the group in order to develop the oral production and to assess their performance. For example, the class of the family member topic, the different groups of the students went to the board to describe their families and how is it composed.

While the students were learning those topics above mentioned, in the second week of August was discussed the driving question of the project “*Do Colombian people have same physical appearance and description?*” From this question began the starting point of the project that students should have as outcome at the end of this enquiry. In this discussion moment, the students expressed a lot of questions such as, do we have to search all the different description of Colombian country? Do we have to describe a family or all the population of that department? Do we have to present a video or photo? All the questions and answers were in Spanish. I told them they had to do groups of three as minimum, to choose a department and to present it as they can do it, it will be free. Another task of the project, was done through two classes of the location topic, in these lesson it was taught the subject using the part of the institution and then the groups have search information about the Colombian location department and how we can arrive to this part. The homework of the location of department of Colombia country, was covered as a grate of the following class and as activity to use the topic, the group share with the rest of the group that information that they searched.

To finish the practicum action part and having had the information of each Colombian department by the students from previous classes, the following step was to present it in different ways. For example, some students’ groups decided to make posters, others preferred to present by heart, and other prefer to present using the slides in the video beam. This presentation spent two classes. This part, was done at the end of October.

### **Data Analysis**

The data was obtained by three sources, (a) it was started the carefully listening and transcribing the semi-structured interview to the cooperative teacher of the research, (b) it was started the reading and codification of the research-teacher personal journals and (c) it was collected the final presentation of the student's project. In order to follow the steps to analyze data suggested by Renner and Taylor-Powell (2003 p. 2). First of all, it was read several times the personal journals, taking into account the research purpose, subsequently it was highlighted the main information that help to answer the research question. The second step, was to codify the information in a chart, then the code were organized in themes and big families in order put together the themes and subjects that were related to the research purpose.

Finally, it was followed Altrichter et al.'s (1993) in order to triangulate the data gathered from the three sources to validate the patterns found and to see what were the relationship among them to better understand and establish the right findings.

### **Finding and interpretations**

In this process two important instruments were taken into account to collect data, one of them were the personal journals developed by the teacher-research and the semi-structured interview to the cooperative teacher. However, the analysis was concentrated in the personal journals, and they were developed under the following parameters: the codification and joined in families of codes in order to show a word or phrase that can describe the situation.

The data analysis showed that, the implementation of project based learning to engage a six grade toward the English class, can emerged a lot of unexpected themes. In this sense, it was identified some categories themes like: student's misbehavior, increasing student's engagement, increasing the group work and the oral production.

### **Student's misbehavior**

Although the focus of this research was to know what the impact of the implementation of project based in a six grade is, one of the expectation was to reach good behaviors or motivation from students. Nonetheless, it was constant the opposite, since the misbehavior was the constant in this students' grade. To this regard, the personal journal showed some characteristics throw the development of classes: *"This new activity allows to the student started to speak louder, walk around the classroom and send ball papers to other students."* (Personal journal, August 2, 2017). In addition, when I was trying to develop this activity, some students started to misbehave with some attitudes like; walking, yelling, and running around the classroom. (Personal journal, September 2, 2017).

### **Increasing students' engagement**

As it was stated before in the previous and meticulous data analysis of the project, the increasing students' engagement was quite positive, since the participation, effort or initiation from the students in this English class and implementation of the project was showed by them most of the time. *"Do you know how to call the member of the family in English? And many of them (students) started to participate raising their hands and saying "grandfather, grandmother, father, and mother"* (Personal journal, September 2, 2017)

In this sense, Audaz and Willms (2002) argue that engagement is the extent in which a student participate in academic and non-academic-related activities as well as identifies with and values the goals of studying" (as cited in Alrashidi, 2016, p.42).

Furthermore, another perception of the increasing of the student's engagement in this English class was showed by the CT in the semi-structured interview of this of this action research, since he expresses the following *"Una de las cosas que se pueden rescatar de la implementación de su investigación, es que los estudiantes son más participativos y enganchados con las clases, a pesar de su alto y constante desorden en las clases"* (Semi-

structured interview to the cooperative teacher, October 31, 2017)

However, the implementation of this project allows some improvement from the students, many of them do not show the same attitudes, since, 7 students that not allow to develop the lessons and the project continued in the same aptitudes, doing misbehavior to the end of the implementation and lessons.

### **The group work and oral production**

Data showed that the implementation of project based learning using the strategy of the group work favored the student's English use. This assumption was established from the beginning, the middle of the process and end of the project based implementation, since from the beginning the preservice teacher use this strategy: *"The teacher (the practicum teacher) decided to give a short activity in group of three in which the students have to present their families"* (Personal journal, September 2, 2017). Nonetheless, the strategy that use group work, time later risen from the students at moment to develop their activities as was expressed in a lesson. *"This homework seems easy but we prefer to do it group work, because it this way we help each other and finish faster"* (Personal journal, September 6 2017). Thus, the group work, have advantages for teachers in large group, since in many time it become a challenge to develop a class whatever it will be. This advantage was highlight by the CT in the final semi-structured CT interview: *"Una de las ventajas que tuvo su implementación del aprendizaje basado en proyectos, es que, en la utilización de los grupos, los estudiantes pudieron apropiarse de los temas y temas a realizar, dando un avance para los grados venideros para ellos"* (Semi-structured interview to the cooperative teacher, October 25, 2017).

In this way, it is possible to say that the group work was useful in in this project and for large group of any matter that will be teach for a student's learning process. In addition, this strategy can help hard process of teacher or students' misbehaviors time.

### **Conclusions**

The implementation of project-based learning to impact six grader students at public institution in Medellin, can be interpreted from different points of view. This implementation showed several variations in the results: the main aspect was the student's engagement and motivation in the English class with the activities in which the students wanted to participate choosing the answer showed in the board through the video beam, raising their hands, taking the marker to write answer in the board, and developing their oral production through short presentation in every class. Another aspect was that the students risen their preference for group work most of the time in this large group, since this strategy facilitated their work.

This project-based learning implementation was profitable for the students, since from the beginning of the classes the students did not use the target language in class. In addition, Although the students continued with misbehavior in class, it was evident their changes of attitudes and performance not only in the English class but also in other classes, since the immersion in the project process involved their effort and the pleasure to show something at the end of the year.

All in all, for future exploration in teaching process, this action research study is an invitation to teachers to implement project based learning in their English class, since this method, even though is hard his implementation, at the end it is rewarding to see the results and to have the recognition, not only for teachers and institutions but also for their learners.

### **Reflections**

The experience to teach foreign language at a public school in high-school for the first time, was an enriching experience, considering the challenge, the afraid of myself of leading with theses process of practicum and research. Nonetheless, staying immerse in the process, it was realized the importance of been doing this practicum and experience. From the



beginning, it was showed the cooperative teacher compromise, the students' life relevance in class because they have to bear in mind not only in academic way but also in their social life. Besides, in this process, it was noticeable the different goals of the institutions that is supposed to be covered at the end of each period and academic year. In addition, this experience made me to understand the discomfort and teacher's dissatisfaction with the teaching process. However, the real experience was to deal with the difference challenge that have manage a large group.

As a researcher training, I have to recognize that the institution, the teacher advisor and the reading demanded by the university's course, allows me to successfully carry out this research process; because it was put theory into practice even though I did not know as much as possible about project based learning and how it is interesting and productive for teaching English. The hard and long reading theoretical process, the teaching process and the written part of this process really full my academic and professional life. These last three reasons mentioned above, made me be aware of the importance of a professional major.

Furthermore, it was expected to have positive changes from the students toward the English class, be in engagement, motivation, behaviors, and the improvement of English language. Some positive results can be highlight, my dynamic in the classroom management, the students try to measure the teacher management, and the helping of the student to fall in love of the English languages learning process.

### References

- Altrichter, H., Posch, P., & Somekh, B. (1993). *Teachers investigate their work: An introduction to the methods of action research*. London, UK: Routledge.
- Arantes do Amaral, J. A., Gonçalves, P., & Hess, A. (2015). Creating a Project-Based Learning Environment to Improve Project Management Skills of Graduate Students. *Personal Journal of Problem Based Learning in Higher Education*, 3(2), 120-130.
- Alrashidi, O., Phan, H. P., & Ngu, B. H. (2016). Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualizations. *International Education Studies*, 9(12), 41.
- Cárdenas, R., & Miranda, N. (2014). Implementación del Programa Nacional de Bilingüismo en Colombia: un balance intermedio. *Educación y Educadores*, 17(1).
- Krajcik, J. S., & Blumenfeld, P. C. (2006). *Project-based learning* (pp. 317-34).
- Kong, N. (2011). Establishing a Comprehensive English Teaching Pattern Combining the Communicative Teaching Method and the Grammar-Translation Method. *English Language Teaching*, 4(1), 76-78.
- Kearney, P., Plax, T. G., Hays, E. R., & Ivey, M. J. (1991). College teacher misbehaviors: What students don't like about what teachers say and do. *Communication Quarterly*, 39(4), 309-324.
- Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., & Lugo-Vásquez, V. E. (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. *Educación y educadores*, 15(3).
- Reed DF, Kirkpatrick C. *Disruptive Students in the Classroom: A Review of the Literature*. Richmond, VA, USA: Metropolitan Educational Research Consortium; 1998.

- Supaporn, S., Dodds, P., & Griffin, L. (2003). *An ecological analysis of middle school misbehavior through student and teacher perspectives. Personal journal of teaching in physical education*, 22(3), 328-349.
- Schank, R. C., Berman, T. R., & Macpherson, K. A. (1999). Learning by doing. *Instructional-design theories and models: A new paradigm of instructional theory*, 2, 161-181.
- Taylor-Powell, E., & Renner, M. (2003). *Analyzing qualitative data*. Madison, WI: University of Wisconsin Extension. Retrieved from <http://learningstore.uwex.edu/pdf/G3658-12.pdf>

## Appendix A

### **Semi-structured cooperative teacher interview.**

Cómo considera usted que ha sido la respuesta de los estudiante frente a las actividades en este semestre?

Qué cambios en los estudiantes ha notado frente a la clase de Inglés?

Considera usted que los estudiantes han ampliado su producción oral y comunicativa en la lengua del inglés?

Qué opina de las clases por proyectos?

Cómo percibió la actitud y desempeño de los estudiantes frente a las clases por proyectos?

Cuál considera usted que sea una desventaja de la implementación de project based learning en estas clases?

Considera usted que los estudiantes implementarán este tipo de métodos en su vida cotidiana o futura?