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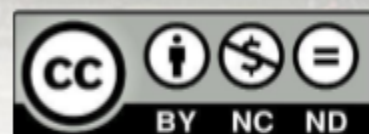
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**Using Small-Scale Projects as a Method to Apply the Significant Learning Theory and  
its Impact on the Instruction of English as a Foreign Language in Adolescents**

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### **Abstract**

The following article recounts the experience a student-teacher had at their practice site with ninth graders in a public school; the school is located in the heart of Medellin. At this place, he discovered through classroom observations and conversations with his students that a teaching-learning cycle strategy along with a focus on implementing Dee Fink's Significant Learning Theory, to try to encourage students to change their perception of learning English, and get them to consider this knowledge more than as a school subject, as a life skill that will help them achieve their projects in the future. The main strategy of the teacher in training was to learn more about the group and show genuine interest in their interests and thoughts to show them that English is a tool that allows us to share our ideas and thoughts and have a voice.

*Keywords:* teaching-learning cycle, significant learning, self-efficacy, small scale projects.

Título en español: Aplicación de la teoría del aprendizaje significativo y su impacto en la enseñanza del inglés como lengua extranjera en adolescentes

### **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

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I would also like to thank my parents, especially my father who is a teacher too, for being an amazing caring teacher who inspired me to follow my principles and beliefs. With this, and my own courage and conviction to become a better professional, I have begun an onward, emotional journey of personal development.

In addition, a very special thank you to my cooperating teacher and students at I.E. Hector Abad Gomez sede La Placita, for their ongoing collaboration and commitment with this project.

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## **Preface**

Following my bachelor's degree obligations, I was assigned as a pre-service teacher to Institución Educativa Hector Abad Gomez headquarter Placita de Flores high school site of Institución Educativa Hector Abad Gomez, where I worked with group 9-3 observing the English classes, implementing English lessons, and conducting an action research project in this classroom.

During the observations of the English class, I noticed that there was a lack of interest and motivation of students during the development of English classes, as those were focused on Grammar-Translation Method, where the linguistic content is presented in a decontextualized way for students' life or their interests; however, when they had the opportunity to talk about their interest or personal experiences, they were more open to work in the class as they tried to share their ideas using the target language. Indeed, when I initiated my pedagogical interventions in English classes, my approach involved beginning with questions that were closely tied to students' personal experiences and preferences. Subsequently, I introduced new vocabulary to enable them to articulate their thoughts without imposing any judgments. I soon noticed that even though they didn't possess the anticipated minimum language skills for ninth-grade students, when provided the chance to discuss their interests, students made a sincere effort to engage in English communication, drawing upon their existing language knowledge.

This action research project, therefore, seeks to captivate students by offering them the chance to exchange their unique interests with their peers. The objective is to inspire them to utilize English as a means to delve deeper into their areas of fascination, as opposed to concentrating solely on the linguistic and formal aspects of the language, as advocated by the Grammar-Translation Method.

### **Description of the Context**

The Educational Institution Héctor Abad Gómez, is a public school located in the commune 10 La Candelaria, its main headquarter is placed in the neighborhood Boston, in front of the Placita de Flores. It is a public school that offers education for boys and girls as well in all the educational levels (preschool to high school) and due to its missional principles they prioritize inclusion as its main value. The school offers four shifts, Monday to Friday mornings from 6:15 a.m. to 12:30 pm. which is the regular academic one for preschool, elementary, secondary and high school. The other one is regular for elementary and for middle school they offer a special modality which is called: “Caminar en secundaria” which is focused on leveling students from sixth grade to ninth grade who are over the regular age; tenth grade and eleventh grade are regular academics. At night the school offers middle and high school CLEI cycles and on Saturdays they offer Sabatinos. About this building, there is nothing special to point out, it is in good general conditions physically, it is big enough for the number of students. Regarding its facilities, it has a cafeteria, two student meeting places, three sports fields, one library, one computer lab, one chemistry lab, a place to keep sport supplements, one teachers’ room, the main offices for the principal and coordinators, bathrooms and classrooms. Is it necessary to add that inside the classrooms there are no computers and TV sets, which makes it difficult to use material such as videos and presentations as support for English classes.

Regarding the target group which is ninth grade, group 3, this group started at the beginning of the year with 30 students, but nowadays the group has been reduced to 25 students distributed in this way, 15 are boys, 10 are girls aged from 15 to 17 years old and belong to the morning regular academic shift. About the English class, they have 3 hours of English class, weekly, but due to its schedule (Tuesday 6:15-7:10 a.m. and Wednesday 10:20 a.m. -12:20



p.m.), and the fact that my Cooperating Teacher Felix Mena is its homeroom teacher, most of the class time is spent in solving the disciplinary and academic problems of the group, that is the reason why, indeed the time for English class is reduced to one hour and a half per week. About their language performance in English, they have a basic level, their linguistic competence is less than expected for this level according to the Basic Learning Rights (BLR) and even the PEI of the institution. The students have no visible (perceptible) learning difficulties, actually they refer to a lack of interest from them in learning English, but some of them have mentioned several times that they would like to learn other languages such as Portuguese and Japanese, which are more connected to their real life and interests.

About the teacher, his name is Felix Mena Hinestroza, he has almost twenty years of experience as language teacher, but he is new in the I.E and in the city, so he is not familiarized with the group and its previous process and its necessities. He graduated from the Universidad Tecnológica del Chocó in 2005. As mentioned before, the English class time is less than the one consigned in the PEI, and most of the classes follow the traditional approach, and grammar focused, but the teacher tries to conduct the students to communicate in English, sadly the results are not as he expected.

In contrast to my own principles, and what I have noticed about the group, I believe that people learn what is meaningful for them, probably the grammar translation method and traditional approach is not exactly the best focus at least with this group.

### **Statement of the Problem**

Among a period of four (4) months dedicated to observations of class 9-3 from I.E Hector Abad Gomez, taking notes and being a careful observer, there were some classroom issues that drew my attention, but the lack of enhancing to the English class was for sure the one that became the most appealing to me. As a future foreign language teacher, for sure finding a group of young students which reacts negatively to the English class was not really my surprise, but my expectations about their behavior were totally different to what I have found in this particular class. To be honest, it was shocking for me finding a group of students that followed the instructions commanded by the English teacher, they always behaved properly during the class, and quietly they worked on the task assigned to each class, then I realized, that it does not matter if a certain linguistic and grammatical topic was covered during the latest session, the students seemed to have no clue about it; just taking apart one student who has the highest performance in the language.

During the observation period, that thought came to my mind several times: “why do they seem to forget all the covered topics? That makes no sense as they have done their job among the entire class, their notebooks are complete”, I could perceive that they thought that English was nothing useful and meaningful for them, so I made the decision on skipping the PEI objectives, and, instead I made the students conscious that English was something that might help them to reach their life objectives and to connect with other people and communities around the world.

### **Theoretical Background**

For the development of this degree project, it was necessary to consult several authors and theorists, being one of them the Significant Learning of L. Dee Fink and as a proposal of its application the use of projects in the classroom described by Diane Fried-Booth. The key concepts to consider in this theoretical framework will be developed below.

#### Significant Learning:

According to Dee Fink (Fink, 2013), significant learning refers to the acquisition of knowledge and skills in a deep and meaningful way that goes beyond surface-level memorization. It involves constructing new understandings by connecting new information to prior knowledge and experiences, engaging in critical thinking, problem-solving, and higher-order cognitive processes. Significant learning emphasizes the application of knowledge in real-world contexts, encourages active and experiential learning, and promotes social interactions and collaboration. The goal of significant learning is to create lasting and impactful learning experiences that enable learners to transfer knowledge and skills to new situations.

The Taxonomy of Significant Learning, developed by Dee Fink (Fink, 2003), is a framework that categorizes different types of learning beyond traditional cognitive aspects. It includes six categories: foundational knowledge, application, integration, human dimension, caring, and learning how to learn. Unlike Bloom's Taxonomy, the Taxonomy of Significant Learning is interactive, meaning that achieving one type of learning helps achieve the others. It emphasizes the importance of connecting new information to prior knowledge and experiences, critical thinking, problem-solving, and promoting social interactions and collaboration. The taxonomy can be used to create meaningful and impactful learning outcomes by asking questions related to each category. Next I will insert the Taxonomy of Fink to better illustrate the above

mentioned.

### Small Scale Projects

Diane Fried-Booth (2003) characterizes small-scale projects as targeted, manageable, and time-limited assignments that offer learners chances to apply and integrate their skills and knowledge in practical situations. Typically conducted within a defined timeframe, these projects have specific objectives in mind. Small-scale projects often entail collaborative work among a small group of learners aiming to address a problem, complete a task, or produce a product. Their purpose is to enhance critical thinking, problem-solving, communication, and teamwork skills, fostering self-directed learning and cultivating a sense of ownership and motivation.

To create a small-scale project following Diane Fried-Booth's (2013) approach, it is essential to comprehend the stages and components of project work. The following is a general framework for guidance:

- Identify goals and objectives: Clearly articulate the desired outcomes of the project. What knowledge, skills, or abilities should learners develop?
- Design the project: Develop a project aligned with the goals and learners' needs. Ensure it is focused, manageable, and time-bound, considering resources, constraints, and the project's context.
- Plan the project: Break down the project into smaller tasks or steps. Establish a timeline and allocate resources. Define the roles and responsibilities of learners and collaborators.
- Implement the project: Guide learners through the project, offering necessary support and feedback. Encourage critical thinking, problem-solving, and collaboration. Allow for flexibility and adaptability.
- Assess and evaluate: Regularly assess learners' progress and provide feedback. Evaluate

the project's effectiveness in achieving desired outcomes. Reflect on successful aspects and areas for improvement.

- Reflect and refine: Engage in reflective practice to identify project strengths and weaknesses. Utilize feedback to refine future projects and make improvements based on learner feedback and observed outcomes.

It is crucial to remember that small-scale projects should furnish learners with opportunities to apply and integrate their skills and knowledge in real-world contexts, promoting critical thinking, problem-solving, and collaboration while being focused and manageable.

#### Podcasts

Are recorded emissions about a chosen topic that can be uploaded and diffused in the internet and listened to on an MP3 player or social media.

#### Self-Efficacy

Albert Bandura (1978) introduced the concept of self-efficacy as part of his social cognitive theory. Self-efficacy pertains to an individual's confidence in their capacity to successfully perform a specific task or achieve a particular goal in a given situation. It revolves around personal beliefs regarding one's capabilities, influencing behavior, choices, and motivation. Self-efficacy is task-specific and can be developed over time through experiences, observation of others, positive feedback, and the management of emotional and physiological factors. Bandura highlighted the impact of performance accomplishments, vicarious learning, verbal persuasion, and cognitive processes on the development and maintenance of self-efficacy beliefs. Ultimately, self-efficacy is a dynamic and influential factor shaping individuals' perceptions of their ability to succeed in diverse situations.

### **Research Question**

How implementing small scale projects could contribute to the implementation of Significant Learning Theory in a group of 9th graders at a public school in Medellín, Colombia?

### **Objectives**

#### General Objective

To enhance a group of teenagers to learn English through the implementation of a small scale project applying the significant learning theory principles.

#### Specific Objectives

- To identify the most suitable strategies related to significant learning to improve the English proficiency in a group of 9th graders at a public school.
- To improve the English proficiency in a group of 9th graders through the implementation of small scale projects.

### **Action Plan**

Implementing meaningful learning theory in English teaching involves focusing on meaningful and transformative learning experiences for students. To achieve these goals, a supportive learning environment should be created that encourages active participation and open communication between students and teachers, making them comfortable sharing their thoughts and ideas; in addition, it is also important to achieve that these spaces manage to integrate with the real context of the students. This will make learning English more meaningful as students see the relevance of the language through understanding students' interests and incorporating relevant topics into the curriculum. This will create a personal connection with the subject.

Encourage students to think critically by challenging them to think and create, rather than just memorizing grammar rules or vocabulary, it is important to incorporate active learning strategies such as: discussions, group discussions and projects to involve students in applying their English language skills in practical situations, in addition it is important to teach students to be aware of their own learning process. For implementing this action plan, it is important to remark that learning experiences according to Fink go beyond memorization and encourage students to engage with the language in a meaningful and significant way for them. As part of the implementation due to the lack of time I will implement a small scale project, which allows students sharing about their experiences and interests. Podcast is a format that has become popular, and diffused on many social media as spotify, youtube and others, so the students will join in teams and choose a topic of their interest and prepare a short presentation using the podcast format, also I will implement a personal journal in their notebooks to make them conscious and responsible on their own learning process, this journal will include just one thought about what they have learned each class and how that is related to their own life and experiences.

### **Development of Actions**

To achieve meaningful learning of English in students, I initially proposed designing a content unit focused on their tastes, however due to many situations beyond my control: union activities and institutional celebrations, the number of classes needed to carry out this strategy was complicated. To remedy this, I decided to try something simpler, shorter and achievable in the time available for conducting research, for this reason I decided to use another strategy, as Small-scale projects, as proposed by the Diane Fried-Booth, which consisted of a series of focused tasks that give students the opportunity to integrate learning into the real world, in my case I proposed creating a podcast.

In trying to implement the podcast, I had initially gotten a positive response from the students because they looked excited to have a space to talk about something they would like to talk about. The students had taken to class the materials to perform the activity and were quite motivated, proof of this is in the annexes as the students made the effort to create something. However at the time of the second installment for the podcast the boys behaved reluctant to perform the indicated task, even discarded the material proposed for the class and behaved totally dismissively during the two hours of class. It should be added that the podcast could not be recorded because the students stopped attending and never delivered the second part to organize it and at the time of recording all were busy with other matters, including the CT.

Another strategy I tried to implement was to keep a learning journal, which was supposed to be only half a sheet of their notebook per week and should contain a reflection on what they had learned during the week, things like what activities you had enjoyed the most, what they had done at home to get closer to English, however only one student made a first delivery and from there none accepted the idea although this could be written in Spanish.

While the circumstances mentioned above were an obstacle to achieving the proposed



objectives, they were external in nature and beyond the control of both myself and the students.

However, the biggest challenge was the attitude and lack of interest of students in studying, not only English but in general, their attitude towards their studies is evident, added to the lack of respect they have for themselves and adults, this was evidenced by the constant absenteeism on the part of the students, the treatment given to the teachers and the fact that among the time, despite the fact that the signing of the consent was the first assigned activity, No student has that requirement signed by their parents, which is why I cannot have any interviews with them.

Another problem to add that prevented the development of the plan, was that as I mentioned to my advisor "Esta clase la damos generalmente dos adultos desconocidos para ellos a los que no respetan, hoy la única diferencia será que seremos tres adultos a los que no conocen y no respetan", my comment was to refer to the lack of group management of the incumbent teacher, because being new neither has respect on the part of the students, ironically it seems that the students are more respectful with me than with him, what I want to say is that the lack of group management on the part of the CT also constituted an inconvenience in the development of the classes, because it failed to impose respect on the students to participate in his class activities or mine.

### **Data Analysis**

While the project is action research, to facilitate the treatment of evidence and data categorization, I have employed autoethnographic methods for the analysis of this piece. Autoethnography allows people to take advantage of their own experiences to understand a phenomenon or culture (Mendez, 2013). In this case, the phenomenon was the implementation of the theory of significant learning in the teaching of English through the use of small-scale projects in the context of a group of ninth grade students in a public school in Medellín, Colombia.

The purpose of the information I present is to urge readers to reflect, empathize, and connect with the real, honest experience described throughout this action research (Mendez, 2013). I share my experience with honesty and ethics through critical reflection. Self-reflective writing served as the main source of data.

Essentially, I share my experience as a practicing teacher attending a close to an underserved and marginalized group. Autoethnography seemed to fit this piece better, as it promotes research into personal experiences, which is also related to Significant Learning.

### **Findings and Interpretations**

Significant learning, often linked to deep or transformative learning, goes beyond mere acquisition of facts or rote memorization. Its aim is to cultivate a profound and enduring comprehension that surpasses superficial knowledge. Regarding my aspirations, I had hoped to instill a greater appreciation for acquiring a second language, specifically to shift their perspective on English. I desired to make them seeing English not merely as a mandatory subject for passing the academic year, but rather as a valuable tool for expressing ideas, connecting with the world, and embracing different cultures—a lifelong skill.

#### **Educational Background and Learning Context :**

The institution's inclusion policy is poorly thought out because it should not simply involve accepting those rejected elsewhere and leaving them to fend for themselves just to keep them enrolled. I strongly believe that a reevaluation of institutional policies is necessary. It is not just a matter of avoiding shouting at students; it's about genuinely respecting them. This respect should encompass the institution caring about setting limits and exerting real authority so that students do not feel they can act without consequences. A school serves as a socializing entity that prepares young individuals for life, and failing to teach them about limits, rights, duties, and penalties may lead to significant challenges when they encounter the real world. A teacher's role is to respect the student, which means refraining from despising, underestimating, or belittling their abilities. I believe that, in general, a significant part of the issues displayed by these students originates from a failure to uphold these principles.

This group has a particularity, which consists of being made up of very varied students

with a single constant, low academic performance. Additionally, among the ninth graders, said by many teachers of other subjects, it was the worst group. This may be due to the fact that the institution's policy in groups 3 and 4 is placing new entrants to the institution whether they have behavioral problems or repeating the academic cycle. Due to its location in the city, it lends itself to converging several socioeconomic strata, but as for the students of the group many belong to a medium-low level, in which approximately half are part of the PAE and some even work. The academic performance of those students is low, which shows that in their homes probably do not have a suitable environment to perform their academic activities and mostly, except for four students, of whom the teacher maintains a constant communication with their parents and are involved in the learning processes, which is evidenced by being the only ones who went to the technical average for the next year. As for the extracurricular activities that they do, many are involved in sports, social networks and technology, which honestly gives me at least the reassurance that although they do not consider the school something useful for their life project, at least they seek to learn what is meaningful to them.

Perhaps the primary issue here did not arise from the application of meaningful learning theory and my strategies for implementing it. Instead, it stemmed from the noticeable clash of diverse methodologies and educational visions between the beginning and middle of the school year. It is important to clarify that my intention is not to critique the teacher's methodologies or undermine his vision. However, it is essential to point out that the cooperating teacher (CT) holds personal beliefs that could impact students' perceptions of the activities. The CT himself labeled them as "relaxed" and lacking educational content, expressing sentiments such as, "I find it incredible that you would give them grades just for coming to talk nonsense that has nothing to do with school; they come here to study, not gossip," and "Let's focus on teaching them conjugations and grammar so they learn something useful; why talking about their hobbies?"

While students already possess their own preferences and may not necessarily respect a teacher as another unfamiliar adult, such comments from the CT can influence their perception of any teaching method that deviates from the traditional approach. This became evident as students would comment, "If we're only doing practice, why do you need to know about us, teachers?" or "Prof Irene, we won't be doing conjugations today; with [CT], it was easier in the other class," or "Prof, you're different; you never make us translate things from English to Spanish but expect us to share things about ourselves from scratch." These statements indicate that students integrated the CT's discourse about the new teaching methods applied, leading to reluctance to cooperate and participate.

Regarding the curriculum, the English department lacked a well-defined plan beyond national policies outlined in the Basic Learning Rights (BLR). In this group, the established order based on academic levels was not adhered to, primarily because most students did not have a solid grasp of preceding subjects at their current level.

#### Cognitive and Affective Factors:

Owing to the institution's commitment to inclusion, it is recognized that different academic levels and heterogeneous groups pose a challenge. However, there is no documented evidence of confirmed neurodivergent diagnoses impacting students' learning processes. Therefore, it can be inferred that cognitive issues were not a factor; instead, the challenges may have stemmed from inadequate study habits, lack of discipline, and insufficient parental support.

I would like to incorporate a point made by psychologist Albert Bandura (1977), emphasizing the direct connection between one's treatment and their perception of their abilities. In essence, Bandura's theory of self-efficacy underscores the significance of personal beliefs in achieving success in specific tasks. These beliefs not only shape individual behavior but also

have far-reaching consequences for personal, academic, and professional growth. Despite being unaware of the treatment they received at home, these students were consistently labeled as "the worst," "academically deficient," and "lost cases" by other teachers within the institution. Such categorizations created a barrier for the students to engage in learning or strive for improvement.

Their lack of motivation to study may have stemmed from the factors mentioned earlier. It is likely that, both at home and at school, they had already lost faith in themselves, or perhaps never had it to begin with. Notably, the few parents I encountered in person appeared to be predominantly under 35, suggesting that most were children of teenage parents. This is crucial because these young individuals likely lacked mature guidance and support in their growth process. Instead, they had to navigate the challenges of carrying their parents' frustrations resulting from early parenthood. Consequently, they felt a constant sense of rejection, manifesting in passive-aggressive comments that eroded their trust and hindered their attempts to better themselves. Unfortunately, their perception was deeply influenced by the labels and definitions imposed upon them, contributing to low self-esteem, a lack of self-respect, and disdain for adults.

In my interactions with them, a noticeable shift occurred, and they appeared more open and affectionate. This was not due to my younger age compared to other adults they didn't respect, but rather two key factors:

1. Despite their attempts to test my patience and provoke frustration, I refrained from resorting to yelling or mistreatment. This approach intrigued them, leading to numerous inquiries about the kind of adult I was.
2. I consistently shared my interests with them, expressed genuine curiosity about theirs, and valued everything they contributed in class, whether in English or Spanish. I never belittle their comments and consistently instilled confidence in their ability to tackle complex tasks. Although this was initially met with

resistance, I hope it had a lasting impact on their psyche, possibly serving as the first vote of confidence they had received in a long time.

#### Social and Collaborative Learning:

Despite the lack of improvement in group dynamics during the implementation, with disrespectful interactions persisting, it's noteworthy that the students displayed a significant level of cooperation when it came to cheating. They often sought assistance from the four students with a higher proficiency level, either for translating instructions or utilizing tools like Google Translate, as evident in a private WhatsApp group where answers were exchanged. This indicates a modest inclination towards collaboration in the classroom.

In general, the students were reluctant to engage in group work, except when tasks could be completed within the same class period. However, through my activities, they discovered shared interests, leading to a slight enhancement in class dynamics. While the initial conflicts observed at the beginning of the school year became less frequent, overall cooperation remained limited.

#### Learning Outcomes:

As I mentioned before, I failed to implement meaningful learning. However, although it is almost imperceptible and not really relevant if I achieved a change in their attitude because at least now they are more open to consuming content in English and exploring it: music and video games above all that were their main interests, also with student-athletes who stated many times that they had looked more about their favorite sports in other countries.

### **Conclusions and Suggestions**

Regrettably, I was unsuccessful in achieving both the goals of Significant Learning and my personal objectives as a preservice teacher. Nevertheless, I choose not to view these outcomes negatively; instead, I see them as an encouragement for future colleagues to revisit this thesis or for myself when confronted with a similar situation, prompting a reevaluation of teaching practices in the classroom.

Firstly, I would like to invite my future fellow foreign language teachers not to be afraid of complex contexts such as these inclusive educational institutions; well, although they can be presented as a challenge when implementing any change in the dynamics of the classroom, either because students refuse to accept challenges or because teachers in the area see their educational practices as something crazy and without purpose, It is precisely in those complex contexts where more humanistic perspectives and teaching innovation are necessary to generate a change and a real impact on the students lives. Another tip that I would like to give to my future colleagues is that when implementing, try to assess well the terrain or the disposition of the CT against their implementation plans to avoid clashes between their methodologies, as this can have a negative impact on the development of actions.



### **Reflection**

I do not seek to absolve myself of responsibility for the implementation's failure, but I wish to emphasize that the underlying issue with these children is the lack of acknowledgment that their mere existence holds intrinsic value and significance. They are more than a statistic to confirm the functioning of an educational institution or a requirement to secure government subsidies. They should not be seen as proof that their parents are "responsible" solely because they are not begging for money on the streets. These actions have contributed to a poor self-concept among these students, which is not their fault. They are products of a society already fractured, and the irresponsible continuation of bringing more children into the world under similar conditions only perpetuates this cycle, meeting the needs of others while neglecting the well-being of these new individuals.

I acknowledge my responsibility in contributing to this issue. There came a moment when I, too, succumbed and lost faith, concluding that they couldn't offer more. I lowered my expectations and settled for the minimum. Additionally, I ceased my efforts to persuade other teachers that the students could contribute more, as I, too, reached a point where I stopped believing it during the implementation.

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## Appendix A Consent Form Signed by the CT.

Medellin, 22 de agosto de 2023

Consentimiento informado para padres de familia y acudientes

Mi nombre es IRENE ANDRADE estudiante del programa académico Licenciatura en Lenguas Extranjeras de la Universidad de Antioquia. Desde el mes de febrero de 2023 vengo acompañando al grupo Noveno tres (9-3) de la IE Hector Abad Gomez.

Mi acompañamiento, durante el primer semestre, consistió en ayudar al docente titular de inglés en las actividades de la clase y hacer algunas observaciones. Durante el segundo semestre, estaré interviniendo en las clases con la ayuda y supervisión del profesor.

Como parte de las intervenciones se recopila información de los trabajos académicos de los estudiantes y eventualmente, se aplicarán algunas encuestas, cuestionarios sencillos y anónimos, en los cuales participarán los estudiantes.

La información recolectada será confidencial y únicamente se utilizará con fines académicos y se protegerá la identidad y privacidad de los estudiantes y sus familias. Algunas veces se tomará registro fotográfico pero en ningún caso los rostros ni los nombres de los estudiantes serán divulgados.

Si tiene alguna duda o inquietud al respecto, por favor contactarse al correo:

Les agradezco aceptar la solicitud de permiso firmando en el espacio destinado para ello.

\_\_\_\_\_  
Firma del acudiente



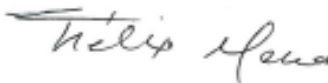
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Asesora de Práctica



\_\_\_\_\_  
Estudiante de Lic en Lenguas Extranjeras

CC 1152196208

Cel/wsp: 3163229229



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Docente titular.

## Appendix B

### Worksheet: Find someone who

#### Let's find someone who

##### Instructions:

1. Read each field and answer with your own information filling the column A
2. Then look for classmates who have answered the same as you did it in column A, write their names in column B

Which are your favorite..	A) your answers	B) Who has the same answers ?
Free time activities:	Sleep	Miguel Gallego
Sports:	Fencing	hadié
Music genre:	quadracha	hadié
Music band/singer	rejo flow	Morlon come
foods	Pizza	hadié
Videogame	subway surf	hadié
Outdoor activity	walk	Miguel Gallego

Make teams of 3 students, each one will share the answer for each category. Take a look of this sentence structures:

Asking	Answering
What is your favorite....?	... is/are my favorite ... / (your classmate name/s) favorite ... is/are:
Who is your favorite ... ?	... is/are my favorite ... / (your classmate name/s) favorite is/are
Where do you do/practice...?	I ... in .... / (your classmate name/s) does/do it in
Which of your favorite ... do you like the most?	... is the one that I like the most / (your classmate name) likes the most ...
When do you do/practice...?	I ... in ... / (your classmate) does it at/on

Share your classmates' answers with the group.

Joan does exercise in smartfit.

## Appendix C

### Survey About Students Interests

#### Encuesta para estudiantes del grado 9-3 IE Héctor Abad Gómez

Como parte del proceso formativo de la Lic en Lenguas Extranjeras, la maestra en formación Irene Andrade Buitrón, implementará diversos instrumentos de recolección de información. Esta encuesta está diseñada para conocer los intereses específicos de los estudiantes y así planear actividades que se ajusten a ellos; es anónima y la información derivada de la misma será utilizada sólo con fines académicos.

#### Uso del tiempo libre

En el tiempo libre ¿cuáles de las siguientes actividades llevas a cabo? (marca con una X y completa la información en las que correspondan) También especifica el número de horas que dedicas a la actividad en la semana.

Practicar deporte	Pertenecer a grupo juvenil. ¿cuál?	Consumir contenido audiovisual X
Jugar video juegos	Pertenecer a una tribu urbana o grupo cultural, ¿cuál?	Escuchar música X
Pertenecer a un grupo musical y/o de baile	Disfrutar actividades sociales con familia y amigos X	Leer
Usar las redes sociales X	Aprender de habilidades extracurriculares ¿Cuál?	Asistir a actividades al aire libre

Escribe 3 nombres de famosos o celebridades que admiras tanto nacionales como internacionales.

Esperanza Gómez, Néstor, Messi

#### Práctica deportiva

Escribe los 3 deportes que más te agradan; especifica si practicas alguno de ellos y el lugar donde lo practicas.

Ninguno

#### Géneros musicales

Menciona 5 géneros musicales en el orden de tu preferencia rap Salsa

pop

#### Intereses académicos

De las áreas de estudio que has tenido hasta el momento, ¿cuales son las 2 de ellas que más te agradan? Física Sociología

#### Intereses hacia el inglés u otros idiomas

Describe con 3 palabras tu experiencia con el aprendizaje del inglés no

me gusta

Además de las clases en el colegio, en tu contexto qué maneras u opciones tienes para explorar el inglés y otros idiomas

## Appendix D

### Teacher Journal Entry: First Podcast Entry

Name of the Lesson: First Podcast Entry	Date: September 27th 2023	Place: I.E Hector Abad Gomez sede La Placita, Medellin.	Class time: Wednesday 10:30 a.m. to 12:15 p.m.
Teacher: Irene Andrade B			
	Activity:	Development	Thoughts
10: 50 a.m - 10:55 a.m	Warm up: Inspirational quote reflexion and discussion, I like to start our class by sharing an inspirational quote. That day the quote was: "You are never too old to set another goal or to dream a new dream." from Malala.	As the teacher needed to discuss some affairs , I started my class 20 minutes later than expected. I think that it is important to write and inform about the agenda of the class so, as usual while the CT was talking with the students, I wrote the agenda on the board, and later I started by presenting the activities to be covered during the time. Some students were distracted and did not want to work on the English class, so I tried to persuade them to be quiet and respectful with the others who are interested in the class. Some students had slept during the class. Only four students seemed to be truly interested in the class, because they had brought many opinions about the inspirational quote.	It is frustrating when you have something planned to develop in a class, but students are clearly not interested in that, it is even worse when students do not pay attention to you. Probably discussing an inspirational topic such as this one is not as relevant and meaningful as I think, but I strongly believe that those inspirational quotes are necessary for those students. In any case I will change my strategy and ask about their experiences during the weekend, probably that might be a better way to start the class.
10:55 - 11:05	Description of the activity, clarification of instructions.	I did not know what happened earlier, but that day students seemed to not have any intention to work in the English class. I tried to work with a few groups who were interested in solving	It was very shocking for me that they had forgotten all the grammar topics learned before. So I needed to bring them some examples related to something
		the activity and see if that might convince them to join the activity. The CT left the classroom, so I did not have support to manage the classroom.	that I liked and explain the project, but sadly that plan was not that easy to reach.
11:05-11:10 pm	Activity Reviewing the retrieved information. Instructions commands	I asked them to work pairs or trios, then they had to work with their suggested topic and answer some general provided questions about the topic. As I was alone, the students took their time to create the teams, actually what convinced them to work were my provided examples about a topic that is relevant for me, which is Anime and Manga. They asked me to change the topics from the previous class, I told them that it was totally possible because I wanted them to tell me about their personal interests as I did at that moment.	At the beginning their attitude was not the best for the activity, It was necessary to show them some examples about my own interests to make them realize that I was open to hear their opinions and thoughts, because I had opened myself to share my personal tastes before. I still believe that they can do it better, if they are curious enough to explore more about English.
11:10-1140 a.m	creating the past of the podcast	I wrote some open ended questions about the chosen topic, and provided some examples of answers with my own information. Some of them tried to create it in an honest way without using a translator or copying the information directly from the internet, I noticed that because they asked me many times for vocabulary and grammar checking. The rest just took notes and started to do the activity using google translator or copying the information from the	I tried to be nice and kind, but sometimes they made it hard, for example that they were unbearable at the beginning of the class. At least, by the middle of the class they worked in the activity. I found this positive, because they actually started to be aware of the activity due to my provided examples, which means that they became conscious about my interest in

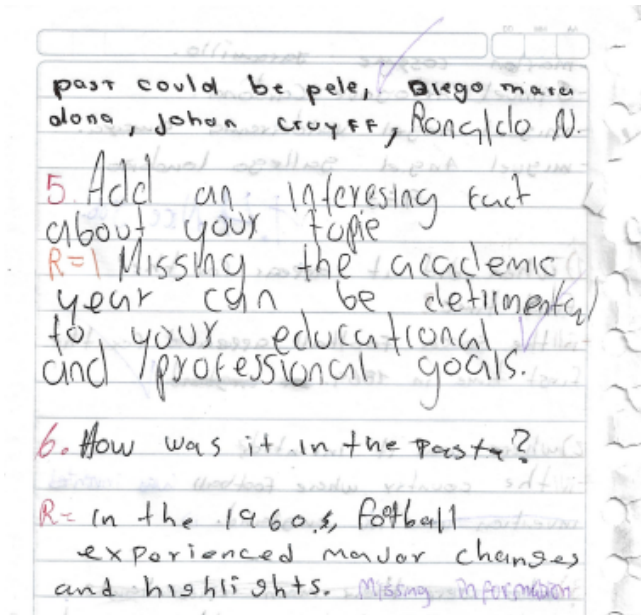
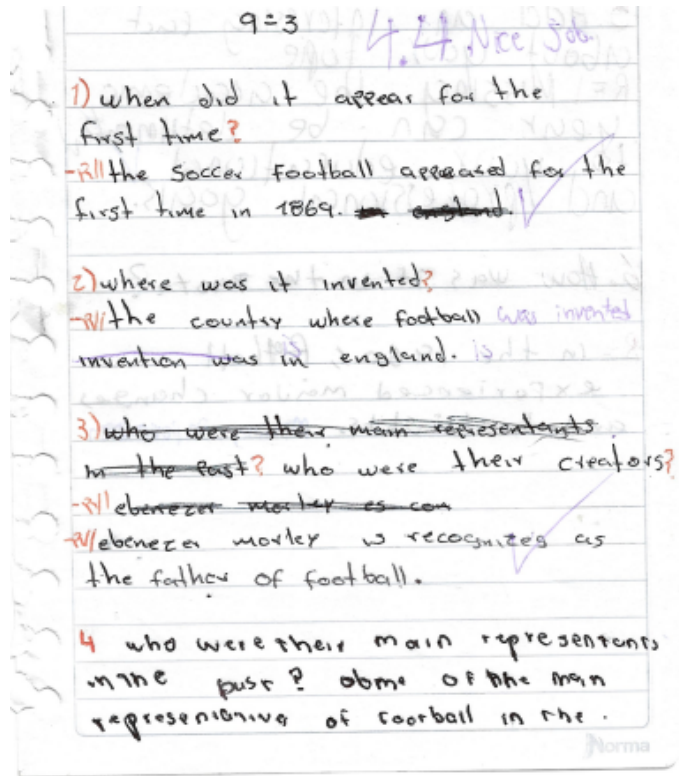
USING SMALL-SCALE PROJECTS AS A METHOD TO APPLY THE SIGNIFICANT LEARNING THEORY IN  
ELT

		internet.	their tastes because I was open to share <a href="#">mines</a> as well.
11_45 pm - 12:00p a.m	checking on students production	<p>I have provided them many examples about the topic, but I lost their attention as soon as another practicum student arrived and made the announcement of an activity that was going to take place that coming friday.</p> <p>I told them that this entry should be finished before we leave so they finished it as they could do it.</p> <p>I have started to check their works, some of them were well developed, the rest had some problems, but the student's have not paid attention, they were focused on something better for them. At least that time they seemed to be more open to work in the class.</p>	<p>Is it disgusting to see all the just kids who were skipping life and learning opportunities to learn and explore about any topic, even if it is a topic that they supposedly like.</p> <p>But I realized that those activities were more relevant than my task, because it seemed to be more dynamic and fun than mine.</p> <p>I can not judge their criteria or prioritize their preferences, because actually this was more significant than an English homework.</p>
12::00: 12:20	grading and saying bye	<p>I was grading their papers, some students went to my desk and asked me for a higher score, I told them that was impossible, they left. some of them had asked me about the university, I have solved all their questions.</p> <p>We finished the activity, and the teacher gave them more information for the next celebration which was Semana Abadista.</p>	<p>The students were worried for the grade, this is something you can feel easily, but just because this is something that they beg of, they just care about because they do not want to be in troubles with their parents, which shows that they do need a validation of an adult instead of being conscios about their learning by itself.</p>



## Appendix E

### First Podcast Entry



## Appendix F

### Advisor's Class Observation Report: Evidence of the use of significant learning theory vs actual behavior and response from the students (shart).

#### Evidence of the use of significant learning theory vs actual behavior and response from the students

Actions or Situations	Use of Significant Learning Theory	Response from Students
Contextualization	<p>Examples provided by the PT are all about teens in the specific context: 9th graders at IE Héctor Abad Gómez and their interests that have been discussed before.</p> <p>The use of personal interests she has about Anime and that helps learners understand how to transfer the example into their own constructions.</p>	<p>Unfortunately, these specific Sts have a very irregular behavior and do not seem to really appreciate what the PT and CT try to do to help them learn English.</p> <p>These are the actions that most of them were doing while in the English class.</p>
Activation of Prior Knowledge	<p>PT uses questions and looks for Sts possible connections to prior knowledge she is sure they have.</p> <p>Demonstration on how to answer the different parts of the worksheet and recycling prior concepts to be used to respond to the new expressions and topics.</p>	<ol style="list-style-type: none"> <li>1. Speaking (even loudly) about other things different from the one of the class.</li> <li>2. Using their cell phones for chatting, texting and listening to other materials)</li> <li>3. Doing weird sounds in class.</li> <li>4. Kissing each other in the back part of the classroom (a boy and a girl who seem to be in love)</li> <li>5. Being noisy 95% of the time</li> <li>6. Making faces to other people in the classroom</li> <li>7. Playing in class</li> <li>8. Leaving the classroom to go play soccer</li> <li>9. Sleeping in class</li> </ol>
Learning about Others	Using the linguistic topic to ask and respond to real questions to others.	
Learning about Oneself	Self reflect about the way to support one's own opinions. (Why do I like something or not)	