

Fostering Oral Communication through Project Work and Situated Learning

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<p>Para el planteamiento y desarrollo de esta investigación se utilizaron alrededor de 28 fuentes bibliográficas de información.</p> <ul style="list-style-type: none"> <li>• Bello, I. (2012). A language-in-use study of EFL student's social discourses in project based learning. [Monograph]. Taken from:  <a href="http://www.scielo.org.co/pdf/calj/v14n1/v14n1a08.pdf">http://www.scielo.org.co/pdf/calj/v14n1/v14n1a08.pdf</a></li> <li>• Beckett, G and Miller, P. (Eds.). (2006). Project – Based Second and Foreign Language</li> <li>• Education: Past, Present and Future. The United States of America. Information Age Publishing.</li> <li>• Brown, D. (2000). Teaching by principles. San Francisco. California: Longman.</li> <li>• Castillo, R. and Vargas, J. (2013). Situated learning for adults acquiring a second language. [Monograph]. Taken from: file:///C:/Users/WIN%208/Downloads/3088-</li> </ul>	

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#### 4. Contenidos

El documento inicia con la caracterización de la población desde el entorno personal, escolar y local. En esta sección queda en evidencia el interés que los estudiantes de grado cuarto del colegio Distrital Prado Veraniego tienen por el aprendizaje del inglés. Junto a esto se encuentra el diagnóstico que se realizó para conocer el nivel de inglés de la población y poder lograr la identificación del problema.

El planteamiento del problema refiere que hay diversas dificultades en este curso en cuanto a la clase de inglés. Sin embargo, la atención se centró en las habilidades comunicativas y de producción, es decir; la producción y compresión oral.

Teniendo en cuenta esto, se formuló la pregunta y objetivos de investigación del siguiente modo: ¿Cómo se puede construir la comunicación oral de los estudiantes de cuarto grado del colegio Prado Veraniego a través del aprendizaje situado y el trabajo por proyectos?

Objetivo general: Analizar las implicaciones del aprendizaje situado y trabajo por proyectos en la comunicación oral de los estudiantes

Objetivos específicos: 1. Caracterizar la comunicación oral de los estudiantes de cuarto grado del colegio Prado Veraniego en términos de las micro habilidades de la comunicación oral. 2. Describir los aspectos positivos y negativos del aprendizaje situado y trabajo por proyectos al trabajar la comunicación oral en un salón de enseñanza del inglés como lengua extranjera.

La investigación fue sustentada con Ley General de Educación, que describe en su artículo 21 como uno de los objetivos la adquisición de elementos de conversación y lectura en al menos una lengua extranjera. También se incluyeron los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, que son los lineamientos para la enseñanza de la lengua anglófona en el país y determina que para el grado cuarto los estudiantes se deben encontrar en un nivel A2.1 de acuerdo al Marco Común Europeo de Referencia para las Lenguas o Básico según la denominación en Colombia. Además, al ser una investigación acción, se tuvo en cuenta el interés por parte de los estudiantes expresado en el primer ciclo del proceso.

Con estos elementos establecidos, en el marco teórico se definieron tres conceptos importantes para el desarrollo de la investigación: Comunicación Oral, Aprendizaje Situado y Trabajo por Proyectos.

La comunicación oral se definió como una habilidad para lograr objetivos pragmáticos Brown (2000). Adicionalmente, como un proceso interactivo en el cual el hablante estimula al interlocutor a continuar y hacer el proceso interactivo. Por último, y como elemento importante, ésta se definió como significativa en la medida en que los estudiantes sean conscientes de lo que dicen.

El aprendizaje situado, como teoría del conocimiento y aprendizaje se definió desde Quay (2003), quien toma a los estudiantes como agentes activos en un contexto social que los influencia y el cual ellos influencian también. Junto a este autor, Clancey (1995) expone que el conocimiento se construye dinámicamente de acuerdo a lo que las personas experimentan y por lo tanto el aprendizaje situado tiene que ver con el cómo el aprendizaje sucede cada día.

Por último, la definición de trabajo por proyectos ayuda a consolidar los conceptos anteriores y la metodología ya que se ubica al estudiante como el centro de los procesos que se llevan a cabo y quien integra la teoría y la práctica aplicando sus habilidades y conocimientos para dar solución a problemas definidos. Por otro lado, se toman los hechos reales como elementos para trabajar proyectos con los estudiantes y dar prioridad al aprendizaje de contenidos, dejando de lado una serie de tareas sin conexión.

Después de lo mencionado, se presentan los instrumentos y procedimientos para la recolección de los datos y su análisis. En cuanto a lo primero, se definieron los diarios de campo, las grabaciones y las entrevistas como elementos para recoger datos a lo largo de la intervención pedagógica y así mismo se definieron unos tiempos para su ejecución, comprendida en dos períodos de cuatro meses cada uno.

Para analizar los datos, la triangulación se empleó con el objetivo de lograr un análisis objetivo de la información recolectada ya que se toman en cuenta varias perspectivas. Por otro lado, la teoría fundamentada ya que por su naturaleza se define como el descubrimiento de teoría a partir de datos obtenidos de manera sistemática. Glasser y Strauss (1967).

Para esta investigación se definieron dos visiones de aprendizaje. Por un lado, el aprendizaje experimental que enfatiza la idea de aprender a partir del hacer y define que la lengua requiere la experiencia directa Tudor (2001). Por otro lado, el aprendizaje analítico. En cuanto a esta visión se toma como importante la necesidad de que los estudiantes reconozcan elementos de la lengua como: léxico, gramática y fonética ya que están empezando su proceso de comunicación en inglés.

También fueron definidas dos visiones de lengua, las cuales están en relación con las de aprendizaje. La primera fue la de perspectiva funcional. De acuerdo a esta visión la lengua es una acción social y se centra en su uso en un contexto social definido. Esta se emplea para cumplir con tareas pragmáticas de la vida cotidiana. La segunda visión fue la de la lengua como un sistema lingüístico. Esta visión entiende la lengua como un sistema que se compone de elementos específicos como: vocabulario, gramática, estilo, discurso y variedades de la lengua que son importantes para que los estudiantes empiecen su proceso de comunicación oral en inglés.

## 5. Metodología

Desarrollada en el ámbito de la educación y atendiendo al propósito planteado la metodología fue Investigación acción participativa.

Se dio prioridad a la descripción de procesos y su compresión a partir de los datos cualitativos que se recogieron.

## **6. Conclusiones**

La implementación del aprendizaje situado tuvo un impacto positivo en el desarrollo de la comunicación oral entre los estudiantes ya que ellos usaron palabras que eran familiares y estuvieron apoyados en un contexto real. De esa manera pudieron expresar sus ideas para cumplir con muchas de las tareas propuestas. Por otro lado, esta teoría fomentó un buen ambiente de trabajo en clase y la participación de los estudiantes en diversas ocasiones.

Adicionalmente, la implementación del aprendizaje por proyectos contribuyó al desarrollo de una actitud colaborativa entre los estudiantes ya que realizaron diversas actividades en grupos. Fue evidente que los estudiantes que más entendían la clase y su temática ayudaron a los que menos lo hacían y se atrasaban en los ejercicios, y en muchos casos esto se dio haciendo uso del inglés para establecer canales de comunicación y así dando paso al desarrollo de la comunicación oral.

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## Chapter I

### **Introduction**

In this chapter, the population is introduced from their local and scholar context. Additionally, there is a description of the diagnostic test that was applied to the students. After that, the research question and the objectives are presented. At the end, there is the rationale that supports this research.

### **Characterization**

Prado Veraniego is one of the neighborhoods located in the eleventh locality of Bogota named Suba in the north-west of the city. According to a review presented by the local government (2013) the predominant social stratum in this neighborhood is 3. The commerce is diverse because there are supermarkets, service stations, bars, car dealerships, drugstores, and many others which allow people to find necessary things to live. There are some other very important places too. For instance: a local medical center (C.A.M.I.) a center of attention and information (C.A.D.E.) the police station, some churches where it is possible to identify different religions, several parks, the neighborhood's meeting place and the public-school Prado Veraniego.

To arrive at Prado Veraniego is not difficult since there are various ways. People can use Transmilenio along Autopista norte, S.I.T.P through Calle 129 and taxis. From the station of Transmilenio named *Prado*, people can use a service offered by some men who work with bicycles moving people from one place to another.

Prado Veraniego is the public school of the neighborhood. Since 2000, this school started a new age because of its new and present institutional educational project: Manual

de Convivencia (2017) “Communication with quality towards human development” (p.8)

Trad.

In addition, its mission is focused on generating and strengthening practical, social, and cognitive processes for the community through communication with quality.

Additionally, the vision is designed on the human being as an agent able to make social changes that helps the construction of a better country in terms of justice and values.

Talking about the physical structure, it is important to mention that this school is divided into two branches named A and B. This research was developed in the B branch, where the primary school is based, except for fifth graders because they share A branch with secondary school. This branch has two floors. On the first one there is a toilet for people who visit the school, six classrooms, the computer lab and the courtyard where students take their break. On the second one, there are two toilets for students and six more classrooms. There is also the teachers' lounge and the coordinator's office.

This branch has a room on the first floor where kids do activities such as: sports and dancing. This room has different elements which students can use to have fun. One important fact to point out is that this branch does not have any library because it is located on the other branch and it is difficult to move from one building to the other because children are very young.

Although Prado Veraniego school helps students with special needs, it is not an inclusive school. It does not have any special teacher for them. They are assisted by a psychologist and practitioners from Universidad Pedagógica Nacional who study

psychology and education. Additionally, this school does not have any special room for English or other subjects.

All fourth graders live near the school and they can arrive there by walking or cycling. Most of them live with their parents and siblings. The average age is between seven and nine years old.

According to the initial survey applied (See appendix A), 97% of the students really like going to the school and the majority expressed that it is an opportunity to get knowledge. This initial survey allowed the researcher to know that students like activities in which they use their body and move from one place to another. They do not like too much sitting on their desks. They said that Mathematics, Biology and English are their favorite subjects and 96% percent of students seem to be interested in learning English. The head teacher said that most of them are motivated because it is something new for them.

Fourth graders enjoy artistic activities such as singing, painting, drawing, and nobody showed pleasure for drills. Most of them expressed in the initial survey that they would like to work with music and games in the English class. In the interview, the head teacher commented that some students have cognitive problems. These students work in the same way as the others and they do not have any special help inside the classroom. All this information was very useful to raise a proposal based on project work, since most of the students like to work in groups and they enjoy activities that can be developed by working in groups. In addition, most of them evidenced the same interests.

## **Diagnosis**

The first contact between the researcher and his students was in the classroom. First, it was possible to observe that the head teacher did not speak English and through the interview, it was confirmed. She expressed “I am not a teacher of English; I do not know it.” Another difficulty was that the classroom was not a place that contributed to develop a process of teaching and learning of English. On the one hand, because the teacher and students always spoke in Spanish. On the other hand, there were not any posters, information in English or other tools to encourage students to use it.

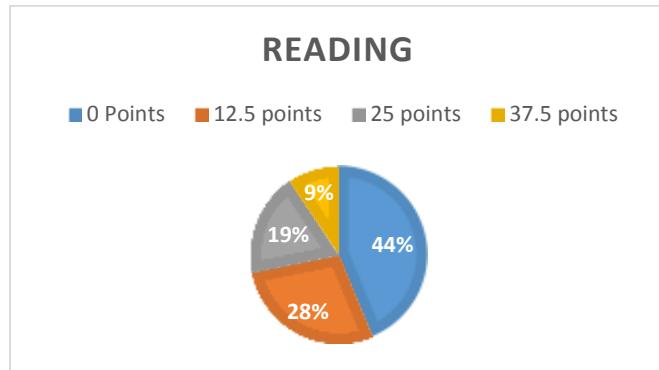
In the interview with the head teacher (See appendix B), it was possible to understand what happened with English in this school. She said that there was a lack of material such as dictionaries and books to work on the teaching of English. Nevertheless, the most important aspect mentioned by her was that teachers of primary are not trained in English and in the way of teaching it. Hence, they were not able to teach it. She highlighted the work done by some practitioners who have developed interesting projects at this school because they considered the pedagogical and didactic knowledge important to teach a foreign language. It is not a matter of just knowing the language but also the strategies and methods used to accomplish learning it.

Fourth graders did an exam that was prepared to know their level of English as a foreign language. It was designed based on the contents that they should know according to the “Basic Standards of Competences in Foreign Languages: English”. Through this exam, the four basic abilities of communication; reading, writing, listening, and speaking were evaluated, each one was assessed over fifty points.

Due to the length of the exam, students had an hour to do it. However, they just spent about thirty minutes. The text was designed integrating a receptive skill with a productive one based on Clausen (2009). In this manner, the first section was reading and then students worked on writing. After that, students developed the listening and speaking sections.

During the reading section, they worked alone on their desks. Each one of them followed the instruction and completed the questions. Along the writing part, they worked following the instructions too. To work on listening, the computer and the audio system that the classroom has were used. The recording was played three times. Finally, to evaluate speaking they were organized in four groups. They had five minutes to prepare a description about a set of pictures. Those pictures were selected according to the characters they liked and this information was taken from the initial survey. As most students did not speak, the researcher asked them some questions to encourage them to speak and observe their speaking skills.

The results for the reading section are presented in graphic 1. Only these results are included because students did not get points in all the abilities. However, there is a description of what it was found in student's papers (See appendix C).



Graphic 1. Reading results.

This ability was checked over 50 points. There were four questions and each one of them corresponded to 12.5 points. Regarding writing, listening, and speaking students did not get any points. They attempted to cover those sections; however, it was not easy for them and what was found in their papers was not English itself.

This diagnostic test provided important information to pose the problem and understand the situation at Prado Veraniego school in terms of the English class.

### **Statement of the problem**

According to the United Nations, English has become one of the most important languages around the world because it is used for global communication. Colombia has been working on a project of bilingualism. For this reason, schools in Bogotá must direct their pedagogical practices in the English language according to a schedule in which students in eleventh grade must have developed the abilities for the B1 level by 2019. To accomplish this goal, schools have to work based on “The Basic Standards of Competences in Foreign Languages: English.” This official document provides a guide to work on English from the basic level to the advanced one.

Taking into consideration the previous information and the collected data, several problems were identified in terms of the English language and there was no evidence of what is described in “The Basic Standards of Competences in Foreign Languages: English.” There were serious problems with the four abilities of communication, the tools to develop a class such as books, dictionaries, listening material, and the methodology that the teacher used. However, the attention was focused on communicative and productive skills; listening and speaking.

With the observations in the classroom, it was noticeable that the head teacher did not speak English and that she did not know how to manage the situation because she normally translated every single word. “The teacher greets her students in English and Spanish. She explains to students in Spanish what a “saludo bilingüe” is, because those words were used” (Field note I, February 24<sup>th</sup>. Lines 1-3).

Most of the time, the class was taught in Spanish. Students spoke but they did not use English. There was not usage of the contents worked. If students learned colors, they did not have a situation or opportunity in which they could use them. Another observed fact was that students just had one hour per week to work on English and it is not enough. Also, according to the head teacher, parents did not help students with their homework and it was a general situation with all the subjects.

With this information, it was possible to understand why there was a lack of knowledge of English among fourth graders at Prado Veraniego school.

## **Research question**

How might the oral communication of fourth graders from Prado Veraniego school be built through situated learning and project based work in an EFL classroom?

## **General research objective**

- ❖ To analyze the implications of situated learning and project based work on the development of students' oral communication.

## **Specific research objectives**

- ❖ To characterize the oral communication of fourth graders at Prado Veraniego I.E.D. in terms of the micro skills of the oral communication.
- ❖ To describe the effects of situated learning and project based work on the development of the oral skills in English of a group of fourth graders

## **Rationale**

The General Education Law (1994) in its 21<sup>st</sup> Article mentions the specific objectives of education in primary school. One of them is “the acquisition of elements of conversation and reading in at least one foreign language” (p.6). For this reason and taking into consideration the information found out in the diagnosis and the observations, it was very important to carry out this proposal that might be helpful to students, specifically in terms of oral communication and communicative skills. It was an opportunity to accomplish the objective described in The General Education Law (1994).

Among the educational policy documents, it was important to cite the “Basic standards of competences in foreign languages: English” (2006) because they constituted

the guidelines to teach English in Colombia. This official paper mentions that students in fourth grade must accomplish an A1 level and the proposal was designed taking elements from this document. This official paper supported the attempt to improve oral communication among fourth graders because there appear elements they should work on.

Two elements revealed the importance of this research for the students. On the one hand, there was the interest they had in learning English. According to the initial survey, 96% of the participants were interested in learning English. The head teacher agreed with this because she said that students were motivated to learn English. By applying the proposal, it was expected students to experiment a totally different methodology in their English class because during the observations it was evident that they just learned words in order to memorize them. They did not use what they were learning and with the implementation of situated learning, they could understand what they learned and its usage. Additionally, students never worked in groups. “This classroom is big and students are organized in their desk individually” (Field note II, February, 24<sup>th</sup>. Line 7). Project based work could be something new for students that might help them to learn English and get better results.

Implementing project based learning could have a positive impact among students. According to Vaca (2016), a teacher researcher who has worked in the field of education, this strategy not only helps students to improve their communicative skills but also their interaction and values.

On the other hand, there were the results got from the application of the diagnostic test. Through the revision of tests, it was not possible to evidence knowledge of English. This research project was an opportunity to make children have fun and interest in their

process of learning English. Also, through this project they could improve their communicative abilities and learn many more things such as team work. Prieto (2007), a teacher researcher, found that working in groups and interaction among students is a positive factor that helps the development of oral communication because students use the language in real situations and they become conscious about their process.

This proposal may provide them with tools to be used in their English classes from another perspective. It could also be a guide for them because the head teacher highlighted the importance of knowing how to teach English. Besides, the implementation of this research could point out different ways to teach English and learn things because teachers never stop learning.

Prieto, (2007) and Vaca, (2016) found that project based learning is a very useful teaching strategy to work on values. Although their objectives were not to improve interaction among students, they found this strategy useful to enhance students' communication and they could observe how they improved their relationships.

This chapter contained the basic information to understand the research question and the objectives because based on the local and scholar context, the observations and the diagnostic test those elements were built. Along this section of the whole research project, readers were provided with relevant information about the participants and their main characteristics that were the starting point to this research study.

## Chapter II

### **Theoretical framework**

Mainly, chapter II is divided into two important parts. On the one hand, I introduce the constructs that correspond to the definitions about the key concepts identified in the critical question. On the other hand, there is the state of the art. This section is a review of some studies linked to the current one.

### **Oral communication**

As one of the productive skills, speaking deserves especial attention because with this ability people express what they think and feel. Brown (2000) defines oral communication as “... an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language” (p. 267). He also mentions the micro-skills of oral communication. Some of them are produced chunks of language of different length, use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, and pluralization), word order, and rules. Some others are very important too. However, these are the most important micro-skills to develop the process with students from Prado Veraniego because they are starting their process of learning English.

Likewise, Richards (2008) says, “conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue (...)" (p. 23). These definitions show the essence of oral communication. It is something practical and social. However, an author has included an important element for students and their process. It is the consciousness about their speech.

In this way, Wallace (1978) exposes; “oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying” (p. 98).

This was very important for fourth graders at Prado Veraniego school because if they developed consciousness about their oral communication and their own process, they would accomplish better results since they would be able to monitor themselves. These three authors offer useful definitions and their findings greatly contributed to this research. Each definition is a complement of the others and they together allow understanding of what oral communication is about.

### **Situated Learning**

This is a theory of learning and knowledge that frames the pedagogical proposal and its development. It is very important to put knowledge into a context because students can get better results through experience. One of the authors who has defined situated learning is Quay (2003), he poses that “situated learning can be categorized as holistic... It regards learners as active participants within a social and cultural world that influences, and is influenced by them (...)" (p. 3). Although this definition helps to understand the nature of situated learning, it is not enough to understand the relationship to the population. Therefore, more authors who have theorized about this concept are included. For Clancey (1995) “situated learning is concerned with how learning occurs every day (...) It is a theory about the nature of human knowledge, claiming that knowledge is dynamically constructed as we are concerned of what is happening to us (...)" (p. 1). Lave & Wenger, (1991) state that “learning involves the whole person, it implies not only a relation to specific activities, but a relation to social communities (...) Activities, tasks, functions, and

understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning” (p. 53).

It is important to mention that the three definitions have common points. However, for this project and the population the definitions provided by Clancey (1995) and Lave, & Wenger (1991) work well because they include relevant facts such as daily life as a field to acquire new knowledge and establish meaningful relationships between participants and the activities they carry out. These are important elements because the center of this project is students. They are the main characters of their own process.

### **Project based work**

Project based work (PBL) is the last construct. It is a teaching strategy. Although there are several authors who have worked on definitions of this concept, only three are presented here. Firstly, Walker, Leary, Hmelo-Silver, Ertmer (2015) have posed that “P.B.L. is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” (p. 8). Secondly, Beckett and Miller (2006) say; “Project work entails elaborate sets of sequenced tasks during which students are actively engaged in information gathering, processing, and reporting with the ultimate goal of increased content knowledge and language mastery” (p. 21). These definitions are clear and offer a general vision about what project-based work is. The authors mention important elements such as the student as the center of the process and the goal of increasing abilities. However, there is another author who has a more complete definition

because he includes very important elements that could be related to the participants of this research.

In this manner, Stoller (2002) states that “Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to projects [...] Project work is student centered, though the teacher plays a major role in offering support and guidance throughout the process [...] Project work culminates in an end product that can be shared with others, giving the project a real purpose” (p. 110). This definition was very relevant for this project due to the population and its purpose. On the one hand, students are the center of the process. On the other hand, through project work it is possible to have a description of the students’ oral communication. Its nature allows following the development of the ability.

### **State of the art**

Numerous projects have been developed in regards to oral communication in English as a second language all over the world. However, in this section just two are presented. They were developed in the last five years.

Firstly, Guevara and Ordoñez (2012) worked on a qualitative research named: *Teaching English to very young learners through authentic communicative performance*. They carried out this project at a bilingual school in Bogotá. Specifically, they worked in kindergarten. This proposal was developed with a curriculum based on constructivist and communicative principles to enhance the oral communication of the population. In this way, the proposal got good results because it was effectively adapted to students’ age and the communicative authenticity was achieved by using students’ ideas and interests. The

authors found that working in a communicative way helped children to develop positive attitudes toward the foreign language class. Also, the communicative approach made students-use English with real purposes. The authors mention that it is important to take into consideration that these students have not had too much contact with the language.

Secondly, Vaca (2016) developed an action research called: *Promoting speaking skills in an EFL classroom through project-based learning: a way to involve learners in participatory classes*. She worked with eighth graders from the public school Virginia Gutiérrez de Pineda in Bogotá. Since she worked on PBL, she could observe that this approach was demanding for students and that was the fact that allowed them to improve their oral communication. They had the need for learning and using words. For the development of this research project, it was very important to consider students' interests and experiences to make the process meaningful and in this way, accomplish learning. Students worked on several tasks for a long a period and at the end, they presented a result orally. Three very important aspects helped students to develop their oral communication. On the one hand, the cooperative work with partners. On the other hand, the teacher's help, and finally the switching between Spanish and English and translations. These elements should be taken into consideration because of the population.

These previous studies were meaningful for the current one because they provided valuable considerations in terms of oral communication such as, the importance of students' age, their interests, the lack of contact with the English language and the role of the teacher. Besides, these two studies highlighted the motivation and good attitudes that students got because of the implementation of a communicative approach. This might be one relevant element since learning implies interest and motivation. The information found

in those research projects was very useful to implement this one because they revealed important facts that might improve this research and its application.

Situated learning is a very important theory of knowledge to teach a second language since through reality people learn contents better because they make them meaningful. Regarding situated learning, I just presented two studies that allow readers to know its application and implementation in a learning environment.

After searching in some databases such as Scopus and SciELO, it was not possible to find many studies done with kids and framed in the theory of situated learning. For that reason, the next study could be included. Also, because it provided useful information to tackle the difficulties of teaching English as a foreign language. Castillo and Vargas (2013) carried out a project named: *situated learning for adults acquiring a second language*. Although 150 people benefited from this project, the population selected for the research was five people, as it was a case study. This research project revealed some important aspects in the field of teaching a foreign language. For instance, the authors found that situated learning engaged their learners in the process they were developing. Besides, this approach helped participants to become active learners because they were involved in a real process and they were the center of it.

Also, through this approach, researchers could integrate the social reality and they put the language into a real context. In this way, they noticed that situated learning exercised a positive influence on the development of the communicative skills and more competences such as critical thinking. In this study, the impact of situated learning expanded beyond the class. Learners expressed ideas about doing activities outside of the

class context. They worked in several places around Bogotá, and their idea was to go back to the places but in an extra-curricular activity.

This study and its findings exemplify the benefits of situated learning to teach a foreign language. The information found in this research was used to conduct the application of the research with students from Prado Veraniego school. Two very important elements were closely related to the population of this project. On the one hand, the reality as an element to work on and make the process meaningful. On the other hand, the impact of situated learning to make learners active participants. Those elements were very important and helped students accomplish better results, not only in terms of oral communication, but also they could develop more competences such as: autonomy and cooperative work.

Finally, project work as a teaching strategy to develop pedagogical interventions in EFL teaching has been worked many times. Here, two research studies are presented and they not only make evident their usefulness but also provide important considerations to carry out this research project.

In the first place, Bello (2012) developed a qualitative study with seventeen students from different degrees at a university from Bogotá. Although participants were from different programs, all of them were taking the same English class. She named her project: *A language-in-use study of EFL student's social discourses in project based learning.*

Through this study, the author observed that class project worked as an excuse to work on several topics and the communicative skills were used and improved to accomplish results. Also, through projects students had more opportunities to discuss

matters in which their communicative, cognitive, and critical competences were apparent. In general terms, this project shows that project based instruction works in an efficient way since learners can develop their processes by following an aim and get a result that might be the sample of all the process done.

Even though this research was developed with adults, it provided useful information to take into consideration because of the implementation of project work. Here it was possible to find support to work on project-based work since students were not only focused on the English language but also they had the opportunity to deal with several topics and they could improve their communicative skills. Also, it was very interesting that project work could reveal several students' competences. The goal was not focused on teaching grammar, but in the usage of the language through a useful strategy.

On the second place, Díaz (2014) developed an action research in which the population was students of engineering from a public university in Colombia. The name of the research project was developing *learner autonomy through project work on ESP classes*. One of the most important findings that the author highlighted was the opportunity to increase communication through the application of project work. Likewise, she observed that other attitudes such as making decisions through cooperative work, development of self-regulation, and intrinsic motivation were developed. Those aspects were very important for students since they are the center of the teaching-learning process.

Another very interesting and meaningful finding for this project was that projects can make students be aware of their learning skills and allow them to work on cooperative and individual tasks. These findings were relevant for this project because of the attitudes that students developed in each one of the researches by using project-based work. It is very

important to remember that according to the previous chapter and the initial survey, students from Prado Veraniego school were interested in learning English. For that reason, there were more possibilities to develop attitudes as the ones presented by this study.

## Chapter III

### **Methodology**

In the following chapter, all the aspects related to the methodology such as the definition of the paradigm that framed this research and the type of study, are presented. The reader will also find a description of the data collection instruments and procedures and the data analysis methodology. At the end of this chapter, the sampling strategy, trustworthiness, and ethical issues are presented.

#### **Qualitative Study**

This research was framed within a qualitative paradigm due to its purposes. According to Hancock (1998), “Qualitative research is concerned with developing explanations of social phenomena. It aims to help us to understand the world in which we live and why things are the way they are [...] Qualitative research is concerned with finding the answer to questions that begin with Why? How? In what way?” (p.2). Precisely, the goal of this research project was to make descriptions about the process that students developed in terms of their oral communication, and to answer the critical question which was: *How might the oral communication of fourth graders from Prado Veraniego I.E.D be built through situated learning and project based work in an EFL classroom?* It intended to explain the way students developed their speaking skills through situated learning and project work.

When researchers work with people, they must take into consideration several important aspects such as the age, likes, and interests of the population to propose and carry out a research process. In this case, the qualitative paradigm was implemented because the

research was developed in the educational field and students' learning processes could be explained to understand the role that project work and situated learning played in their oral communication.

### **Action research**

In this case, the type of research was an action research because it not only looked for the description of a problem but also attempted to find a solution through the implementation of a pedagogical proposal and several didactic tools. Ferrance (2000) defines action research as “[...] a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (p. 1). She also mentions that teachers work best on problems they have identified by themselves and the importance of working collaboratively among teachers. (Ferrance, 2000). Thereby, the research can have a wider perspective and avoid subjectivity because of the collaborative work among teachers.

This type of research is determined by some stages that are the structure of the process. According to Ferrance (2000), the stages are identification of the problem area, collection and organization of data, interpretation of data, action based on data, and reflection. Those stages form a cycle and in this research, there were two cycles. Considering that students worked on two projects, there were two cycles in order to accomplish the structure and reach the objectives of the action research.

## **Data collection procedures**

Along the implementation of the pedagogical proposal, it was very important to collect data as to analyze what was happening, to propose and apply changes if necessary and in this way to be able to answer the critical question. To carry out this process, in relation to the objectives, the defined the instruments to collect the information were field notes, student's recordings, and interviews.

The field note is one of the instruments used in qualitative research. According to Monje (2011), the field note is one of the most important instruments to register information. It could be a paper in which researchers organize chronologically the events that happen in the place where the research is developed. It must be objective to analyze the information. It is very important to make a register of the events in the EFL classroom where this project was carried out because in this way it is possible to check what is happening in relation to the objectives. For this project, one field note was done per week during the implementation of the project to gather elements to analyze the process.

Since this research focuses on oral communication, one of the instruments needed was the students' speech recording. In this way, Crews (2006) says that "A "sound recording" may capture a performance [...] A recording is not necessarily always of music; it could also capture spoken words or other sounds" (p. 88). Students' performance of their oral communication was recorded in some activities along the process. At different moments, students were recorded to explain how they improved their oral communication.

To get firsthand information, interviews were another very useful instrument. McNamara (1999) poses that "interviews are particularly useful for getting the story behind

a participant's experiences and they enable the interviewer to gain in-depth information on the topic under study" (p. 150). For this research, this one was very important because children expressed a lot of useful information and perhaps a survey was not enough to collect those data. Students were interviewed at the end of each one of the projects. In this way, they had an appropriate period of time to have experiences developing the projects and express useful information to analyze the process.

### **Data analysis methodology**

Triangulation is one of the methods to analyze the collected information because it allows researchers to get objective information due to its nature. Rugg (2010) poses that it is: "[...] the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns" (p. 16). Following this definition, the information was analyzed in a better way to present more objective results because the collected information was observed through different perspectives and in this way, it is probably to avoid bias and a subjective vision.

Additionally, grounded theory was very important for this section because through this approach the information was divided into categories and analyzed in a better manner. According to Glaser and Strauss (1967), grounded theory can be understood as "the discovery of theory from data systematically obtained from social research" (p. 2). It is very interesting that this approach works in the field of the social research since this project was done in the educational field. Also, its nature allows to organize and classify the

information because when working on a qualitative paradigm, researchers get useful information.

Finally, according to Clark (2006), “The anonymity and privacy of those who participate in the research process should be respected. Personal information concerning research participants should be kept confidential” (p.3). In this manner, to carry out this research, it was very important to have authorization from the students’ parents because they were not adults and the researcher used photos and information of them and according to the Colombian policies, he could not do it if he did not have that permission. Each student received a consent form and most of the parents signed it. Regarding the students whose parents did not sign the consent form, they participated in the research but their information was not taken into consideration for the analysis.

## Chapter IV

### **Pedagogical Intervention**

This chapter presents the visions of language and learning. Also, the reader will find out the instructional design and the schedule for the activities proposed to be developed in the next stage.

#### **Vision of learning**

Two visions of learning were taken into account for this project. On the one hand, there is experiential learning. According to Tudor, (2001) this vision of language requires direct experience and it must have a communicative purpose. It emphasizes the idea of learning by doing which has five principles: activities should focus on processing and communicating messages, holistic learning activities should reflect the multi-dimensional nature of communication, authentic materials should be used, the use of communication strategies should be encouraged, and learning activities should involve collaboration among learners. (As cited in Vera, Chapetón and Buitrago, 2017). This vision worked very well for this research because participants had to communicate real facts about the project they were developing. Through their projects, they were the center of the process and they had a real contact with English as they developed the project. Thereby, they had a real experience with English since they did not have a class in which English was used just to learn it.

On the other hand, analytical learning focuses on the structural regularities of the language in areas such as lexis, grammar, and phonology and “the ways in which these elements are combined to communicate messages” (Tudor, 2001, p. 86). This vision had relevance for the participants because they were starting to build their own speech and they

had to recognize some important elements in the English language to produce messages and express what they were doing. It is also important to highlight that a conscious use of cognitive and analytical skills and the use of comprehension, assimilation, and learning strategies should be used in the language learning process (Tudor, 2001). Those were useful elements for students because they allowed them to improve on their own since learning a language not only depends on teachers but also on students.

### **Vision of language**

In this section, there are also two visions of language and they are consistent with the visions of learning. The first one is the functional perspective. According to this vision, language is seen as social action whose focus is on the functions and uses of the language in socially defined contexts. Language is the means for achieving certain functional or pragmatic goals such as answering the phone, providing information in specific contexts, or communicating effectively in a foreign language (Tudor, 2001). Since students worked on a project about the care of animals and the environment they had to use the language in a real social context. Also, it had a function because throughout the process they presented results and they used the language to do it. In this manner, language was the means they had available to express themselves.

The second vision of language is as linguistic system. Language is understood as a system with specific components to be analyzed and presented to the students. These components are grammar, vocabulary, phonology, discourse, style, appropriacy, and varieties of the language. These components are important to work on oral communication. However, students just worked on some of them: grammar, vocabulary and phonology.

These components helped students to build their abilities and develop language awareness because they could recognize how the language works.

### **Instructional design**

As to develop this research project, the lesson plans are designed under project based work as the teaching strategy. Following Beckett and Miller (2006), project work has a set of tasks or activities in which students are actively engaged. Richards and Renandya (2002) state that students are the center of the process and at the end there must be a product that can be shared to make it real.

Since this project lasted one year, students were working on two projects. Firstly, one about recycling and secondly, another about looking after animals. Each one of them was intended to last four months. These projects were carried out in groups.

Along the first project which was named: *Looking after our friends, the animals*, students were working on looking after animals. In the first stage, they explained why and how people could take care of animals. In the second one, they worked with their favorite animal to present an exhibition in which they could let students from other grades know the importance of caring about animals and how they can do it. In the second project called: *Caring about our home: Prado Veraniego I.E.D.* students developed awareness about recycling. Also, they designed and presented orally an example of how people can reuse what commonly is badly called garbage.

## **Timetable of Activities**

Time	Topics	Objective
From August 7 <sup>th</sup> to September 29 <sup>th</sup>	Why is it important to look after animals? How do we look after our pets?	To understand the importance of caring about and respecting animals.
From October 2 <sup>nd</sup> to November 24 <sup>th</sup>	How can we teach people the importance of caring about animals? How can people learn to look after animals?	To prepare an exhibition in which students socialize the way in which they care about their animals.
From January 29 <sup>th</sup> to March 30 <sup>th</sup>	What is recycling? Why do we have to recycle? How people recycle?	To understand the importance of recycling in our daily life.
From April 2 <sup>nd</sup> to May 26 <sup>th</sup>	How can people recycle? What can people recycle?	To prepare an exhibition in which students socialize a poster to teach other people to recycle.

## Chapter V

### **Data Analysis and Findings**

Throughout this chapter, the data analysis done at the end of the research is presented. Here readers can see the categories and sub-categories of analysis with the support taken from the field notes, students' speech recordings and two interviews. In addition, along the chapter there are some important concepts that were used to work on this section. For instance, the approach to analyze the data and the stages of the analysis.

The approach used to make the analysis of the data in this research was grounded theory because of its nature and usage inside of the field of humanities and quantitative research. In this case, this was the best option to analyze the information because of the fact that this research was carried out in the field of education and different evidences were collected to find out what was happening. There were not qualitative data to analyze. The objective of this research was not to evaluate students but to analyze their process and describe it too. From this perspective, the categories were built and analyzed.

Triangulation was very useful to find results in this research since three documents (instruments to collect information) were compared in order to get validity and reliability.

In terms of reliability, Joppe (2000) expresses "the extent to which results are consistent over time and an accurate presentation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (P. 1).

According to Joppe (2000) validity "... determines whether the research truly measures that which it was intended to measure or how truthful the results are" (P.1). In

this case, triangulation and reliability helped to determine the validity of the current research because of the procedure done to analyze the data. On the one hand, triangulation allowed to compare and verify the information and on the other hand reliability permitted to use the instruments in a logical and useful way.

The process started as soon as the projects began. Since that moment, the teacher-researcher started to write field notes in order to have an account for the development of the classes and all the phenomena. Along the development of the activities, students' speech was recorded in some activities since the objective was to describe the process they had. At the end, students were interviewed in small groups. They were asked about the activities they were doing, their opinions, and ideas about them.

Once the information was collected, the teacher-researcher started to read and analyze the field notes. It took quite a long time, since the idea was to identify patterns. The teacher-researcher started to color and organize the information he saw more than once. Through this exercise, he started to notice some phenomena and by reading the interviews and listening to the recordings, the categories were grown up, explained, and supported.

According to Bartunek and Louis (1996) Emic is a perspective in which the researcher is inside the population and in this way he or she can get better information about the phenomena. Along the current research, the teacher-researcher participated in all the process.

Pike (1967) poses that "the ethic point of viewpoint studies behavior as from outside of a particular system and as an essential initial approach to an alien system" (p.352). In

this way, the researcher just observes the phenomena but he or she does not participate. The researcher just elaborates a description about the topic that he or she is working on.

Taking into consideration the nature of this research and the processes that were followed, the perspective was emic because not only a problem was observed and identified but also a solution was proposed and developed. The teacher researcher interacted and worked with the population. This research attempted to solve a problem; it was not focused on just making descriptions.

## **Findings**

Based on the research question and the information collected throughout the process these are the categories and sub-categories which could be identified.

<b>Research question</b>	<b>Categories</b>	<b>Sub-categories</b>
How might the oral communication of fourth graders from Prado Veraniego school be built through situated learning and project based work in an EFL classroom?	Development of oral communication	Students' ideas during the development of the projects
		Usage of English to accomplish pragmatic goals
	Impact of project work	Cooperative work among students
	Impact of situated learning	Motivation to participate in class

### **Development of oral communication**

This category refers to the process students had along the research in terms of their oral communication. At first, students just knew a set of words but they did not use them in any real situations or to make complete statements. Gradually, most of the students started to understand the usage of the vocabulary and started to use it in order to achieve the goals of the class and some real situations they were involved in, like asking for permission and the meaning of unknown words.

**Students' ideas during the development of the projects.** This sub-category is about the process of oral communication that students had along the projects they did in relation to their lives. These were related to looking after animals and recycling. Through these projects students could speak about their favorite animals and they started to use vocabulary to complete little tasks that were close to their pets and their own life. Additionally, this sub-category describes how students started to use familiar words in order to express their ideas about recycling and animals.

The implementation of the projects was according to students' likes and they selected the animal they liked the most. It was a positive aspect to them since they knew very well their animals and they could accomplish most of the tasks. Also, students were frequently pointing out ideas of their real life in relation to the projects.

I have observed that students speak about their pets. Most of them have a pet at home and they try to talk about them. I think that this fact helps them to produce ideas.

(Field Notes. September 19<sup>th</sup>, 2017. Page 1. Lines 10-11)

Students started to produce simple sentences in order to accomplish some basic tasks proposed to develop the projects. At first, they spoke in Spanish using some words in English but then, after providing some examples and encouraging them to use English, they could produce some sentences in English and also understand some questions. This took several classes and different exercises like asking questions, providing statements, using pictures and body language.

These transcriptions show how students started to change from sentences created using Spanish and English to English sentences.

**Student1.** I have perro **Teacher:** I have a dog **Student1.** I have a dog I have a dog.

**Student2.** I have cat **Teacher:** Good!

**Student3.** My animal is dog **Teacher:** My animal is a dog.

**Student4.** I have lion. **Teacher:** very good!

(Students' speech recording. September, 19<sup>th</sup>, 2017)

**Student1.** What is your animal? **Student2.** My animal is a cat. **Teacher.** And the name?

**Student2.** My animal is called Pacheco.

(Students' speech recording. November, 3<sup>rd</sup>, 2017)

Students experienced a process in which they were the center of it. This process was started with the project about animals and finished with the project about recycling. Along the first one, they had several difficulties because they had a different English class. Some difficulties were the lack of vocabulary, the use of English every single time, and the way to express ideas.

At the end of the first project and throughout the second one, students' oral communication was improved and they were able to express more ideas in a more independent way. It took different exercises and different classes.

I observe that students remember many of the things that I worked with them the last semester. They are participating more and they have a better attitude.

(Field Notes. February 15<sup>th</sup>, 2018. Page 1. Lines 13-14)

Previously, students had worked on the modal verb *can* and in this session most of them remembered very well how and when to use this verb. In this session, the teacher researcher could use English and the majority of the students worked in the same way.

**Teacher:** ok guys, today we'll work on recycling. This is very important for us and our planet. We can recycle paper, plastic and cans.

Can we recycle paper?

**Student1.** Yes

**Teacher:** yes, what? Complete your answer please!

**Student1.** Yes, we can recycle paper.

(Students' speech recording. February, 22<sup>nd</sup>, 2018)

**Teacher:** Can we recycle garbage?

**Student1.** no

**Teacher:** no, what? Complete your answer please!

**Student1.** we cannot recycle garbage.

(Students' speech recording. February, 22<sup>nd</sup>, 2018)

Students started their oral communicative process using real issues they are involved in and facts that they liked. In this way, they were able to understand better the explanations and the tasks proposed to achieve the goals of the projects. It is important to mention that they were starting their process; it means they did not speak English yet. This allowed the readers to identify the role of communication among students and the teacher researcher.

**Usage of English to accomplish pragmatic goals.** This sub-category takes into consideration the way in which students used the English language to accomplish real pragmatic goals such as asking and answering questions, greeting and giving instructions in English. Through these simple tasks, students developed some of the micro skills of oral communication proposed by Brown (2000). In this section, students' oral communication is taken as a functional element of their process in the English class.

At first, students just greeted in English by repeating what their head teacher said and they used the same words in each class. With the pass of the time, the teacher researcher started to use different ways to greet their students and they began to use different words to answer the greeting.

I remember that along my observations the head teacher used to greet her students using English and Spanish. Now, I can greet them in English and they greet me back in English. It might be a sample of how they have started to use English consciously.

(Field Notes. February 20<sup>th</sup>, 2018. Page 1. Lines 2-3)

The situation was repetitive along the development of the second project. At this stage, they had worked on English for four months and they adopted a better attitude

towards the English class and the activities they had to do. They attempted to use English more times and the teacher researcher encouraged his students to use English instead of Spanish.

Students paid more attention to the class and they asked different questions about the task they were doing. They asked their question in English using some phrases that the teacher researcher taught them. When they asked a question in Spanish, I reminded them to use their guide they had with the phrases in English. Some phrases were, “How do you say ... in English? / What is the meaning of?

(Field Notes. February 20<sup>th</sup>, 2018. Page 1. Lines 2-3)

In some other situations students allowed me to observe how they used English inside the classroom to interact with their partners and their teacher. The usage of the English language at this stage was very important because most of the students had adopted the habit of speaking in English in the classroom. The language was taken as a social practice inside the EFL classroom.

**Student1.** I should recycle paper y ... teacher, how do you say plástico?

**Teacher:** How do you say plástico in English? (asking students)

**Students.** Plastic

I saw one student saying to another “How do you say comida en inglés” – Although the question is not completely right; he tried to use what he had learned.

(Field Notes. March 06<sup>th</sup>, 2018. Page 1. Lines 10-11)

The usage of English was evident when students had to present their classwork and the results of their projects. They were not perfect English speakers but they used what they

learned and they attempted to cover everything in English. Along the presentation of the poster they designed about recycling, they used English to explain which things people should recycle.

**Student1.** People should recycle plastic

**Student2.** People should recycle papel

**Student1.** Nooo, paper!

**Student2.** Ah, sí! Paper

**Teacher:** Please, repeat your sentence

**Student2:** Mmm people should recycle paper.

(Students' speech recording. February, 27<sup>th</sup>, 2018)

Along the presentation, students seemed to be nervous but once they were speaking, I tried to make them comfortable and I gave them a happy face to help them to accomplish their objective. Most of them achieved the goal and some others needed help.

(Field Notes. February, 27<sup>th</sup>, 2018. Page 3. Lines 62-65)

Oral communication was one of the most important aspects along the research and throughout the analysis and findings, it was possible to describe its development among students. Project work and situated learning were very important to get positive results, not only in terms of oral communication, but also in student's attitudes and behaviours.

## **Impact of project work**

This category refers to the effect of working through project work with fourth graders during the projects. Students went from working alone, to work in couples and groups and this made them improve their relationships and the way in which they treated their classmates. Also, this was very useful to students in the development of their oral communication since it implied interaction with other speakers of the language; Brown (2000).

**Cooperative work among students.** This sub category points out the process students had in the English class in order to work together and accomplish their goals. This category analyses how project work helped students to accomplish most of the tasks. Also, they started to work cooperatively in the English class because they had different exercises in which they had to share time, space, and elements with their partners.

There was a change in the English class. When students were working with the head teacher, they used to work on their desks and they just copied and repeated lists of isolated vocabulary. When the teacher researcher started to apply the proposal in order to work on oral communication, students started to listen to the teacher in English most of the times and they began to work in groups according to some activities. In those activities, students were encouraged to use English and in different cases they did it.

When students were preparing the description of their animals, one student started to help another who was not working. The student who was not working seemed to have a cognitive problem according to the head teacher.

(Field Notes. October03<sup>rd</sup>, 2017. Page 1. Lines 10-12)

Cooperative work played an important role in the development of the classes and oral communication among students because they shared different environments in the class and they were in situations in which they needed to use English to work with their partners. Conversation is a real and interactive fact according to Richards (2008) and it was what students experimented. Thus, students worked cooperatively and at the same time, they started to use what they had learned in a real context inside the classroom. It means that language and society are together and they cannot be separated Van Dijk (2009).

Students are working in groups of four people. They have to create a poster in which they explain how they recycle at school. One student asks their partners “How do you say botellas” and another said “Jum, no sé.” After this, another student said “botellas es bottle”

(Field Notes. February,20<sup>th</sup>, 2018. Page 2. Lines 27-29)

Another fact that was observed in relation to project work and students' process in the English class, was the quality of their tasks. Some students neither participated nor presented any classwork when they were working alone in some situations. However, when those students worked in groups, their classwork improved.

I notice that students like helping their partners. It is one of the values that the head teacher promotes in the group and they apply it in this class.

(Field Notes. February,20<sup>th</sup>, 2018. Page 2. Lines 34-35)

Sí, me gusta más trabajar en grupos porque Duván me ayuda y él sabe arto inglés y me saco buena nota.

(First interview – November 11th, 2017)

Since in previous classes I observed students worked very well in groups, I decided to organize them in groups again. I have seen that some of the students who do not participate in class, most of the times get good results working in groups.

(Field Notes. August 29<sup>th</sup>, 2017. Page 2. Lines 47-50)

In most of the cases, project work had a positive impact on students' classwork and their oral communication because they shared their knowledge and they were working on topics they liked. Additionally, the environment in the class was better since there were 33 students and catching their attention was not very easy if they were working by themselves.

### **Impact of situated learning**

This category takes into consideration the effects of situated learning in the implementation of the pedagogical proposal and students' process. Based on the analysis of the data collected from different students and using different instruments, it was evident that situated learning was very useful to make students start their oral communicative process in English. The most relevant point was the motivation and the attitude that students adopted in the English class.

**Motivation to participate in class.** This sub-category refers to the attitude that students had along the development of the pedagogical proposal. Through the implementation of situated learning, most of them were more motivated to participate since they had a close reference point to speak and create ideas. During the first stage of the research, I observed that students did not participate a lot of times. On the one hand, they

were just learning isolated vocabulary and on the other hand, they were not in a real English class because their teacher used Spanish most of the time and they did it too.

The data collected showed how during the application of the proposal most of the students participated more times and it was not necessary to select a person because in some cases they participated voluntarily.

They are working very well in groups and I see motivation because of the usage of their own drawing of the animals they like the most. Students ask different questions and I walk around the classroom to help them and clarify their doubts.

(Field Notes. August 24<sup>th</sup>, 2017. Page 1. Lines 3-5)

When I ask students for their classwork, most of them start to speak aloud. They follow my examples to create their own statements. They really like participating in order to present what they have worked on. I must remind them that they have to raise their hands if they want to speak.

(Field Notes. August 28<sup>th</sup>, 2017. Page 1. Lines 22-25)

Sotudents' motivation was increased because they had a different class. They worked on activities that they had not worked in their English class. Also, they were working on the topics they liked and the methodology of the class was different.

Siento las clases divertidas porque la profe no nos regaña tanto y me gustan los animales.

(First interview – November 11th, 2017)

A mí me gusta hacer dibujos y los videos. Y hablar inglés también porque me gusta. La clase no es como antes ... antes era solo con el cuaderno y ahora no.

(First interview – November 11th, 2017)

Another factor that helped students to participate in class was the activities. Since there was a different kind of activities, they had different opportunities to participate. Also, they worked on the type of work they enjoyed according to the initial survey.

I have noticed that some students really like talking about the power-point presentations but some others participate more when they have to draw on their notebook or on a piece of paper. In today's class, there is a power-point presentation about looking after animals.

(Field Notes. October 17<sup>th</sup>, 2017. Page 2. Lines 47-50)

Students had to draw their favorite animal with the food they like. Some students finished quickly and showed me their notebooks. When we started to talk about this activity, the students who finished quickly started to talk. I remembered the rule and they started to raise their hands.

(Field Notes. September 28<sup>th</sup>, 2017. Page 3. Lines 64-66)

Motivation was a very important factor that helped the development of the classes. Most of the students created a good class environment because they liked participating and helping their partners. Unfortunately, not all students liked participating and the teacher researcher had to encourage them to do it.

This analysis was done taking into consideration the data collected during six months approximately. Although at the end of the research students were not perfect English speakers, it was noticeable the positive impact of the proposal on their learning process. Most of them used English in their real life to accomplish real tasks. Some others could not achieve the goals and it is important since action research is about reflecting upon

the processes that go on in the classroom and the cycles might be repeated to attempt to improve weaknesses in the process.

## Chapter VI

### Conclusions

This chapter presents the conclusions of the entire project, taking into consideration the process carried out along three semesters. Additionally, the implications and the limitations are mentioned as an important element to understand the development of the research.

Taking into account that the research question that was: How might the oral communication of fourth graders from Prado Veraniego school be built through situated learning and project based work in an EFL classroom? and the process done in the analysis of the data collected, the teacher researcher could identify different facts as conclusions.

At first, during the observations, it was seen that the head teacher did not know English and she used to teach lists of vocabulary to her students in the English class. For that reason, after the characterization of the population, the teacher researcher began to plan a proposal intended to make students start their oral communicative process in English through the development of two projects. The first one about looking after animals and the second one about recycling.

Situated learning was the theory of learning and knowledge that framed the pedagogical proposal. The projects about looking after animals and recycling were designed according to this theory and students' likes because they expressed in the initial survey that they liked those real facts. The implementation of this theory had an important effect on the students' learning process, since they were working on real issues and they had a close reference point to develop the activities of the class. On the one hand, they

could achieve most of the tasks proposed because they used familiar words to them and they expressed their own ideas. On the other hand, the usage of these projects made students improve their classwork and participation in class.

Since most of the tasks were related to speaking skills, students could pose their ideas and thoughts in relation to the topics and their lives. The usage of this theory implied different issues for the teacher researcher and the students. The teacher needed to use different strategies to develop his class in English and help students understand what he was saying. For instance, the usage of similar words between English and Spanish like difference, recommendation, animals, paper, and some others. The usage of pictures to reinforce the meaning of the speech and the body language and translations done by some students played an important role in the class as well. They helped students to understand the topics and explanations much better. This shows how English communication was present in students' process. Additionally, the strategies were very useful because they helped students to understand and the teacher to explain the different topics in a clearer way.

Undoubtedly, working on animals and recycling was important and meaningful for students because most of them were interested in the class and wanted to participate even when they had some difficulties in terms of pronunciation and vocabulary.

The teaching strategy implemented in this research was project work. In relation to oral communication, this strategy promoted students' classwork and cooperation among them. Since students needed to work in groups to complete different little tasks in order to achieve the goals of the projects, the ones who did not work, were helped by the ones who participated several times and in different ways. In this manner, students' oral

communication started to be developed because students attempted to use English in their groups. In addition, the zone of proximal development, Vygotsky (1984) was present because of students' help among them.

Additionally, students used the English language to accomplish little pragmatic goals with the teacher. For example: asking the meaning of a word, asking for permission to go to the bathroom and answering questions in the different activities, due to the fact that communication is a process carried out by the sender and the receiver Jacobson (1984). This was relevant because students worked according to the functional perspective of the language, which was posed in chapter IV.

When students presented their final products, they did it in groups and the results were good in most of the cases referring to students' speech. Most of the students applied some micro-skills of the language such as the production of chunks of language of different length and the use of grammatical word categories (nouns, verbs, etc.). Since the presentations were in groups, students who got a better level always helped their partners who had not accomplished the same high level. Although the objective of the pedagogical intervention was not to promote cooperative work, it happened and it helped students' oral communication.

The implementation of this teaching strategy required student's disposition to work in groups and interesting topics to them. In this case, students agreed with the projects and they were linked to one of their favorite subjects: biology. Also, activities must be designed in order to promote team work and oral production. The class environment must be encouraged to use the English language every single time in order to start the process of communication.

It was important and meaningful for students to work on the projects about animals and recycling because they had the opportunity to express what they thought. Students did not get an excellent level of English because of the time constraints, the quantity of students, the parents' help, and some other important factors, but most of them acquired some useful structures to talk in English. Although students did not pronounce all the words perfectly well, they could express many ideas and achieve the objectives of the projects.

### **Implications**

To the field of education, this project introduces another way to work with students in an English class because of the usage of situated learning. Working on real and close topics for students might help them and teachers to work better in an EFL classroom. On the one hand, students are able to express their own ideas and they are taken from and applied in the real life. On the other hand, this theory helps teachers and students to situate the educational practice in a real context due to the nature of situated learning.

In the field of education, this research might be a guide to design transversal projects in which English is used to work with another subject. Besides, English is not taken as a set of contents that should be taught but it is used to teach and learn something from the reality in which participants are involved.

For students the implications are meaningful, since they agreed working on the projects and they were about real issues. To work on those projects, students needed motivation and different kinds of activities to avoid repetition and boredom. These projects allowed students to start the development of their oral communication in English, because

they had to do different tasks and through those tasks, they started to produce sentences and use the language to accomplish the objectives of the projects.

The exercise helped them to move from producing some isolated words in English, to produce complete sentences with a purpose in a situated practice. Besides, students shared information among themselves and with the teacher and the class environment always attempted to promote the use of the English language to show its usefulness.

For me, as a teacher researcher, the experience was very important for my professional and personal life. On the one hand, I had a first step in the field of research in English, which is my professional field. Through this process, I learned different elements and abilities that a teacher must have. For example: the usage of English in the class and the variety of resources in order to avoid Spanish or translation, the importance of designing situated practices and the motivation that students need to work and learn.

Additionally, throughout the process, I reflected upon some basic abilities that a teacher needs, such as the design of a class, the handling of a group and the relation with students, taking into consideration their personal characteristics. In addition, it is important to learn to manage all the situations that students from public schools live.

### **Limitations**

One of the most difficult limitations was the students' level of English. When the projects started to be applied, they had not studied English and it was a difficult element to develop the activities. It was not easy to work because I needed to use Spanish in some cases, and I did when I could not use the resources in order not to use Spanish, but at the end, the idea was to teach and not to confuse students.

Time was another limitation because of the school's schedule. They had already planned different activities and the English class was not developed every week. However, it is important to mention that the head teacher always supported the English class.

You need to include some considerations about further research.

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## Appendices

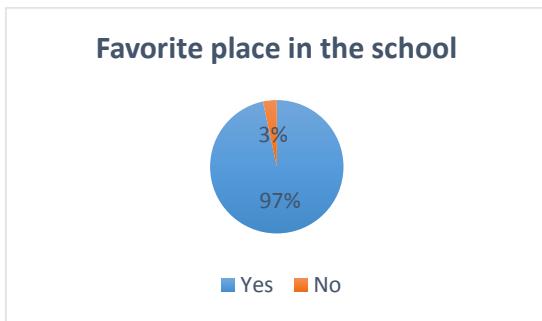
Appendix A – Analysis of the information collected through the initial survey

¿Qué tanto disfrutas ir al colegio? Mucho, poco o nada. ¿Por qué?



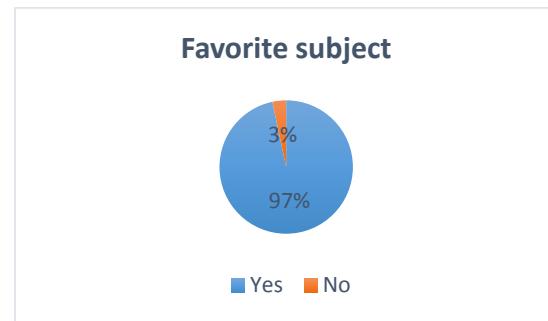
The majority of the students expressed they like school because they can learn and have fun. One student expressed he just likes the school a little, but he did not include the reason.

¿Tienes algún lugar favorito en el colegio?



There were several answers. But I can evidence that most of them like the computer lab and the place where they play and do physical exercise.

¿Tienes alguna o algunas materias favoritas?



There were several answers such as: English, Biology and Informatics, but there was a main subject. It was mathematics.

Menciona qué tipo de actividades realizas con tus padres

Regarding to this question students gave several and different answers. They wrote activities such as: playing, going to the park, going to the cinema and in general activities to have fun.

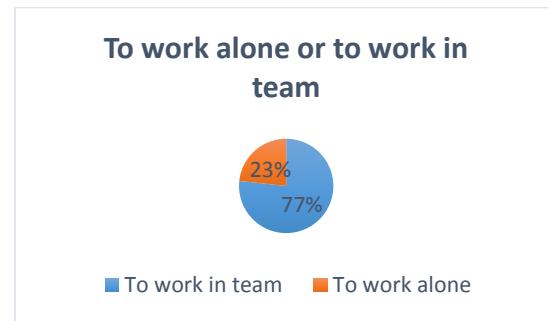
¿Qué actividades realizas en tu tiempo libre?

I found activities such as: reading, drawing and practice sport. However, the most repeated activity was to listen to music.

¿Tienes algún personaje favorito? ¿Quién es?

There were several answers. Most of their favorite characters are famous and are provided by mass media. Some of them are taken from tv such as “soy luna”, “Soy franky” and the simpsons. Others are musicians, they are Colombian. For example: “Maluma”

¿Prefieres trabajar solo o en equipo?



¿Te interesa el aprendizaje del inglés como lengua extranjera?

### Students interested in learning English

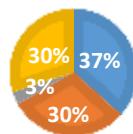


The majority of students would like to work with music and games. Those were the answers that I found too many times.

De las cuatro habilidades comunicativas: ¿Cuál es la que más te gusta?

### COMMUNICATIVE SKILLS

■ Reading ■ Writing ■ Speaking ■ Listening



¿Cuál es tu actividad favorita en la clase de inglés?

From all the answers I can see that they enjoy active activities such as: painting, drawing and singing. Nobody expressed pleasure for repetition and drill exercises.

¿Aprendes con facilidad el vocabulario de la clase de inglés?

### Ease to learn vocabulary



¿Qué actividades te gustaría tener dentro de la clase de inglés?

Appendix B – Interview with the head teacher

Estimada Docente

La presente entrevista está orientada a conocer algunos aspectos relacionados con sus prácticas pedagógicas en las clases de inglés como lengua extranjera. Agradezco de antemano, responda con la mayor sinceridad posible a cada una de las preguntas.

1. ¿Considera importante la enseñanza del inglés como lengua extranjera? Sí \_\_\_\_ / No \_\_\_\_ ¿Por qué?

---

2. ¿Qué tipo de actividades propone a sus estudiantes en la clase de inglés?

---

3. Como docente de inglés, ¿Cuál cree que es la mayor habilidad de sus estudiantes para aprender esta lengua?

---

4. Desde su perspectiva como docente, ¿cómo considera que es la actitud de sus estudiantes frente a la clase de inglés? (interesada, desinteresada, receptiva)

---

5. ¿Qué dificultades encuentra para el desarrollo de sus clases? (falta de material, espacio físico, disposición e interés de los estudiantes, capacitación en área de inglés u otra)

---

6. Teniendo en cuenta que todo siempre puede ser mejor, ¿Cómo cree que se puede mejorar su clase de inglés?

---

7. ¿Cómo lleva a cabo el proceso de evaluación de sus estudiantes? (Cualitativo o cuantitativo) ¿Por qué?

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8. ¿Existe un plan de trabajo o programa a seguir para el desarrollo de las prácticas pedagógicas en el área de inglés?

Sí \_\_\_\_ / No \_\_\_\_

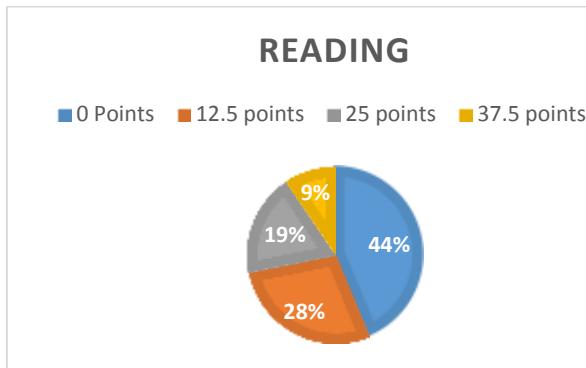
9. ¿Cuál es el criterio para la organización de los temas de inglés a lo largo de primaria?

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## Appendix C – Analysis of the information collected through the diagnostic test

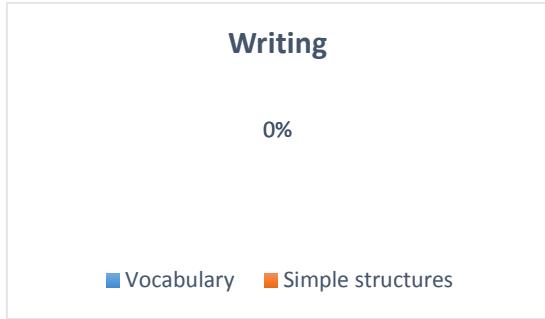
### Reading

This ability was checked over 50 points. There were four questions and each one of them correspond to 12.5 points.



### Writing

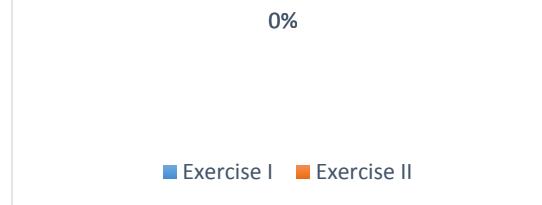
This ability was tested over 50 points. There were two elements taken into consideration for the evaluation. The first one was the vocabulary. The second was the usage of simple grammatical structures. Each element correspond to 25 points.



No student got points in this section. Some of them wrote a set of words in Spanish and a few in English. However, they had spelling mistakes.

hand, they heard a short speech and they had to fill in the gaps. This exercise had 25 points too.

### Listening



No one student complete any of the exercises

### Speaking

This part of the test was develop in groups. This was evaluated over 50 points. Each one of the groups received a picture of the characters students like. This information was taken from the initial survey. There were three aspects which were tested. Firstly, the vocabulary, this part had 35 points. Secondly, the fluency which had 10 points and thirdly, the grammar. This aspect had 5 points.

### SPEAKING

■ Vocabulary ■ Fluency ■ Grammar

No one student spoke about the pictures. I have also prepared some questions but, they could not answer them.

### Listening

This section had two exercises. On one hand students had to listen two phone numbers and copy them. This exercise had 25 points. On the other

Appendix D – Consent format

Universidad Pedagógica Nacional  
Facultad de Humanidades  
Departamento de Lenguas

*Práctica Pedagógica*

**Consentimiento Informado**

Yo, \_\_\_\_\_ acudiente del (a) estudiante \_\_\_\_\_ del curso 301 J.M. de la institución educativa distrital Prado Veraniego AUTORIZO a Diego Armando Corredor Sánchez, maestro en formación de la Universidad Pedagógica Nacional – como parte de su proceso formativo – acopie información pedagógica y académica de las actividades realizadas con el curso de mi hijo (a).

Esta información, recogida en el marco del proyecto de investigación titulado: “Fostering oral communication through Project work and situated learning”, va encaminada a la realización de su trabajo de grado para optar por el título de Licenciado en Educación Básica con Énfasis en Humanidades: Español e Inglés, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de los estudiantes participantes será protegida, omitiendo los nombres propios y empleando – a cambio – una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo, nos fue informado que, de ser necesario, mi hijo (a) puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto, se firma el presente a los \_\_\_\_\_ días del mes de marzo de 2017, en la ciudad de Bogotá D.C.

Firma del padre o acudiente

\_\_\_\_\_

C.C. \_\_\_\_\_

	<p>School: Prado Veraniego I.E.D. Practitioner: Diego Corredor</p> <p>Head teacher: Elsa María Univio Cuervo</p>	<p>Field Notes: I Number of Students: 31</p> <p>Date: 28/08/2017 Grade: third</p>
	<p style="text-align: center;"><b>DESCRIPTION</b></p> <p>1 At 07:00 am I started my class. I greeted 2 students in English and they greeted me back 3 in English too.</p> <p>4</p> <p>5 I continued speaking in English trying to catch 6 their attention. Several times I said "Pay 7 attention", "Silent please" and "Remember the 8 rule: listen to the teacher". Most of students 9 were paying attention, however I repeated 10 those phrases because I wanted to talk to all 11 of them.</p> <p>12</p> <p>13 After that, I wrote on the board this 14 sentences: "I don't have animals, but I would 15 like to have a ..." and "I have animals, my 16 animal is ..."</p> <p>17 Then I indicate to them they should repeat 18 after me and they did it. Since I wanted them 19 to repeat them, I said "I don't listen" and I 20 used my body language to show them what I 21 said and they repeated the phrases.</p> <p>22 I explained the phrases. It was a process. 23 Students were listening to me and I started 24 saying: "I have a marker" and I showed them 25 the marker in my hands and I put it in my 26 chest. I say: "I have a blue sweater" and a 27 show it. In that way, I said more examples 28 and most of the students were paying 29 attention and one of them say aloud "¿tener?... yo tengo" 30 In that moment, I said "Yes, that's right" and I 31 showed my thumbs to indicate he was right.</p> <p>32</p> <p>33 Then I asked them for their own examples. I 34 selected some students and I provided my 35 example and I said: "you, give me an 36 example". He only said "I have animals" and 37 in that moment I said in Spanish "Vamos a 38 usar las cosas de nuestro salón y vamos a 39 hacer ejemplos reales, no se inventen los 40 ejemplos porque si se los inventan los</p>	<p style="text-align: center;"><b>COMMENTS</b></p> <p>They can answer in English because previously I have practiced it with them.</p> <p>I have noticed that body language is a very useful tool in order not to use Spanish.</p> <p>Since most of the students do not have any level of English, translation is a tool that helps them to understand topics. Also, translation is useful to make other students participate.</p> <p>I used Spanish for two reasons. On the one hand, students were very confused because they do not know many words. On the other hand, because I have seen they like inventing phrases based on what other people said but</p>

41 olvidarán pronto. Si los crean sobre la 42 realidad, los van a recordar mejor y podrán 43 luego usar lo que han aprendido”	when they are asked about those phrases they do not understand them.
44 45 46 47 48 49 50 51 52 53	I explained it because according to Clancey (1995) “situated learning is concerned with how learning occurs every day (...) It is a theory about the nature of human knowledge, claiming that knowledge is dynamically constructed as we are concerned of what is happening to us (...).
54 I selected some other students and they said 55 “I have ...” and I show them objects on their 56 desk and I say the name in English. Then, I 57 said to them they should complete the 58 example. After that, several students wanted 59 to participate.	It is possible to think that students felt comfortable because of my help. For that reason, some wanted to participate.
60 61 I asked for examples to some other students 62 who did not participate. There are few 63 students who did not speak, even when I 64 used Spanish. They were completely quiet.	Some of these students might be afraid and do not like to talk in public because at the end I checked an activity and two of them develop a nice exercise.
65 Then, I explained the opposite. I don't have 66 animals. It was easier for them to understand. 67 I moved my head and hands to indicate the 68 negative action and students got the meaning 70 quickly.	
71 72 I continued with the sentence “I don't have 73 animals, but...” a student said “Pero” and I 74 show agreement. I repeated the sentence 75 and then in Spanish I explain “I would like to”. 76 They seem to understand and I gave 77 examples. They repeated the sentence and 78 some of them provided examples.	
79 80 The second part was easier. They just 81 repeated the sentence after me and we did 82 some examples.	I can infer that they understood because of their attitude. When I spoke for the first time, they were quiet but when I repeated the words they laughed and were happy.
83 84 I explained to them my first activity. It was a 85 game. I said “Let's play” and many of them 86 seem not to understand, so I said “A game, 87 let's have a game - play” and most of them 88 understood.	
89 90 91	

	<p>92 The game was “Duck-Duck.Goose” – I  93 explained to them that they will pass my  94 pencil case and they will stop as soon as I  95 say goose. We started the game and I could  96 listen to some students. They seem to be  97 happy along the game. It did not take too  98 long. Through this game I could observe and  99 listen some student’s speech and I could  100 know the ones who have pets at home.</p> <p>101</p> <p>102 As soon as we finished the game, I explained  103 to them demonstratives. I used some slides  on power point.</p> <p>Students repeated after me “demonstratives” –  I asked “Qué ven en la imagen” – They said:  “Señalar y mostrar”</p> <p>I expressed my agreement and then I  presented the next slide. It was a house and  a hand. There were two sentences. The first  one: this is a house and there was a hand  next to the house. The second one: that is a  hand and the hand was far from the house.  I read the sentences out and I pointed out the  distance. Students repeated after me and I  ask about the difference. Some of the started  to speak.</p> <p>Then, we started to practice. I used the  objects of the classroom again. I started and I  used my hands to point out and indicate the  distance. Students were a little bit confused,  but through the examples most of them  understood. I let the power point presentation  on the board. It was a help to us.</p> <p>Students were allowed to copy the  information of the board in their notebooks.  Then, we created a list of words on the  words. The words were about the classroom.  Students mentioned some and I provided  more. We repeated and pointed them.</p> <p>Then, students were working on their desk.  They did four examples based on my  explanation. I walked through the classroom  revising their classwork and helping the ones  who were not working in the right way.</p>	<p>I have observed that it is very useful to use word in English which are similar in Spanish. In this case: difference. As soon as I said difference, many students started to speak. Also, the usage of pictures might help students to understand English.</p> <p>I used the vocabulary of the classroom because I think it's something close to students. However, it is difficult because they do not know many words about the classroom.</p> <p>This is very important because there are many students and not all of them pay attention. Also, some of them need a better explanation.</p>
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	<p>At the end, I checked their notebooks and asked some of them the difference between this and that. I asked them in English and they answer in Spanish.</p> <p>Two students who did not participated along the class, did very a good work.</p>	<p>Perhaps, they understand well but they do not how to express their ideas in English.</p> <p>Normally, they do not speak. They might enjoy working on their own.</p>
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	<p>School: Prado Veraniego I.E.D. Practitioner: Diego Corredor  Head teacher: Elsa María Univio Cuervo</p>	<p>Field Notes: I Number of Students: 31  Date: 12/09/2017 Grade: third</p>
	<p style="text-align: center;"><b>DESCRIPTION</b></p> <p>1 I started this class at 07:30. I greeted my 2 students in English and they greeted me back 3 in English, too. I asked them if they were 4 good or bad. I showed them my thumbs up to 5 mean good, and down to indicate something 6 bad. Most of them answered they were OK. I 7 did not listen someone say bad.  8 9 In the last class, students created a 10 dictionary. In this class, students used their 11 dictionaries.  12 We started practicing pronunciation. I 13 presented my dictionary on a power point 14 presentation. I started working on the section 15 of adjectives and students followed me. I said 16 to them: "let's practice pronunciation. Repeat 17 after me" – I started pronouncing the words 18 and they repeated after me. Most of the 19 students repeated the words. They seem to 20 be comfortable because they repeated with 21 good attitude.  22 23 Previously, I had explained to students the 24 verb to be in present. I used that explanation 25 to create my examples. I wrote the 25 conjugation of verb to be in present on the 26 board and I asked "Do you remember this?" - 27 Some students did not remember what "he 28 is", "she is" and "I am" mean. And the ones 29 who remembered started to speak in 30 Spanish.</p>	<p style="text-align: center;"><b>COMMENTS</b></p> <p>I did that because most of the times when I ask "how are you?" - students answer "good" but I am not sure if they are. Also, it is important to learn new words. The usage of the body language is just a tool to them in order to understand.</p> <p>Since most of the students repeated the words and they did it with a good attitude, it might be a sample to justify they like the class.</p> <p>I always attempt to encourage the use of English. I said to my students: "we only use English. Not Spanish, use English." several times because I have seen that through repetition people can get habits.</p>

	<p>31 Some students translated my examples and  32 the ones who had not understood, expressed  33 agreement with the ones who translated. As  34 soon as I listened to the translation into  35 Spanish I said "yes, that's right" and I added  36 "But use English, here we don't speak  37 Spanish" and I repeated it several times.  38</p> <p>39 When I finished presenting my examples  40 students started to created their own ones. I  41 said "Let me know examples" and I  42 pronounced "examples" slowly to make  43 emphasis and make students understand.  44</p> <p>45</p> <p>46</p> <p>47</p> <p>48 The students who wanted to participate  49 provided examples well-constructed and  50 using the words in their dictionaries. They  51 tried to used very familiar words to them such  52 as: the objects in the classroom, animals and  53 fruits and vegetables.</p> <p>54</p> <p>55 I asked for more examples. I asked the  56 students who hadn't participated. Some of  57 them were helped by my and they complete  58 their examples. Some others couldn't.  59</p> <p>60</p> <p>61 I did the same exercise with the two other  62 sections of the dictionary. Nouns and verbs.  63 We practiced pronunciation and created  64 some examples.</p> <p>65</p> <p>66 Since in previous classes I observed students  67 worked very well in groups, I decided to  68 organize them in groups again. I have seen  69 that some of the students who do not  70 participate in class most of the times get  71 good results in their classwork.  72</p> <p>73 The activity I prepared was very simple. I  74 gave them three pieces of paper and they  75 had to organize them to create a sentence. I  76 used the word in their dictionaries. I gave  77 them the instructions in order and one by  78 one. It means, I indicated them something  79 and until they did it I gave them the next  80 instruction.  81</p>	<p>Translation might help students to feel that they have understood. Additionally, translation works as a tool for the one who does not understand quickly.</p> <p>I have observed that using similar words in between English and Spanish is very useful to students. They might associate them and get the meaning. The context plays an important role too. It helps students to comprehend better.</p> <p>The examples provided might be simple, but they used the grammar and the words that we have studied. It is very interesting because they may be learning the language from their reality.</p> <p>It is very difficult to work with 33 students. They are very different and it is really difficult to me to catch their attention.</p> <p>I think collaborative work plays an important role in the development of the class with this group.</p> <p>Taking into consideration that I work with kids it is important to give them instructions in order and be very clear and specific. In this way, I can avoid disorder and catch better their attention.</p>
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	<p>82 They were organized in groups and I  83 provided them the papers. When a student  84 said "Qué tenemos que hacer" I said  85 "English! – We don't use Spanish here" and  86 also "Nothing, wait for my next instruction" – I  87 moved my head indicating "nothing".  88  89 After that, I reminded to them the order of the  90 papers. I took three more papers and I wrote  91 on the board this: "Person + verb +  92 complement". In my papers there were these  93 words (we1) (Study2) (English3) and with my  94 papers I asked them who is the person and  95 they answer "Nosotros" and I said "In  96 English" then, they said "we". After that, I  97 asked them for the verb and some of them  98 said "In English" and I said "Use your  99 dictionary". Since some of them did not use it,  100 I took one and I repeated my instruction. In  101 that moment, they took their dictionaries. And  102 I asked again for the verb and they answer  103 "study".  104 While I was asking I pasted the paper on the  105 board over the word I had written.  106 At the end, we completed the sentence and I  107 read it. Students repeated it and some of the  108 said it in Spanish. After that, they started to  109 work on their desks. I was walking around  110 the classroom and I observed students  111 working. I did not correct any sentence.  112 They'll correct all the sentences at the end. I  113 also said to my students that they should use  114 their dictionaries.  115  116 As soon as they finished, we started to copy all  117 the sentences on the board. Each group read  118 its sentence and I copied it. I asked to the  119 whole group "What do you think, is it good? Is  120 it wrong" – I showed them my thumbs up and  121 down to indicate them the meaning of good  122 and wrong.  123 The first sentence was ok and students were  124 in agreement. I was going to continue with  the next sentences, but students started to  clap. I did it too.  I continued and all the sentences were ok.  We practiced pronunciation. There was  something interesting. There were eight  groups. The group number five had  organized their sentence in a wrong way. I  did not say anything because I wanted their</p> <p>It was very interesting. On the one hand, students were paying attention and practicing their pronunciation through repetition. On the other hand, the exercise of the group number five might be an</p>
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	<p>partners correct them. However, when they had to read their sentence they were delayed and they organized their sentence following the others. Finally, they read their sentence and it was ok.</p> <p>I did not listen Spanish while I was writing the sentences on the board. However, I did while they were preparing their exercise.</p> <p>At the end, they copied the sentences and they created two more. It last exercise was individually. They were allowed to use their dictionaries.</p> <p>When they finished their task they started to say "finish" and I said "who, who finished?" and they did not answer. So I asked "quien" y they said "Yo" and I replied "in English" and they said "I" and I asked "I what, complete the sentence" and they said "I finished" and I said "perfect, that's the way" in that moment my face expressed happiness. After that, some students started saying "Finish" and I said "Finished??- finished???" and my face expressed misunderstanding and they completed the sentence in the correct way.</p> <p>Finally, I checked their classwork. According to the classwork I made a comments to each student. I made my comments in Spanish because at the end of the class I do not have much time. Also, I wanted they understand very well. Some of the comments were: "Buen trabajo, pero necesito que participes más" – "Es importante practicar lo que tienes en el cuaderno" – "Muy buen trabajo, sigue así"</p>	<p>example of learning by imitation because they organized the elements of the sentences based on what their classmates had done.</p> <p>I think Spanish supports them to work on English. They do not know many words and according to the head teacher and the information collected in the first stage of this research they hadn't work on English as a second language. They only had learned some word without any communicative purpose.</p> <p>I could observe that some students used the word on their dictionaries to create sentences. It is important because they use the tools.</p> <p>It is very important to develop an awareness of the usage of the English. I can do it in every class through exercises like this. In this case, I attempt to students understand what they say.</p> <p>I made those comments because it is important to follow a process with students. I want they improve and continue learning.</p>
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	<p>School: Prado Veraniego I.E.D. Practitioner: Diego Corredor</p> <p>Head teacher: Elsa María Univio Cuervo</p>	<p>Field Notes: I Number of Students: 31</p> <p>Date: 03/10/2017 Grade: third</p>
	DESCRIPTION	COMMENTS
1	This class began at 09:22 am. It was after the break that students normally have. I greeted my students in English and they greeted me back in English too.	
2	I explained to them the activity in which we were going to work on. It was descriptions. I wrote on the board the word "descriptions" and I ask them if they know the meaning of that word. They didn't answer the question and I repeated the word several times. Since I observed they did not understand I started to say: "descriptions – the notebook is interesting, I am tall (I used my body language to show them the word "tall") and some other examples". After my examples, a student said "Aaah, descripciones" and I was in agreement. However, I insisted on the usage of English. When that student said the word in Spanish most of them agreed saying "Aaaaa". Then, students repeated the word to practice pronunciation.	Even when this project is being done in English, I have seen that Spanish plays an important role in the case of students. They use their mother tongue to create a channel of understanding between Spanish and English.
3	I have seen that not everybody participates in class. Most of the students like to participate and some seem to be interested on English but there are some others who are distracted and when I ask questions to them they do not answer. When I ask questions to the student who do not participate they say to me in Spanish: "¿Qué – No entiendo que es lo que hay que hacer?"	I try to involve the students who do not participate through some exercises in class. I make them to repeat the words and create examples when we work on that. It is very difficult because the head teacher has told me that there are some students who seem to need special attention in their process because they have cognitive problems.
4	As soon as students understood the idea of the activity I presented on the board a picture of a pigeon. I said to them: "repeat after me: pigeon". They repeated the word but did it softly. I said: I don't listen and they did it one more time and much better.	Since the class if after the break, students might be tired because they spend their time playing on the backyard. Perhaps, for that reason they started without energy.

	<p>41 I gave them their dictionaries. (Previously,  42 students had designed their own dictionary)  43 and I started the description of my animal. I  44 said: "The pigeon is beautiful" and I wrote that  45 sentence on the board. Then, I said to the  46 students: "Look for the adjectives section in  47 your dictionary and give me examples". I had  48 to repeat several times the same instruction.  49</p> <p>50</p> <p>51 I wrote my example and students repeated it.  52 After that, I said to them: "give me more  53 examples" and I had to repeat several times.  54 In this case, students were quiet.</p> <p>55</p> <p>56 Some students started to provide examples  57 using their dictionaries. Since we were using  58 adjectives students used verb to be. I  59 attempted to involve the students who never  60 participate but it was difficult. They couldn't  61 produce any sentence.</p> <p>62</p> <p>63</p> <p>64 I wrote all the sentences on the board. After  65 working with adjectives, students started  66 using the verbs sections on their dictionaries.  67 Some students created complete sentences  68 using word which they already know. In other  69 cases, I helped them to complete the  70 sentences.</p> <p>71 At the end, we completed ten sentences and I  72 wrote them on the board. We repeated the  73 sentences to practice pronunciation.</p> <p>74</p> <p>75 I asked them: "Do you have questions" and  76 most of the answer "no". When I listened "No"  77 I show them my expression of rarity and I  78 said: "No?" and a student said: "I don't have  79 questions". I said perfect and I asked them  80 again. In that case, most of them said: "I don't  81 have questions".</p> <p>82 When we repeated all the sentences, I gave  to the students the drawing of the animal they  had selected and done. They started to work  on groups.</p> <p>They had to describe their animals using their  dictionary. The majority of students created  sentences using the verb to be. I was walking  around the classroom and I encouraged them</p> <p>It is very difficult to work with thirty – three students. They are many people and I have to repeat several times the same instruction. In other cases, I have to use Spanish because they are very confused or disorganized and it is difficult to control them if they do not understand.</p> <p>In this case, repetition might work to make students understand what I say.</p> <p>The project may be working but not with all students. Even when they have the tools, examples and translations from their partners some students do not produce sentences or examples which help let me know if they are learning.</p> <p>I have seen that it was very useful the design of the dictionary. It helps students a lot because they do not know many words.</p> <p>I work several times on repetition because that's one of the ways to practice and improve the pronunciation.</p> <p>I have to explain to them that in English we always have to say who is the doer of the actions. Since that explanation they say: "I don't have questions" and "I finished" when they have a task.</p>
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<p>to use other verbs. I helped them with some unknown words.</p> <p>There were few students who did not work. They were the ones who never participate. I was working with them trying to help them to describe their animals.</p> <p>At the end of the class, students shared their descriptions. There were six students. Three of them wanted to participate and I selected other three.</p> <p>Students read their descriptions and I presented their drawings. I helped them with the pronunciation. At the end, they organized their stuff and the class finished.</p>	<p>I did it because this project must integrate students and their work. Also, I can not only pay attention to the students who seem to be interested. It is important to make them feel well.</p>
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