# BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The elaboration of pedagogical projects and their effects in EFL learning.

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**PRESENTA:**

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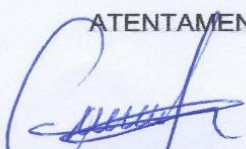utilizará única y exclusivamente para los fines antes señalados.

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# INTRODUCTION

INTRODUCTION

"Collaborative work refers to students and teachers, to guides the actions for discovery, the search for solutions, differences and similarities, with the purpose of building collective learning."

(SEP, 2011, p .29)

The title of this pedagogic essay is "The elaboration of pedagogical projects and their effects in EFL learning", which I have developed as a compilation of the analysis of my practices during my fourth year in the major, whose purpose is to develop and implement in the classroom collective knowledge, improving learning and teaching of a second language, and achieving a significant commitment of the students through different activities where they incorporate creativity, group values and also the study of a specific topic.

In recent years, the modality of work by pedagogical project has been increasing. Significant aspects have been found in terms of collective learning that students present when they imagine, create, manipulate, design and produce a product together with their classmates.

The definition of a project work begins in the development of a methodology. "It is the preparation and presentation of a project, either by an individual or a group". (Thornbury, 2006) It is an individual or collaborative enterprise that is carefully planned to achieve a particular aim. As Thornbury states, "there is a difference between the classroom tasks and projects, that is to say that the preparation of the project, usually extends over more than one lesson and can involve some research outside the classroom" (p.183).

Therefore, a pedagogical project involves the planning and selection of activities to develop a process and formulate actions in order to achieve a particular learning objective. The difference In order to know the variables found by encouraging and incorporating the development of a pedagogical project, I have described the analysis of this essay based on three key questions.

The personal reasons why I considered pertinent to select this topic were the following:

As teacher:

- To develop skills and knowledge to design, present and evaluate a product.

- To incorporate collective work in my study group.

- Because as student I enjoy to create materials where I can express my creativity, so I considered these kind of tasks could improve the abilities of my students at the moment of express their imagination developing a project.

My main focus was to promote in my study group four of the "Competences for Life" established in the Plans and Programs of Study 2011:

> Competences for lifelong learning. For its development it is required: reading ability, to be integrated to the written culture, to communicate in more than one language, digital skills and learn to learn.
>
> Competencies for the handling of information. Its development requires: identifying what needs to be known; learn to search, identify, evaluate, select, organize and systematize information in a critical and ethical way.
>
> Competencies for coexistence. Its development requires: empathy, relating harmoniously with others and nature; be assertive, work collaboratively, make agreements, grow with others and value social, cultural and linguistic diversity.
>
> Competencies for life in society. Its development requires: deciding and acting with critical judgment in the face of social and cultural values and norms; proceed in favor of democracy, freedom, peace, respect for legality and human rights.
>
> (SEP, 2011, p.38)

The methodology used for the development of this essay was action research as well as its qualitative nature. In addition to using the following scheme for the organization of activities and the information collected:

- First of all, I chose the topic and reviewed different authors related to the topic in order to describe the central theme and its components.
- I selected the key questions whose objective was to give me a base to start the research.
- For analyzing the three key questions, I designed lesson plans where I incorporated the work by project.
- Once I worked with my students to develop the project "Our favorite TV program" which was described in a lapbook by teams
- I made an analysis of the results obtained during the process of planning, elaboration and evaluation of the project. After this I checked the results with different evaluation instruments previously selected.
- Finally, I analyzed the results obtained and compare it with the theory about different authors from this specific topic.

When I did this study I found some difficulties that influenced my work, such as choosing a study group because I wanted to work with two groups because both had interesting aspects and qualities that I wanted to know. Another was the resources that I had in the classroom, I did not have a visual projector, so this had an effect on the time of elaboration of activities since I had to move my group to a classroom in the building opposite in order to have a successful presentation

However, I realized that doing this pedagogical essay has helped me in my personal growth as a professional since I have learned a lot in terms of teaching the language, as well as strategies to design, present, and a very important aspect that I had not strengthened in previous years which was the evaluation process.  I believe that this work could serve for future research on the importance of collective work, in addition to raising awareness in the fact that it does not matter that the English language is taught a foreign language if not also highlight the importance of teaching values to our students always that there exists an opportunity.

# CHAPTER I

## II. TOPIC OF STUDY

In the process and elaboration of educational projects, it is important to consider not only the contents and objectives established in the plans and study programs, but also the knowledge that students already had on certain topics. As well as carrying an effective sequence in the planning of the activities that will lead us to obtain a final product that represents the positive or negative results of the different tasks.

2.1 Nucleus and Topic Line

Due to the fact that the title of this pedagogical essay is "The elaboration of pedagogical projects and their effects in EFL learning", and according to Academic Guidelines for the Preparation of the reception document (2002), the nucleus of this essay is "Didactic competence in teaching the specialty". This essay belongs to this nucleus because the following events are documented during the different practice periods in the secondary school within the classroom, as well as the effects and reactions that the group obtained during the elaboration of projects in a second language.

On the other hand, there exist three different kinds of topic lines to work with:

- The analysis of the teaching practice
- Analysis of the common problematic cases within the school practice and the school functions
- The experimentation of a didactic proposal

Since this pedagogical document includes the different experiences and analysis of the classes in the group of 3° C, the topic line that develop this essay is "The analysis of the teaching practice".

According to the SEP:

The elaboration of a work of analysis of experiences will be useful to the teacher trainee, because a detailed review of the teaching strategies used

for the teaching of a specific subject will allow you to recognize the ease or difficulty to encourage the adolescents to learn, helps you to know better the characteristics of the subjects of the specialty and to identify:

a) The factors that favored or impeded the achievement of the purposes raised in the didactic proposals.

b) If the problems are related to the own didactic competences.

(SEP, 2002, p. 21)

This thematic line includes topics that relate to experiences that were obtained from the periods of practice in the secondary school emphasizing some special content which is the effects of the elaboration of pedagogical projects in an EFL class. As a teacher trainee and in order to develop the topic that I described in the title of this essay I used my knowledge, abilities, values, imagination and creativity to develop the curricular achievements as well as I purposed myself to reflect on the work done once I had already put into practice in my classroom.

## 2.2. School Context and Geographical Location

The following study was developed at Antonio Díaz Soto y Gama secondary school, which is located in the Fovisste neighborhood in the municipality of San Luis Potosí (App. A). The address of the school is Padre Kino Street No. 6 between Calle 10 and Av. De La Frontera, the SEGE code of the school is 24DES0072T. As a reference, it is located between the Francisco González Bocanegra elementary school and the high school "Benito Solis Luna".

Near this area we can find different housing units that surround the school, food businesses, laundry, groceries and near the main avenue "Muñoz" is located a department store Walmart where we find different entertainment establishments. On the other side, behind the middle school is the "Punto Verde" sports club, which is an exclusive club for members who wish to subscribe with no access to the general public.

The different streets around the school have a high degree of vandalism since the streets surrounding the high school has had several assaults, this situation has affected the harmony of the context and it is not safe that students enter or leave the school establishment without their parents.

The neighborhood where the institution is located has the necessary basic services, drinking water, electricity, telephone and drainage. It is also an urban area where the displacement is simple due to several avenues that surround it, it is also near the "Boulevard Rio Santiago", it is a paved road that has been important in the city since connects remote areas and is the fastest way some students to take to get to school. Sometimes due to rain or weather conditions this road closes momentarily affecting the traffic in the city.

2.2.1 Current Physical Condition of the School

The school is a public institution that works in the morning shift from 7:00 a.m. to 1:40 p.m. Within the space there are different classrooms and services that are fundamental for the proper functioning of the school. According to the study carried out by the virtual platform "Improve your school" (Mejora tu escuela, 2017), it mainly has electric energy service, water service, drainage, cistern, telephone and internet service, evacuation routes, emergency exits and security zones.

In addition, within the facilities we can find sports or recreational areas, a courtyard where civic acts are held in the school, computer room, with separated restrooms for teachers and for students, a library, buildings for workshops and 14 classrooms for class. In addition, in front of the school food store, there is a space that has been created with chairs and tables so students can have breakfast during the break.

Currently, classrooms are divided by grades. First grade has 5 classrooms for groups A, B, C, D and E, they are at the back of the school on the ground floor of the building on the left side. Second grade also has 5 classrooms as well as first, but they are located in the front building on the top floor. However, unlike the first and second year, third

grade has only 4 groups, since they are reduced when the students pass to their last year of secondary school and the students of the different groups that had second grade are mixed.

This study was carried out with the group of 3°C. The group was located on the top floor of the building between 3°B and 3°D. As the other groups, the classroom for 3°C had a white board, a camera that controls the school management, 40 chairs and tables for students, a desk for the teacher and a display case for books, materials, etc. As a matter of fact, no classroom of third grade has electronic ventilation, students and teachers use only the windows and the door to ventilate the classroom.


2.2.2 School Personal

When we refer to the educational staff, the first thing that comes to our minds are the teachers. Those people who are in contact not only with some but with all the students of the school. Teachers are fundamental in the student's learning process, regardless of the subject they teach.

On the other hand, within the school environment, it could be said that the only ones that participate in the academic learning process of a student are the teachers, since it is they who spend most of their time with the students. However, there is an educational order which assigns different people a responsibility unique that will serve to achieve school performance in an organized manner.

According to the census carried out "Improve Your School" (Mejora Tu Escuela, 2017), the secondary works with 557 students divided into 14 groups, in addition although not all of those that makes up the staff that work closely with students, they are in contact with at least 46 people who make up the school staff, among them: directors, secretaries, teachers, prefects, advisors, janitors, and security staff.

2.2.3 English Academy

The English academy is composed by three teachers. The president of this academy is the teacher Claudia Loredo Castillo, who is also responsible for teaching all the third grade groups. These teachers meet once a month during Consejo Tecnico Escolar (CTE) to review the content to be developed per month, and share teaching strategies.

It is important to consider that at the secondary level there are 3 teachers teaching the same subject, and in spite of this, their teaching strategies and techniques are different. Therefore, there exist different meetings where teachers work as a team to obtain a better performance in the subject which could be more collaborative than if they worked individually.

During an interview with the English academy coordinator (App. B), there was an opportunity to talk about some important points regarding the teaching of English in the different classrooms of the secondary school. In addition to being a coordinator, teacher Claudia Loredo Castillo is the head teacher of the 3rd grade groups, so it is a point of view that is also very important in this research.

According with "The National English Program in Basic Education Second Language: English", the purpose of English language teaching for Cycle 4 in Basic Education (1st, 2nd and 3rd grades of Secondary school) is:

> For students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language, this entails using activities that involve the production and interpretation of spoken and written texts of a familiar, academic and literary nature so students will be able to satisfy basic communication needs in different every day, familiar, and known situations.

(SEP, 2011, p. 102)

Therefore, one of the main objectives for the teacher is to improve the ability of students to communicate and perform in different areas. To achieve these purposes, we

work in the classrooms with the plans and programs that the SEP gives to secondary schools in addition to the materials that each teacher decides to use.

In the case of English, work with visual category materials such as flashcards, magazines, textbooks granted by the school to students, worksheets, audios, among others depending on the subject. Another important resource is the multimedia room, which must be used in order to work with the groups. Currently, the English academy does not follow any teaching methodology to work with their students, they also do not have to follow any specific language practices given by the school.

Usually, the teacher Claudia Loredo has the 4 groups of third grade, which as I mentioned before were students of her in second grade, and third the groups were mixed, so at the time of entering third grade is again with some of them, thus working with a total of 40 students per group approximately. The Panorama of Education states that "Classes in larger groups correlate with less time for teaching and learning, and more time devoted to maintaining order in the classroom". (Hernandez, 2015)

Considering that the number of students reduces as soon as they reach third grade, there are still groups with a large number of students. I think it is interesting to talk about this point because teachers have to look for strategies and learn to develop them in the classrooms in order to include all the students in the teaching process. With this I have posed the following question: does the size of the school groups would affect the elaboration of a project?

In these third grade groups we have a large number of students, it seems important to me to recover some positive points in terms of working with this number of learners:

a) Vary your topics, methods, texts: thus, if one day the material is not of the right level for, or does not interest certain members of the class, maybe the next day it will (be).

b) Make activities interesting: so that even if the language is not challenging for some of the learners, the content will hold interest and keep everyone participating.

c) Encourage collaboration: get students to work cooperatively and -teach, so as to maintain engagement with the language material even when you cannot directly interact with every individual yourself.

d) Individualize: allow the learner choice in what tasks or materials they use and how.

e) Personalize: whenever possible design or adapt tasks in order to allow for different individual responses, based on learners' own experience, opinions or imagination.

f) Use compulsory plus optional instructions: tell the class that everyone has to do a certain minimal part of the task, the rest is optional that is, available to those who understand / can do it / have time / wish to do more.

g) Use open-ended cues: invite the class to respond to stimulus tasks or questions that have a range of possible acceptable answers rather than a single right solution."

(Ur, 1999, p. 135)

Furthermore, it was also mentioned some characteristics and attitudes that students perform during the classes from the teacher point of view.

| STRENGTHS | WEAKNESS |
|---|---|
| - Constant contact with the language | - Shyness |
| - Creativity | - Laziness |
| - Leadership | - Easily bored |
| - Listening | - Passive |
| - Enthusiasm | - They do not like pressure and the critical |
| - Humor and teamwork | of others. |

Figure 1. Strengths and weakness of students described by the head teacher.

Finally, the teacher commented that within the groups there are students of all types, and they cannot be classified so specifically in terms of their ways of being as students. However, at the time of working diversified mind, all must put into practice the same values.

## 2.2.4 Number of Students and Group

First of all, it is worth considering the third grade groups were formed again at the beginning of the school year, the head teacher did not have such specific information about the groups. Due to this a survey was implemented to know the ages of the students, their gender, preferences within the subject of English, and favorite activities. In addition, the diagnostic tests applied to each one of the groups was in charge of the responsible of the groups (Miss Claudia Loredo and myself) and the test of learning styles was applied for different assessors of other groups, they realized the tests and then present the results to the Consejo Técnico (CTE) to all the teachers.

We as teachers are in contact not only with some but with all the students of the school, we are those people who are fundamental in the student's learning process. Because of this I think it is important to mention the characteristics that define a good teacher, a person who knows exactly all the important facts about their groups, some of those characteristics are mentioned in the book of "Aprendizajes Clave" published by the SEP, these statements establish income profiles for basic education, they are a set of five dimensions and parameters that indicate the following:

- Dimension 1: a teacher who knows his students, who knows how they learn and what they should learn.

- Dimension 2: a teacher who organizes and evaluates the educational work and makes a relevant didactic intervention.

- Dimension 3: a teacher who recognizes himself as a professional who continually improves to support the students in their learning.

- Dimension 4: a teacher who assumes the legal and ethical responsibilities inherent to the profession for the welfare of the students.

- Dimension 5: a teacher who participates in the effective functioning of the school and fosters its bond with the community to ensure that all students successfully complete their schooling. (p. 45)

The different days of practice took place in the third grade groups of the secondary school. Groups A, B, C and D are composed of a mixture of groups of second grades from last year as mentioned previously. The total population of 3rd grade is 166 students, 88 women and 78 men. (App. C) The group of 3°A is made by a total of 42 students, 21 girls and 21 boys, 3°B with 40 students, with 21 girls and 19 boys, 3°C with 22 girls and 20 boys and finally 3°D with a total of 41 students, 25 girls and 18 boys.

## 2.3. Relevant Social and Academic Characteristics

In the following paragraphs are described the most important characteristics of the group in which this pedagogical essay was developed. The following data was collected in order to organize, design and incorporate the necessary adjustments to the lesson plans, evaluation to the students and also the use of new strategies and thus achieve a meaningful learning environment in the classroom. This study was developed in the group of third grade "C". In this group there are 42 students aged between 14 and 15 years, 20 of them are men and 22 are women.

### 2.3.1 Group Description

Gardner (cit. by Linse, 2005) identified seven original areas of intelligence: mathematical-logical, inter-personal, intrapersonal, body kinesthetic, verbal linguistic, musical, and spatial. Gardner's theory of multiple intelligences is very important for teacher working with young learners because it provides a framework for looking at children's strengths. (p. 197)

The following research was determined by a group of teachers responsible for diagnosing the learning styles of the third grades, they were in charge of research the test of learning styles and the application. The purpose of this research was to know and identify the way in which the students develop their learning better in the classroom, for this reason a multiple intelligences test was applied the second month of classes at the beginning of the school year.

This group of teachers were in charge of presenting their results in the first session of the Consejo Técnico Escolar (CTE) in front of all the staff of the school. The exam used to test the different learning styles was obtained from the Psicoactiva "Mujer Hoy" website. (Psicoactiva, 2018) (App. D) With respect to the results of the learning styles test, the group obtained a percentage of 28% in the kinesthetic channel, 31% in the auditive, 24% visual and in the visual-auditive together they obtained 17%. (App. E)

In this group there was a student who currently attends "La Unidad de Apoyo a la Educación Regular" (USAER) since he is receiving support this school year, this student is 15 years old and has ASD (autistic spectrum disorder). During the first days of practice, the student showed to be interested in the subject at the same rhythm as his partners, in addition to having essential characteristics of responsibility, kindness and attention in class. Nevertheless, before the Unit 2b, where I developed the project work, this student leaves the school for personal reasons.

The group of 3C, obtained in the diagnostic test at the beginning of the cycle a general level of A1 in English language learning. Their classroom did not had a projector or electronic aids, there was only the blackboard, the camera and chairs and tables for students, I consider that this aspect had an important relevance because at the moment of elaborating the lesson plans, it should be taken into account the lack of some electronic facilities that could be useful during the English class, nevertheless to make use of these means there was the multimedia room at school, which had 34 computers, an electronic board, audio, and also Internet access.

Personally, I decided to choose this group to develop my pedagogical research considering the environment in the classroom. Unlike other groups and although they

have the same age range, the learners of group "C" have a peculiar way of working in the group. There are 5 students who are the leaders of the rest, and on many occasions I could identify that these same students supported others to complete tasks, explain activities, and work as a team among others. I noticed that the motivation of the students depended on the activities that the teacher presents, however they are active when participating and working in class.

2.3.2 Group Grade Average, Needs and Likes

Cohen, Manion, & Morrison (2002) explains that surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. (p. 169) In order to identify the learners' strengths and weaknesses in terms of learning the foreign language, in addition to knowing interests and expectations about the English course in secondary school, the following questionnaire was formulated with 10 questions, and this survey was adapted from a document from a teacher trainee, student of the Surcolombiana University. (App. F)

During the first day of observation, a total of 38 students of 42 were surveyed. For some personal reasons the rest of the students missed school that day and due to institutional reasons in terms of schedules and class planning only that day the survey was applied. This instrument was important to determine if the adolescent consider important to learn English.

> English represents different things to different people. For some it represents the language of English literature. For others it is the language of the English-speaking world. Some associate it with the language of colonialism. Others see English simply as a means of doing business and making money. Peoples' views of English, or of any language, are influenced by contacts they have had with the language and its speakers.
>
> (Richards & Lockhart, 1994, p. 32)

The results of this survey were the following:

From a total of 36 students considered English language learning important. Only 2 students registered the opposite. (App. G)

English As Basic Skill:

The role of education in school is now seems to provide the generic skills needed to acquire new knowledge and specialist skills in the future: learning how to learn.

Literacy in the national language and, perhaps the mother tongue where that is different, remains a basic skill, as does numeracy. But information technology – how to use computers and applications such as word processors, spreadsheets and internet browsers – has become just as important in basic education.

In globalised economies, English seems to have joined this list of basic skills. Quite simply, its function and place in the curriculum is no longer that of 'foreign language' and this is bringing about profound changes in who is learning English, their motives for learning it and their needs as learners.

(Gradol, 2007, p. 72)

Starting from this point it was considered a positive result since most students had in mind the importance of learning the language, in addition to discarding the idea that in case of not approving the subject or obtaining negative notes, it is not for the fact that they do not mind learning. The following aspect was about how was for the student to learn English. There were 17 students who considered to learn English is interesting, 2 students believed study English is easy, 15 of them considered difficult this language and finally 4 of them thought it is boring. (App. H)

According with the National English Program in Basic Education:

The standards for English in secondary school were designed based on national and international criteria for common reference. These

standards do not only establish the competencies identified in elementary education, they also indicate the competencies and levels of proficiency in English established in level 8 of CENNI and - B1 of the CEFR.

(SEP, 2011, pp. 105-106)

Due to this I considered a reason that it was also continually mentioned at the time of talking with them about why learning English is complicated: They do not understand vocabulary, and a good reason is the lack of basic knowledge of the language. The plans and programs established by the education system are too advanced for students who, for the most part, have not had contact with English until their stay in secondary school. The majority of students did not have English courses in preschool or primary education and therefore probably reach this level of education with difficulties such as vocabulary, grammatical structures or the development of products that the educational system states that students must achieve.

After this, students were questioned about how they considered themselves as students when learning the language, the results were as follows: 15 students considered they are bad at the moment of learn this second language, 13 of them considered themselves as regular learners, 7 students considered they are good and finally 3 students of the group believed they are very good to learn English. (App. I)

The perception that students had of their learning was mostly "bad". It would be necessary to ask more specific questions to determine the reasons why students consider themselves deficient in learning a second language. These results in particular get the conclusion that the lesson plans must be well planned and able to provide a guide and also strategies to learn during the teaching of each of the topics so that the students can learn and put into practice their knowledge in a simple but effective way, after this, learners could notice that their way of learning is improving.

According with Harmer, (2018) "the underlying philosophy behind self-access centers is that students who are prepare to take such responsibility for their own learning are good learners. Good learners, in other words, don't just wait to be taught" (p.9). Therefore, teachers must raise awareness among students of the importance of

improving study skills, not only to obtain good grades but also to achieve personal challenges, furthermore to make them responsible for their own learning.

The purpose of the next question was to determine the most important aspect of learning English, as well as the incentive was to put in order of importance, also managed to know the least important according to the student's opinions. The majority of the students considered that the most important linguistic ability in English was speaking, also 24 students considered that the least important was grammar. (App. J) The linguistic ability mostly developed individually was listening with a total of 15 students, the least was grammar with 0 students. In the middle was obtained 10 students developing writing, 7 reading and 5 the speaking skill. (App. K)

The next question which was related with the previous one, which is to know what the most complicated skill to develop for the learners was. The majority of the group with a total of 21 students considered speaking as the most difficult yet most important, then reading with 6 students, writing with 4, listening with 3 students, grammar 3 and finally vocabulary with only 1 student. (App. L) This results could be useful while designing the teaching lesson plans, to include activities that allow the students to have a significant development in speaking area which they considered should be the most important in the learning of the language.

In the same manner, students were asked about their preferences when doing educational activities in the classroom. They had to categorize the activities according to the frequency in which they preferred to perform them, that is, they presented a table with various activities such as: the use of videos, the use of the computer, vocabulary exercises, etc., and the students had to choose between doing them always, sometimes or never. (App. M)

According to this, the following results were obtained: the activities that the students would like to perform mostly are listening activities such as conversations or audios, watching videos, using the computer, and playing games. On the other hand, the activities that they never like to perform are: reading activities, oral presentations, and grammar exercises. After analyzing this information, the conclusion was to identify what

activities could be useful for the realization of educational projects, that is to say, activities that besides being attractive for them, can make use of materials different from the textbook activities and incorporate the most chosen in this question of the survey. I also conclude the most important skill for them was speaking, however was the one they never wanted to perform. This was perhaps the previous teachers of these students did not had applied successful activities for them in order to improve speaking.

Last but not least, students were questioned about how they would like to be evaluated in the subject of English. The results were very similar between quizzes and presentations with a total of 14 and 13 students. After this, 6 of them chose extra tasks, 3 students chose exams and only 2 students made the proposal in other ways unrelated to these options, one of them was evaluating with his notebook or a portfolio of evidences, and the second suggested the self-evaluations. (App. N)

By obtaining these results I could determine that for students it was better to be evaluated with quizzes or expositions since this is probably the easiest way for them to get a final grade. However, I consider their opinion should be taken into account and try to provide a grade that includes not only the note of an English test but the effort and continuous work that students did during the period to be evaluated.

2.3.3 Linguistic Needs and Diagnostic Exam

> The evaluation designates the set of activities that are carried out in the curricular design by means of which the pedagogical help can be progressively adjusted to the characteristics and needs of the students and determine if they have been fulfilled or not. (Coll, 1997, p. 125)

In order to identify and recognize the knowledge and skills that the student has acquired through their trajectory in school basic education with a focus on the subject of foreign language: English, a diagnostic test was applied with different incentives corresponding to three of the key skills in learning a second language. (App. O)

The instrument used for the diagnostic evaluation was adapted from the Cambridge English Qualifications Pre A2 Flyers Sample Papers 2018 by the Cambridge Assessment English.

> Pre A1 Starters, A1 Movers and A2 Flyers are designed specifically for young learners aged 6–12. They are fun, colourful and activity based, motivating children to learn. All three of the qualifications are aligned with the Common European Framework of Reference (CEFR) published by the Council of Europe, and demonstrate real-life communication skills.
>
> (English, Cambridge Assessment, 2018)

This instrument evaluates the four key abilities (speaking, writing, reading, listening), however it is important to mention that all third-grade students were only evaluated the following: listening, reading, writing. During a conversation with the head teacher, it was agreed that the speaking ability would not be assessed due to the number of students that needed to be personally advised in such a short time, since the school officials needed the results of the diagnostic tests in the shortest time possible. In addition, the school assigned certain dates so that each one of the subjects could carry out their exam without interrupting the others.

The diagnostic test was applied during the observation day, of a total of 40 students, only 36 were evaluated, the rest did not attend school that day. The results of the instrument were determined by the number of correct answers that each student had in their exam and these were the results obtained at the group level: 15 students of the classroom were approved, 21 were disapproved. (App. P) Furthermore, because of to the results obtained in the diagnostic test and because it was an exam adapted from Cambridge English Qualifications, it was also possible to obtain the level of English that each of the students had at that time.

Out of a total of 36 students evaluated, 11 of them were located in the True Beginner level, 17 students obtained A1 and the rest that is 6 students achieved an A2 in their diagnostic test. (App. Q)

"According with The Common European Framework of Reference for Languages (CEFR) describes what a learner is supposed to be able to do in a foreign language (Cambridge, 2013):

A1 –Breakthrough or Beginner

Qualifications: Young learners movers

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 – Way stage of elementary

Qualifications: Young learners, Flyers and Key (KET)

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Based on this, the previous results could be useful at the moment of design the activities for the group of 3°C. In addition, work should be done with a balance in the tasks according with the level of the True beginner and A1 level since they are those that obtained the highest number of students within the statistics.

2.4 Description of the Case Being Study

In accordance with the observations made in the group of 3 "C", and after knowing the way of working of the head teacher, it was decided to elaborate this essay on a specific activity that was developed at the end of each unit of work of the subject of English in this particular school which is: the realization of projects. The head teacher of the third grades had been developing educational projects with her students as a closure of each unit worked. Each month the projects are on a different topic and are usually prepared by teams that are usually formed by the teacher.

> By integrating project work into content-based classrooms, educators create vibrant learning environments that require active student involvement, stimulate higher-level thinking skills, and give students responsibility for their own learning. When incorporating project work into content-based classrooms, instructors distance themselves from teacher-dominated instruction and move toward creating a student community of inquiry involving authentic communication, cooperative leaning, collaboration, and problem solving.

> (Stoller, Richards, & Rendaya, 2002, p. 107)

On the other hand, it was found interesting to incorporate a methodology for the realization of this works since considered that they could be of great educational significance for the students of the group. In addition to this, in the results of the survey to the students to know their favorite activities in the classroom, it was concluded that the students want to develop new activities, that is, change the use of book readings for some activity where manipulate an unusual material. Results were also obtained on some of the skills most mastered by the group, which were described in the following sections of the chapter, based on these results it was considered the elaboration of projects could bring benefits to the learners of this group.

## 2.5 What is Known About the Topic

The modality of project work promotes the educational environment, it also stimulates and involves students in an educational context where it is necessary to reflect their study skills, creativity, responsibility, as well as develop skills to achieve authentic communication and meaningful student engagement. With the purpose of develop and implement in the classroom collective knowledge, improving learning and teaching of a second language, and achieving a significant commitment of the students through different activities where they incorporate creativity, group values and also the study of a specific topic, it is intended to work in the group with the modality of pedagogical projects.

> A pedagogical project is an instrument of teaching with a global approach, which takes into account the components of the curriculum, based on the needs of the students and interests of the school and the community. The pedagogical project as a tool to administer the curriculum, is also a way to systematically organize learning and teaching, directly involving the actors of the process, integrating and correlating areas of knowledge, achieving that each and every one develops according to the planned and executed.

> (Carrillo, 2001 , pp. 335-344)

## 2.5.1 Types of Projects

Depending on the type of activities that will be planned for the realization of the project, Henry (2012) proposes four types of settings:

Structured projects

These projects are organized, and determined by the teacher, is the teacher, who provides the students with the subject, materials, data analysis, and presentation. The students only elaborate activities proposed by the classroom teacher.

Unstructured projects

This type of project is designed, directed, analyzed and presented by the student on a specific topic. The role of the teacher is only to ask the student for a final product and the student should look for information and present it with certain requirements previously indicated. The teacher does not provide material or sources of information, that is, focuses only on requesting work.

Semi structured projects

It is a combination of structured projects along with other activities that require more effort from the students. That is, the teacher provides students with different work options and they will choose the one they like the most. For that reason, the opinion and work of the student is taken into account in the same way as the structure of the project offered by the teacher.

Real-world projects

Unlike the previous simulated projects, there are real projects. And as the word says, the student or group of student's works with a real problem and provides ideas to solve a specific situation. (pp. 14-15)

2.5.2 Projects in the Classroom

After knowing the different types of projects that can be worked within the middle school, I would like to mention some key features of the projects focused on the classroom. Not without mentioning that regardless of the planning of the project to work, most of them should have with the following aspects.

According to the chapter "A project work: A Means to promote language and content" a pedagogical project shares the following features:

- Focuses on content learning rather than specific language targets. Real-world subject matter and topics of interest to students can become central to projects.

- The teacher plays a major role in offerance support and guidance throughout the process.
- Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as class to complete a project, sharing resources, ideas, and expertise along the way.
- Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
- It culminates in an end product (oral presentations, a poster session, a report or stage performance) that can be shared with others, giving the project real purpose.
- Is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning and cognitive abilities.

(Stoller, Richards, & Rendaya, 2002)

It is important to consider the previous characteristics when planning the projects that will be carried out, since the work process within the classroom will reflect if it was possible to comply with the mentioned aspects when implementing this work modality. Among other important characteristics, to sum up a pedagogical project should be:

- It is pedagogical since it works with learners of basic education and aims to improve the quality of teaching as a study strategy.
- It is collective because it pretends to be carried out in groups or couples, in addition to representing group work as well as making decisions and assigning roles of not one but several members.
- It is feasible since it will be the result of an organization planned by all the members of the study room.
- It is relevant because it interprets the needs and interests of the group.
- It is innovative because it should include all the most important elements mentioned in the plans and programs of study of the subject of English

2.5.3 Developing a Project in the Classroom

Elaborate a project in the classroom requires multiple stages of development to succeed.  With a good planning of activities, establishing agreements with students about the collecting data, the use of materials, as well as a schedule of activities to be developed, and the assessment, the realization of the project would not only provide the group with a satisfactory environment for the students, but also the teacher in charge could find easier when evaluating the works.

However short or long the project may be, it will pass through certain stages. Diana L. Fried-Booth (1989) proposes 8 different steps:

1. *Stimulus:* Initial discussion of the idea.
2. *Definition of the project objective:* Discussion, negotiation, suggestion, and argument. The longer the total time available for the project, the more detailed this phase will be. Main language skills: Speaking and listening, probably note-taking.
3. *Skills work:* This includes the language students feel is needed for the initial stage of the project, one example is the data collection. It may involve any or all of the four skills (particularly writing, in the form of note-taking.
4. *Design of materials:* Questionnaires, maps, grids, etc. required for data collection. Reading and writing skills will be prominent here.
5. *Group activities:* Designed to gather information. Students' tasks will include conducting interviews or surveys, and gathering facts. All four skills are likely to be needed.
6. *Collating information:* Probably in groups, in the classroom. Reading of notes, explanation of visual material, example: graphs. Emphasis on discussion or analysis.
7. *Organization of materials:* Developing the end product of the project. Discussion, negotiation, reading for cross-reference and verification. The main skill practiced, however, will be writing.

8. ***Final presentation:*** The manner of presentation will depend largely on the form of the end product (a chart, booklet, video display or oral presentation) and on the manner of demonstration. The main skill required is likely to be speaking, but could be backed up by other skills. (p. 38)

This scheme can, of course, be adapted to suit the requirements of individual projects.

2.5.4 Benefits of the Elaboration of Projects

As I previously mentioned, adapting the elaboration of pedagogical projects could offer significant advantages in the classroom, for example:

a) A more dynamic and active participation of the learners, since they are part of the process of planning, and development of the product.
b) Development of different teachers' role within the classroom, such as: guide, source of support and information, translator and provider.
c) An evaluation that includes the process as well as the final product, this increases the academic performance of the students.
d) Strengthens coexistence and collective work, which reduces the anxiety of the students as well as increases their independence in learning.
e) Create innovative and fun opportunities to learn about a specific topic.
f) Incorporate the syllabus in a project work.

During the planning of the project to be carried out, and in collaboration with the group's head teacher, we decided to focus the elaboration of the project in a specific unit of the NEPBE. It was also important to mention that the school administration announced at the beginning of the school year that students would be graded each trimester. With this in mind, the final agreement was to elaborate a monthly project to qualify the students and at the end of each trimester to be able to make a summative evaluation that included the works elaborated during each unit. Therefore, I decided that the best

way to use a project would be at the end of the "UNIT 2B", and during the classes of each unit, to guide the students to finish with a product such as closing the block.

2.5.5 Attempt and student reaction

First of all, at the beginning of the classes, the head teacher explained to the students the evaluation criteria that would be followed throughout the year. It was explained to the group that each month they would submit their continuous evaluation and they would also be asking for projects related to the subject of each unit of the book with a value of 1 point on their final grade.

As a first approach to a pedagogical project, the students prepared the work "THE HUMAN BODY" as the final hand in of the first month of the school year. I did not have the opportunity to be there when they were explained the requirements that each product should have, however at the beginning of the first day of evaluation my task was to evaluate the projects.

The work consisted of a model of the human body (the type of material was not specified; it was optional for each team). Students should work by teams in the realization of a human body and write each of the parts in English and Spanish. After this, the hand in date was given to each of the groups and they had to organize their work by teams. During the assessment of the product "HUMAN BODY", there were students who did not presented any work because they did not organize before with their peers.

Another important case was that some of the students elaborated their work individually. According with Jara "Working as a team is a complex process and requires a good knowledge of the most relevant aspects: the decision of the tasks, the number of participants per team, the degree of homogeneity, the role of the teacher and finally, how to evaluate individual or group learning. (Jara, 2005)" That is why the teacher must also be a support guide for these students, in addition to know the reasons why they decide to work individually and help them understand the advantages of teamwork.

On the other hand, there is also the risk that the student uses most of their mother tongue when presenting their final work, for this could implement strategies or dedicate a number of classes to teach students to structure the main phrases that will help to develop a better oral interpretation during his presentation. From my point of view, this study group is able to carry out each of the necessary aspects to create a pedagogical project following a specific methodology, since it is a participative group, interested in the subject and responsible, since according to the registry of the projects evaluated in the class, 76% of the students, delivered their project in time and form.

According with what I have explained above, the first approach of my students to a project was explicitly the realization of a semi-structured project. To develop the project work proposal, I would like to carry out again a semi-structured project with the difference that now the students will be able to follow a specific methodology step by step, me as teacher provide support and help as necessary and finally analyze the variables and effects of the development of this product.

2.6 Key Questions

- How were the activities developed to achieve the main aim of the lesson?
- How effective were the materials used in developing the elaboration or planning the project?
- What variables did I find when carrying out the activities?

# CHAPTER II

# III. CHAPTER II – TOPIC DEVELOPMENT

In the next chapter, I will analyze the classes developed in the group of 3°C, with the purpose of improving my personal teaching aptitudes and identifying abilities to guide my students to reach the elaboration of a pedagogical project as a learning strategy of study.

The following project is developed based on the methodology of 8 steps for a project to succeed described by Fried-Booth (1986). Some of the steps carried out were developed in the same class, and some others are described one step per class. Each of the steps answers the following questions:

- How were the activities developed to achieve the main aim of the lesson?
- How effective were the materials used in developing the elaboration or planning the project?
- What variables did I find when carrying out the activities?

The first question describes the activities developed in each of the stages. The second question, considers the effectiveness of the materials that were used analyzing them by a table of criteria based on "Criteria for judging the effectiveness of the aids".

Finally, the third question intends to help me find the variables of the activities on the "External supports and hindrances" (App. V). This question analyzes and compares teacher beliefs with the practice of the teaching, in addition to the positive and negative internal and external factors that may develop during the process. The variables to consider are: student ability, time, class size, self-awareness and self-reflection, experience, knowledge, school culture and school community. Nevertheless, some of this variables are not included in certain questions, I only attended those that were found depending on the stage.

Before planning the project, different classroom tasks were developed, to begin with Unit 2B of the month, which had as the specific competency to "Share emotions and reactions caused by a TV program." First of all, I explained the activities, initiating with

parts of a TV show, for example the main characteristics such as genre, actors, air date, seasons, channel, main idea, setting and characters. We checked the definition of each one of those characteristics and completed this information using "The walking dead" as example.

After this, in a different lesson, we practiced the main genres of TV shows, in order to present them I used mind maps and they did a brainstorm of programs to then establish the genre and the intended audience of each one. We then checked this topic, by providing a short descriptions of their favorite TV shows, first using a fill in the blanks example and then by asking them to write about their programs individually.

In previous lessons I checked the vocabulary of emotions by playing with a dice. This dice contained different words and they had to act the emotion of the dice by participations. After they recognized the main emotions and possible reactions to a TV show, we made a list with the most popular TV shows of the moment. Then, they had to say what their reaction was, first orally as participations and then in written form.

Basically we established genres, identified main ideas and specific information about TV programs. I also used different strategies to make this unit fun asking for their TV show preferences. They performed in different occasions famous characters of the programs with the game charades and described their opinion about different programs. I realized that the majority of students in this group did not watch television as other generations, because nowadays it is preferable to use platforms such as Netflix or YouTube to watch their favorite programs.

It was important to begin with the presentation of the project of the unit. The name of the pedagogical project developed was "Lapbook: "Our favorite TV program". The steps and lessons attended were:

3.1 Class #1: "Design and planning the project"

Step 1: Stimulus

Step 2. Definition of the project activities

Step 3: Skills work

Step 4: Design of materials

Step 5: Group activities

3.2 Class #2 "Make an oral presentation about a TV program"

Step 6: Collating information

3.3 Class #3 "Elaboration of the project"

Step 7: Organization of materials

Step 8: Final presentation

3.1 Class #1: "Design and Planning the Project" (Step 1, 2, 3, 4 and 5)

Firstly, during the second period of practice in the secondary school, the first 5 steps of the Fried-Booth methodology (1986) were developed in the same class with third grade students in group "C". The class was attended on December 3, from 9:10 a.m. to 10:00 a.m. The lesson plan developed in the classroom is found in appendix S. (App. S)

The environment in which the theme of the project is developed is Family and Community according to the plans and programs of study (NEPBE). The specific competence is: "To share emotions and reactions caused by a TV program". In addition, the general objective of the class was to design and create the planning of the project, which was the development of a lapbook where the students will be describing their favorite TV program, each team would be made up of 4 students, each team previously selected by the head teacher.

According to the information mentioned in Chapter 1 "What is known about the topic", the project developed in this practice period was part of the semi-structured projects. Due to the fact that it was a combination of activities that the head teacher and I designed together and besides this the participation and opinion of our students were required at the moment of designing it. My role in the classroom, consisted in being an information provider for the structure of the project, as well as a guide for the planning of the same.

Whatever the scope of a project, whatever the language level, your role as a teacher involved in project work remains fundamentally the same: a participant, a coordinator when necessary, a figure in the background evaluating and monitoring the language being used.

(Fried-Booth, 1986).

The methodology that was followed during this lesson as well as in all the classes of the practice period was PPP (Presentation, practice and production), however, in this class the practice and production were omitted because it was required in the objective of the class. This methodology was helpful to prepare my students to prime language for later use, not only in classes to develop a project but also the rest of my practice periods.

To start the class and to attract the attention of the students I used as warm up the melody "Pass the beat around the room". The students had to repeat this melody and after several repetitions change some words for actions such as clapping, jumping, or keeping silence, etc. Later the group went to the Multimedia Room which has 30 computers, a projector, audio equipment and internet access. The effectiveness of these aids is analyzed according the order that I used each material.

### 3.1.1 Step 1: Stimulus

The initial discussion of the idea and first approach to the project.

### 3.1.1.1 How were the activities developed to achieve the main aim of the lesson?

During this step two activities were developed. The presentation of a video and after this one example of the project.

Act. 1: The video was presented to the students called "GATTO – CAT Lapbook", a visual example of the final product that students would perform in the following classes. The video presented a girl showing her lapboook about a CAT, it also included curious and fun templates with different colors and materials that were useful precisely to stimulate interest in the project. These templates will be analyzed and presented in step 4: Design of materials.

Act. 2: After this, I showed to the group an example of a lapbook that I had created with the theme TV GENRES" (App. T). This with the purpose of eliciting the interest of students to create a similar product where they could personalize according to their topic. At the moment of observing the lapbook example my students notice briefly size, material, colors and type of information.

This lapbook has a purple cover page and explains the following aspects:

- What is a TV program?
- The 3 main TV program genres
- Parts of a TV program
- Describes key aspects of 6 different TV program genres (Cartoon, News, Documentary, Soap opera, Reality show, Documentary and Comedy)

**3.1.1.2 How effective were the materials used in developing the elaboration or planning the project?**

Material used:

1. Video "LAPBOOK CAT"
2. Visual projector
3. Lapbook project example "TV Genres"

Video:

It was necessary to have electricity and the audiovisual equipment in the classroom, or at least a speaker and a screen. Besides that it was suitable for use with large classes, it was regularly portable since I had to use a USB memory, a laptop or access to internet to play it.

It was not laborious to prepare because I can found different videos already available on internet or sites of educational materials. The use of the video provoked a dramatic and interesting impact in the classroom, but this could change depending on the topic. It was not sophisticated and was easy to play (App. U).

Visual Projector

The use of the projector required the classroom to have electricity. This material was suitable for use with large classes, its portability was regular because it depended on the possibilities of the school to have one projector per classroom or a multi-media classroom. It is regularly sophisticated because there are projectors with different characteristics although their functions are the same. The use of this aid was limited since the third grade classrooms did not have a projector, I had to make a reservation one day before. The use of the projector was a key point to develop this part of the class, in the multimedia room used artificial light and facilitated the view of the video to the class (App. U).

Lapbook Example

The presentation of a lapbook did not require electricity. It is regularly effective for use with large classes, everything depended on the size of the presentation. It was easy to carry and move. A lapbook is a versatile material that required elaboration time, but its impact was interesting because it could be elaborated in many ways, for example using different topics or materials. It is regularly sophisticated, everything depended on the material that was used. In this case all the materials were easy to buy and I used recycled material from previous tasks, for example the color sheets, the folder and markers. I only had to search web sites to print my templates, I also used basic materials such as glue stick, scissors, and colors (App. U).

When presenting the video, the students showed interest since they were calm and without making noise to be able to listen the steps that were followed during the elaboration of the Lapbook. I could observe with the reactions of my students that something interesting for them was the use of different templates and drawings where I included the main data of the topic. Furthermore, the example that I showed them was "TV GENRES", and it was useful so that they could identify the size, colors, materials and information that they could include in their own works, it was a more realistic way of knowing the draft.

**3.1.1.3 What variables did I find when carrying out the activities?**

*Time*: It is important to mention that, making a contrast with the group "D" that did not have the opportunity to watch the video of the presentation of the lapbook (due to maintenance issues in the classroom), the reaction of the students was not the same. At the time of doing their tasks the other group did not have a clear idea of how to start working, however 3°C was benefited by being able to make use of their classroom since they visualized in a more complete way the realization of their lapbooks.

*Class size and experience:* On the other hand, in the second activity when observing the example of the Lapbook the students of the first rows wanted to see it and to touch it at the same time. Therefore, they passed the lapbook in order so that everyone could observe it. This helped that all the students had a close up to the example of the product that they would be doing.

*School culture and community:* On the one hand, during the presentation of the video the behavior of the students was considerable since the volume of the audio and the projector were in good conditions. The use of the multimedia room was an aspect that the teacher Claudia Loredo, head of the group, mentioned at the beginning of the practice period. She recommended to use this classroom at least twice a month with different topics. At the end, a great advantage of the use of this classroom was access to the internet, this allowed the concentration of the data and the possibility of researching the information available for the requirements of our project.

**3.1.2 Step 2: Define the Project Objective**

The main aim of this lesson was: "Create the planning of the project" in collaboration with the students.

**3.1.2.1 How were the activities developed to achieve the main aim of the lesson?**

The name of the unit 2B of the plans and programs of study for the third grade is "Reacting to TV show". The learners worked on establish genres, identify the subject matter, intended audience, and distinguish setting, characters or actors from different TV shows in previous lessons during this unit. For this reason, I considered that this work

could be relevant for my students. I explained to the group that we would elaborate a lapbook by teams, and that the objective of this project besides being important for the continuous evaluation, they would be using it to study and learn about the components of a television program.

I explained the importance of planning the project taking into account their opinions and those of both teachers in charge. Therefore, I told them that the work would be done following an order of steps whose objective would be to obtain a better quality work (These steps are mentioned at the beginning of the chapter). During this step, I told the students that we would elaborate different steps per class. During class number 1 we would explain the aspects that their project should include (step 3), we would review the materials that we would use on the day of work (step 4) and finally establish the hand in dates, as well as the formation of the teams and the criteria of the evaluation (step 5).

Act. 1: To begin the design of the Project, I used a Microsoft Word document in order to establish the agreements of the elaboration of the work (App. W).

T: *The main objective of this work is "To study the TV program components using context clues". Please write this in your notebooks.*

The objective was written in the document using the projector and the students wrote it down in their notebooks (App. X)

## 3.1.2.2 How effective were the materials used in developing the elaboration or planning the project?

Material used: Visual projector (The effectiveness of this material was already analyzed with the table of "Criteria for judging the effectiveness of aids" in the step 1). Registering the information in a Word document facilitated the planning of the project because it was easier to outline the information (objective, materials, interaction, dates, etc.) and in this way facilitate the process. (App. AB) The fact of having changed the whiteboard for the projector during this class facilitated note taking of the students, since with the ease of increasing the writing sources they could registered the information faster.

**3.1.2.3 What variables did I find when carrying out the activities?**

Student ability: At this moment of the class, students started to question how the work would be handing in, if it would be by pairs or group work, so it was explained this information would be accord in the followings steps.

Experience: The students started to ask questions about how this work was prepared, in addition to at least three students commenting on their preferences about the possibility of work individually because in other projects there were disagreements with the participation of some partners.

**3.1.3 Step 3: Skills work**

This step includes the language students and teacher feels is needed for the initial stage of the project, for example the data collection.

**3.1.3.1 How were the activities developed to achieve the main aim of the lesson?**

During the planning of the project, students had the opportunity to review the components of a television program. As well as, participate orally when they were questioned about the types of TV genres, the characteristics of the characters or some of them mentioned some examples of comedy shows, reality shows, etc.

In this step, the students developed two activities, they were explained that their projects should include specific information (Act.1) and then I provide their corresponding work teams. As I mentioned before, I observed in previous practice periods that students had less distractors if the team work is assigned for the teacher in charge, I also considered that students could work with partners who did not had constant interaction, so I chose randomly the members of the teams.

Act. 1: All the information requested would be found on page 123 of their textbook. (App. Y) It was required to go on page 123 of the book and as class we read each one of the aspects to complete.

| Information of page 123 of the book. |
|---|
| - Name, genre and setting |
| - Actors |
| - Characters |
| - Main idea |
| - Adjectives to describe the show |
| - Characters you like and why |
| - Characters you don't like and why |
| - Other people's typical reactions |
| - How you feel when you watch the program |

Figure 2. Worksheet page 123 of Yes We Can Book.

In order to achieve the main objective, this activity was carried for the student had a schema with the main information requested and use it as base to carry out a research on specific aspects of a TV program.

Act. 2: I did 9 teams of 40 people and 1 of 5 people. I gave the partners of each person in samples of paper, then they have to choose the TV program at the end of the class. The head teacher also considered students work better if they are with different partners from their friends.

**3.1.3.2 How effective were the materials used in developing the elaboration or planning the project?**

Material used: Worksheet page 123 (App. Z).

The use of a worksheet did not required electricity because it was a printed material. It was usually suitable for use with large classes because students had one copy in their books, for that its portability was effective because it could be transported easily. This worksheet was part of the appendixes of the student's book so it was not difficult to elaborate. In addition, there are many other examples of worksheets to print on educational web sites, but I decided to use this one because it contained the key aspects of a TV program, also because it was an appendix from the unit that we worked on. The

presentation of this worksheet was useful since these aspects would be the basic information about the TV program that their Lapbooks should include, so we review their meanings one by one with different participations of students. They read the title and then someone else mentioned the example.

### 3.1.3.3 What variables did I find when carrying out the activities?

*Experience:* Students had the opportunity to work together with students who had almost no communication in the classroom. I also did this with the purpose of students focusing on doing the work without distractors. When the students formed their own team they only got together with their friends and they took a long time to hand in the final products. However, some students showed dissatisfaction when knowing the members of their teams, even at least 3 students spoke with both teachers in charge to know the possibility of working individually. On the one hand this resulted successful for at least 5 teams, but the rest of them showed problems at the moment of organize the materials and the information. I believed this happened for the same reason that they did not had enough communication with their partners.

*Self-awareness and self-reflection:* I realized that some students despite working with their peers every day, did not practice some values such as tolerance, respect and coexistence in the classroom. Some of them mentioned that they did not like to work with certain people because they were not responsible or because the ideas of each member were different and they were not going to be able to achieve a good product, so they asked for the possibility of hand in the project individually. At the end I proposed students to change the team, however they could not hand in their projects individually.

In addition to the comments of the students, this was indeed noticeable when they reunited by teams, since some teams did not organize to carried the material the day of the elaboration, this situation also affected because they could not finish their final products on time.

According to Penny Ur (1999) "group work fosters learner responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class" (p.232). In this case I observed these characteristics improve at

least in the people who handed in the work. But I also detected how students that did not finish the project showed a lack of responsibility and they did not want to cooperate with other students to hand in successfully. The evidence of the team work evaluation will be descripted and analyzed in step 8: final presentation.

### 3.1.4 **Step 4: Design of materials**

During this step we designed the list of materials for the project.

### 3.1.4.1 How were the activities developed to achieve the main aim of the lesson?

Act. 1: Create a list of materials

As previously mentioned, the project to be developed would be of a semi-structured type. Therefore, in this stage of the planning the students were asked to participate by brainstorming and mentioning the materials that each team had to bring to the school for the next class to prepare their work. The students mentioned a list of materials by raising their hands and in the same way as the explaining of the main objective, the list of material was written in the Word document and the rest of the group registered in their notebooks.

| List of materials | |
|---|---|
| - 1 folder | - Glue stick |
| - Colors | - Scissors |
| - Markers | - Glitter |
| - Ruler | - Printed images |
| - Lapbook templates | - Drawings |
| - Cardboard | - Magazines |
| - Color sheets | - Information requested on page 123 |
| - Crayons | of the book. |
| - Foam craft | |

Figure 3. List of materials to elaborate the project.

This list of materials was created in order to make the evaluation process easier and efficient, that is, the teams had the freedom to create their product using their imagination and creativity but without leaving the margin of requirements, even if one were more complete than the other, the same materials would be used.

**3.1.4.2 How effective were the materials used in developing the elaboration or planning the project?**

For the presentation of this list, it was necessary electricity to use the visual projector. This list was suitable for the class, because the teams organized in a better way the requested material. The materials were not hard to find; they could found it in nearby paper shops. The use of these materials created an impact and interest in the group since they could manipulate unusual materials in the classroom and combine them with their creativity. The materials were not sophisticated or expensive (App. AA). This was helpful to my students since I tried to give them all the facilities to buy the materials.

In order to they bring the material to the classroom. The use of the materials included in the list could vary, everything depends on which project is going to be carried out. The elaboration of the list of materials in the word document (App. AB) facilitated the planning process since it was not only determined by the teacher, but at the time of writing each material, the students remembered another one that could be useful and they mentioned it. About 5-7 students participated in this activity making suggestions:

**T: What kind of materials can we use to elaborate the lapbook?**

S1: *¿Cómo se dice hojas iris en inglés?*

**T: *Color sheets***

S2: *Markers and pictures*

S3: Glue and scissors

S4: Diamantina

**T: Ok, glitter, what else? I'm going to write the list and you also write in your notebooks, please.**

S5: foami

S6: Magazines or drawings

S7: colors and crayons

**3.1.4.3 What variables did I find when carrying out the activities?**

*Student ability:* At the time of speaking about the materials, some students mentioned that the girl in the video shown at the beginning of the class used templates with different forms. Others mentioned that they did not know how to make these templates. For this reason, they were provided with different links of web pages where they could find these work templates as well as important information for the realization of a Labpook. I gave them some extra videos so that they could review the elaboration of the work step by step again.

The sources provided were the following:

- [Www.youtube.com](Www.youtube.com): "What is a lapbook?","Cat lapbook"

    In this website they could check different videos about how to create a lapbook. As in the video shown at the beginning of the class, the videos included the steps to elaborate the product using different topics.

- [Www.Pinterest.com](Www.Pinterest.com):  "Creative lapbooks", "Printables for lapbooks"

    Pinterest was useful to my students because there are a variety of creative lapbooks to they can had an idea of how the project would be. There are also different templates to print and use for the project. (App. AC)

- [https://thehappyhousewife.com/homeschool/what-is-a-lapbook/](https://thehappyhousewife.com/homeschool/what-is-a-lapbook/)   "What is a lapbook?"

    On this page they could find not only basic information to prepare a lapbook, but also an infinity of projects that may be applicable in basic education. In this case, they were able to read about: What is a lapbook? What does it work for? How you can do it? Among other important characteristics of the material.

The websites that I provided to my students were as extra information so that they could enrich their first close up with the project. Therefore, the only evidence that the students have used these electronic resources was when they presented their material on the day of elaboration.

### 3.1.5 Step 5: Group activities

Designed to gather information. Students' tasks include conducting the corresponding research.

### 3.1.5.1 How were the activities developed to achieve the main aim of the lesson?

Act. 1: The evaluation criteria were established. As well as the dates of preparation and final hand in, the students participated that they would like the following aspects to be evaluated in their project:

| Content | Organization/Presentation | Language Forms |
|---|---|---|
| - Complete information (Page 123 of the workbook) | - Creativity <br> - Clean work <br> - Team work | - Neat handwriting <br> - Spelling <br> - Punctuation <br> - Grammar <br> - Selection of vocabulary |

Figure 4. Evaluation criteria for the final product.

The date of elaboration was agreed on: December 5 and 7 in the classroom. The final hand in date was December 7 at the end of the class. In the group was agreed the evaluation would be with a checklist, including their aspects mentioned and also different aspects selected by me. This checklist is presented and analyzed in Step 8: final presentation.

### 3.1.5.2 How effective were the materials used in developing the elaboration or planning the project?

Material used: Microsoft Word document. (App. W)

Electricity is necessary to use a document in Microsoft Word in the visual projector. The presentation of this document was suitable for use with this class because I could manipulate the size of the words and wrote the essential information quickly, in this way was easier to my students to register the criteria for the project. This document was not difficult to elaborate. It had a regular impact and interest in the classroom, but it was useful because I did not use of the blackboard during the registration of the information.

When we established the criteria that would be evaluated, the students were not mentioned the specific instrument that they would be evaluated. A checklist was used as this was agreed with the head teacher once the elaboration and fulfillment of the project was observed. Finally, after have been registering the students who worked effectively as a team on the agreed date, the projects was evaluated with the following checklist (App. AD), which will also be retaken to explain its effectiveness in step 8 "Final presentation / Assessment".

### 3.1.5.3 What variables did I find when carrying out the activities?

Due to the fact that this part we focused only in the registration of the requirements for the project, I notice my students were attentive to the explanation of these. I monitored that everyone was writing this information in the notebook and then back to the computer to continue with the corresponding aspects.

### 3.2 Class #2: Make an oral presentation about a TV program (Step 6)

The class was attended on December 5th, from 8:30 to 9:10 am. The lesson plan developed in the classroom is found in appendix S. (App. AE) In order to develop the next class, I used the PPP teaching method (Presentation, practice and production). The first activity was a warm up on the game "Stop", the rules of this game was to give different categories to complete, in this case were: actor or actress, TV program, Characters from TV, TV genres, then set a letter of the alphabet, and then complete all

the categories with words that start with that letter. We played 3 different times and students did this activity in their notebooks. (App. AF)

This activity was helpful to practice the components of a television program, it was evident that the students responded positively to this activity, since most of them completed their table the times we played in the group. In the end the winners, that is to say, those people who said "Stop" with the complete boxes, obtained a point for participation in the class.

### 3.2.1 Step 6: Collating information

The main objective of this class was: "Make an oral presentation about a TV program", with the purpose of complete the step 6 of the methodology of Fried-Booth (1986) for the elaboration of a project, this step consists of read and discuss the information that was collected.

### 3.2.1.1 How were the activities developed to achieve the main aim of the lesson?

Act 1: As a presentation of the theme, students had to read again page 123 of the textbook, which can be found in appendix Y. The students had as homework from the previous class to do some research on the basic information that the project should include. Based on this, each of the teams should categorize the information in the corresponding box and then as a product of the class obtain an oral presentation about each of the TV programs by sharing their information in the classroom.

### 3.2.1.2 How effective were the materials used in developing the elaboration or planning the project?

Material used: Worksheet page 123. (The effectiveness of this material was already analyzed in the table of Step 3). In Step 3, I explained that I use this worksheet as a tool of presentation to explain the information required for the project. In this class, the worksheet was used again, but now students had to answer the worksheet. This instrument that was used to search for information about television programs was taken from the text book "Yes We Can 3" on page 123. I decided to incorporate this worksheet because it included simple but meaningful vocabulary for the students to aim the

elaboration of the project. In addition to functioning as the main scheme to perform the work. (The specific components and how this worksheet was used is mentioned and analyzed in Step 3: skills work)

According with the book "Materials development in language teaching":

> There are several advantages of teacher-prepared corpus material for learners. One major advantage is that teachers can control the material. Since they search the corpus for the students, and then bring in those results, teachers can make sure that the vocabulary load is not too great, and that students are exposed to the target form in a wat that is meaningful and relevant for students.

(Tomlinson, 1998, p. 37)

That is, starting from this material once reviewed by both teachers of the group as well as being incorporated into the textbook provided by the SEP, it was agreed that it included the necessary information for the students and could be useful to be a basis for the research that the students would perform.

### 3.2.1.3 What variables did I find when carrying out the activities?

*Student ability*: Unfortunately, the oral presentation of the students during this task could not be effectively completed since the majority of the teams did not bring the investigation of the worksheet. Only two teams presented the requested information in front of the group. Due to this, students were allowed, at least one students of each group to use their cellphone to look for the requested information. Subsequently, they were asked to start with the structure of their Lapbook during the time that they would originally be useful time for the oral presentations.

With this situation, I could notice that it was not a good idea to have been trusted that the students were going to bring the investigation, because those who did not do it could not work successfully during this class. Regarding this, I consider that it would be better idea to have done this research during a class and not have requested it as homework.

*Knowledge*: The students participated by mentioning the meaning of each of the aspects that were investigated to complete this worksheet. However, 1 to 7 students still did not identify the concepts and the answers correctly. The most common mistakes were:

- Write the main concept in English but the information in Spanish. Example: *"Main Idea: Es una de las series de televisión de situaciones económicas más vistas en los países hispanohablantes".*
- The use of the verb to be and spelling. Example: *"Characters you like: My faborite characters is Homero".*
- The combination of L1 and L2. Example: *"Adjetivos to describe the show".*
- Do not bring the homework.

According to this, those people who checked their complete works I could give them a feedback where I wrote down the correct forms to write the words. Only two teams presented the complete task, they could checked their work, make necessary corrections and make their presentation with the group. The rest had to perform their final product in the next class without having previously reviewed the information.

As a result, of the students who did not bring the investigation or did not have a successful review regarding the worksheet on page 123, had particular consequences for the students' project. That is to say, this caused them to write in their projects without checking if it was written correctly, but the analysis of these products is described in step 8: final presentation.

## 3.3 Class #3: Elaboration of the project (Step 7 and 8)

This class was developed on December 7th, from 9:10 to 10:00 am. (App. AG) After all the previous steps, this final class was about working in the classroom the elaboration of the project "Lapbook: Our favorite television program" in which the main components of a television program will be described, as well as the preferences of the students in terms of characters, emotions caused by the program, among others.

### 3.3.1 Step 7: Organization of materials

Students had to get in teams and elaborate their lapbook in the classroom with the material that was requested two previous classes.

### 3.3.1.1 How were the activities developed to achieve the main aim of the lesson?

The main objective of this class was: "The elaboration of the Project" and the planning format for this class can be found in Appendix T. In order to aim the final project, students had about 4 minutes to reunite in teams and show me the requested material, plus 30 minutes for the elaboration. During this process the majority of the students formed the structure of their Lapbook, cut the printed material, decorated and wrote in the Lapbook the research information of the previous class (Step 6). Some of them were assigned different responsibilities during the elaboration in order to perform a better team work. There are pictures of this process work in Appendix AI.

While the students started with the structure of their projects, I monitored the activities and I decided to evaluate each student with an observation guide in order to obtain a clearer analysis of their team work (App. AH). The effectiveness and results of this individual assessment will be analyzed in Question 2 of this Step. At the moment of beginning with the elaboration of the final product I thought it would be enough time for the students to do their work and present it to the class at the end. However, during step 7 and 8, I analyzed the variables founded during these activities due to the time class and the students work.

### 3.3.1.2 How effective were the materials used in developing the elaboration or planning the project?

For this step, students had to use the materials that were agreed to bring by teams to the classroom (Figure 3). Regarding this, three of the teams decided to include extra materials such as colored feathers, inflatable paint and stickers. In general, they had the opportunity to use these materials according to their creativity and the theme that developed their selected television program. In my case, during this step I used an

observation guide (App. AH) in order to assess the team work of my students and to analyze if all my students were participating, I considered the following aspects:

| The student: | Parameters to evaluate |
|---|---|
| 1. Assumes responsibilities in team work. | E= Evident |
| 2. Shows tolerance to the ideas of the team. | S= Sometimes evident |
| | NT= Not evident |
| 3. Shares his/her knowledge. | |
| 4. Uses the material appropriately. | |

Figure 5. Criteria for the individual work of the students.

Out of a total of 42 students registered in the group at the beginning of the school year, for the dates of the project application 2 of them left the school for personal reasons. Leaving a total of 40 current students in the 3°C group, therefore, I assigned 10 different teams of 4 students. However, on the day of the application of the project I registered 4 absences, for which the total number of students evaluated during the preparation of the project was of 36 students.

Of these 36 students, 29 of them handed in their final product and were evaluated. The rest of the group, that is, 7 of them, attended the class, however, they did not present favorable characteristics during the work. This was the reason why they did not hand in or present their final project. As I mentioned before, the analysis of the evaluation of each project will be described in step 8: Final presentation.

Now, with regard to the observation guide used and giving a reading of the results on the criteria to be evaluated, I was able to analyze the following:

In the first aspect "Assumes responsibilities in team work", 23 of my 36 students showed to assume activities at the time of elaborating the final product, 8 of them did it only sometimes or they took too long doing one thing. Finally, 5 of them did not show having supported the team or having taken charge of a particular activity.

In the second aspect "Shows tolerance to the ideas of the team", again the number of students who seemed to have shown a positive attitude regarding the experience of sharing ideas during the work was greater, 29 of them were categorized in the first parameter as evident. 5 of them showed some differences regarding the way of work of their peers, I noticed this by some gestures on their faces or annoying attitudes with the team.

Two of them were not satisfied with the way of worked of their colleagues or they had less communication with them so I noticed how they decided not to do anything. I consider that probably a factor that influenced the behavior of these guys was having mixed them in a team when their personalities were different to a certain extent. One of them was shy and introverted and the other one was from the group that usually participate a lot in class, speak loudly or have many friends in the group.

> If you have a fairly normal group, it should be possible to integrate these people, unless there is something seriously wrong. In some cases, the group will do it for you in its own way, in other cases, they may need a gentle reminder. Integrating a misfit can actually improve the cohesion of a group by giving them social responsibility.

(Hadfield, 2013, p. 154)

This was relevant for me because in addition to dialoging with these students, the only thing I did was that they reunited with the team; however, it was not evident any effective interaction with their peers.

In the third aspect "Share your knowledge", 23 of 36 students presented favorable characteristics at the moment of sharing ideas or information between each other. There were 9 students who were not very participative and quiet during the process, they participated only a few times. Finally, there were 4 who did not show any evidence during the activity and they were shy, quiet or distracted in their chair.

Finally, in the four aspect called "Use the material appropriately", the highest numbers were registered in a total of 29 students that used the materials they had appropriately,

they also cleaned their work areas and the arrangement of the chairs to finish the activity. Only 2 of them obtained "sometimes", that is, they supported the process but did not clean their space of work. In the end, 5 of the 36 students did not use the materials with responsibility or they did not bring it to the class.

Last but not least, the fact of having obtained high scores in the category of "Evident" makes me conclude that my students presented positive characteristics during the realization of the product and supported to achieve the goal, since they were skilled at the time of distributing responsibilities. As for the students who did not presented evidence of having worked, or did not do it in a complete form, they coincided with the teams that did not achieve to hand in their work, giving a total of 7 students.

### 3.3.1.3 What variables did I find when carrying out the activities?

*Student ability:* Most of the students were partially able to work with this collective work modality. Except for the people that again because of lack of material came to ask for more time to work and permission to hand in the next class, this permission was denied because it was unfair for the work of the rest of the group. In addition, another important point that was unfavorable for the accomplishment of this work was that the interaction of the students in the process of elaboration was in Spanish. Teams were rarely heard performing an interaction using the second language, so the work was mostly used only as the creation of a study material.

*Time:* The time was accessible, since it was determined in the previous classes with how much time they were going to have to carry out the work, as long as the materials requested were bring it to class, the process was simple for them. On the other hand, was unfavorable at the moment of presenting the products to the class, only 2 teams presented satisfactorily. This affected the rest of the teams in the performance of the final step. Nevertheless, they were evaluated with their products and the observation guide as the others.

*Class size*: There was no problem with the size of the class since the groups were shared equally and the space of work was adequately.

*Experience*: During the elaboration process students are questioned about the experience of working with this project, these were the comments that some of them shared:

S1: "Esta entretenido porque podemos elegir programas que nos gustan"

S2: "Estaría mejor si nosotros hiciéramos los equipos aunque luego ni trabajamos"

S3: "Si hubiéramos traído la información con tiempo hubiera salido mejor nuestro trabajo"

In general, the majority of the students presented positive features during the process of elaboration, even with the exceptions the number of students that handed in the product was higher. In the next chapter I will analyze the evaluation of each project.

### 3.3.2 Step 8: Final presentation

The purpose of the step 8 was to make a presentation of each project in the classroom. At the end of the class the students had to hand in their final project, write down the members of the team and come to the front of the class and talk about the materials they used, the main information of their TV programs.

#### 3.3.2.1 How were the activities developed to achieve the main aim of the lesson?

Due to the fact of different factors involved such as time and the fact of some students did not bring their material, at the end of the lesson only 2 teams of 8 handed in projects and presented their work (The results and effectiveness of this instruments will be analyzed in the next question). The checklist that I used to evaluate is found in appendix AD.

#### 3.3.2.2 How effective were the materials used in developing the elaboration or planning the project?

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should

arguably by seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

(Ur, 1999, p. 163)

The instrument that I used also included those elements that the students contributed in step 5: group activities. The rubric was divided into three aspects, which were:

| Content | Organization/Presentation | Language Forms |
|---|---|---|
| Complete information (Page 123 of the workbook) | Creativity Clean work Team work | Neat handwriting Spelling Punctuation Grammar Selection of vocabulary |

Figure 4. Evaluation criteria for the final product.

"Performance checklist are very helpful in language assessment and can be made part of portfolios. It is important, however, that the criteria looked at be structured as general performance objectives rather than discrete-skill items. Similar checklists developed by teachers can be used at other proficiency levels and for other skill areas such as listening and speaking."

(Richard-Amato, 1988, p. 104)

This checklist was completed according to the observations made in each of the products. I was able to elaborate a more complete and significant assessment of each of the criteria mentioned in the instrument while I was observing my students work. The photographs of the presented products to the class are found in appendix AJ. The results were the following:

There were a total of 10 teams registered in the group. Each team, made up of 4 members. Of the 10 registered teams, 8 of them handed in their project on the agreed

date. The 4 missing teams, a total of 8 students, attended to class on the day of the elaboration, but they did not make the final hand in.

Aspect 1: Complete Information

Out of a total of 8 projects checked, 3 of them presented the requested information in a way superior to what was expected, when registering information such as "Characters you like and why", the students divided each aspect into 4 and individually answered the requested element. In the same way 3 projects presented the requested criteria as expected. Only one project presented some of the elements of the television program, however they failed because they did not highlight or included basic aspects such as "name, gender or setting".

Aspect 2: Creativity

For this criteria I obtained a favorable result since 6 of the 8 teams presented their projects with creative and personalized characteristics. That is to say, 3 of them in a range greater than expected or using their materials in the best way possible, and the other 3 presenting the expected characteristics, using templates, images and colors. Only one project was registered where creativity was less.

Aspect 3: Punctuality

All the evaluated projects were handed in punctually at the end of the class on the agreed date. This made me conclude that the established time was successful to the elaboration.

Aspect 4: Clean work

The majority of the products had a formal and clean presentation where the different elements of the research they carried out could be distinguished. The material did not have glue spots or markers, the images were well placed and the lapbook was easy to read. That is, 5 out of 8 projects obtained excellent results, while 3 projects presented the criteria as expected.

Aspect 5: Team work

In addition to having checked the teamwork in an individual way (Step 7), where I observed the participations of the students when interacting, the product of each of the teams was also an element that functioned as evidence to see how much organization they had. A value of 7 projects was categorized in the excellent range, since most of the members participated in their projects delegating responsibilities for each one.

Only one team presented a product with low expectations before what was requested when working as a team. This coincides with the process evaluation table (App. AH), where students with interaction problems were identified in their work teams.

Aspect 6: Neat handwriting

In this category, only one project presented an excellent presentation regarding its handwriting. Three of the evaluated products presented favorable elements, that is, their writing was clear and concise, there was space between the written words, the project was easy to read since there was an order to write the information.

One of the teams presented two or less elements of the mentioned before and two projects presented unfavorable characteristics in their writing, that is, their works were complicated to read as there was no clarity in their words and they also omitted letters, which impeded comprehension. Subsequently, I would like to mention that in order to avoid the lack of neat handwriting, I used to make my students write in the majority of the classes, nevertheless, my head teacher preferred the use of worksheets only to students' paste information or activities in their notebooks, subtracting importance to the writing in the class.

Aspect 7: Spelling

Regarding this criterion, the results were partially favorable. Out of 8 teams, 3 of them obtained a low score, that is, their presentation could be improve, and however, it is necessary to take up a serious practice to get the students to present a significant spelling. Two of the works presented minimal errors in their writing and three of them obtained good grades, this was so since their ideas were understandable and had

minimal errors such as including an extra letter in a word or confusing the sound with the written form of the concept.

Aspect 8: Punctuation

Half of the projects used basic punctuation requested such as question marks, commas and periods. This was important since it facilitates the understanding of the ideas of the product as well as of any written text. The other half of the works included two or more punctuation forms in most of their ideas. So in this aspect we obtained little significant results.

Aspect 9: Grammar

As for the order of the words, I identified more errors than in the other aspects. The ideas they expressed were correct or at least that I could detect, however when writing them their order was not correct or words, pronouns or verbs were also omitted. Of the 8 projects, 5 of them cataloged in "can improve", and 3 of them presented expected characteristics or minimum errors.

Aspect 10:  Selection of vocabulary

The selection of the vocabulary was simple since it was practiced in class what should include each component of the television programs several times, one at the time of presenting the requested information and another when reviewing the investigations that the students supposedly should have taken to class before of elaboration (These components are mentioned in Step 3: Skills Work). In addition, positive results were obtained since 6 projects presented the criteria in an expected manner and only 2 of them had writing errors or they decided to include information that had not been previously checked.

Presentation of the projects

Just as I mentioned before, two projects had the opportunity to be presented to the group and share their work. The rest of the group was evaluated with their projects focused on writing. I am aware that this final presentation should have been oral,

however, according to Fried-Booth (1987, p.10) in his description of step Number 8: Final presentation mentions that the manner of presentation of the projects it depends largely on the form of the final product. She mentions that the main skill required is likely to be speaking, but could be backed up by another skill. Therefore, I consider that it did not significantly affect the fact that only some of the projects have not been presented since their evaluation could be assessed with the written skills they presented.

The presented projects were "LIKE" and "THE SIMPSONS". These students showed the class their lapbooks, they also read the essential information about their favorite television show, showed their images, the templates they used and also mentioned some internet sites where they searched for information and images for their product. (App. AJ)

### 3.3.2.3 What variables did I find when carrying out the activities?

*Student ability:* According with the results of the evaluation, the majority of the students presented outstanding skills during the collective work. In terms of writing ability, I was able to identify positive aspects, although according to the evaluation of the projects, at least half of them require support in terms of language forms such as spelling and grammar. On the other hand, here were also students who did not hand in the work, I could see that they made the attempt to meet in the class, however, their way of organizing to take the requested material was what affected the final hand in of the product.

*Experience:* At the time of assess the work, I realized that although compared to other projects of the school year, the students did this work in the classroom, however, there were few times that I observed that they interacted using L2. Due to this, I believe that I could have used different forms of work, or have developed more controlled activities to guarantee the use of the language in an oral way during the elaboration process. For example, giving them common expressions to asking for material, opinions or for giving suggestions.

*Knowledge:* Regarding the knowledge that my students obtained, I can highlight at least three important aspects:

The first is that they knew a new instrument as a study strategy which is the "lapbook", its main characteristics and how to do it. However, I consider that it is a material that can be of great help in later projects, or as its purpose, as a tool of study, not only in the English subject, but also in many others.

The second aspect that I would like to mention is that my students showed significant qualities in terms of teamwork. I could observe this during the elaboration process. It was remarkable because I identified in most of them the interest to build a quality work where their best ideas were shown. They participated while contributing ideas for the design of the work and then reflected all of them when doing it.

Finally, I think that having considered the students in the design and evaluation of the work, as well as given them the space in the class schedule to carry out this activity, worked as motivation so that the students could notice that their ideas and opinions are important, as well as rest from the routine of activities that had been generated until then in the classroom of 3rd "C".

# CONCLUSION

CONCLUSION

Thanks to the research I did during my seventh and eighth semester I was able to find significant variables in terms of the elaboration of pedagogical projects within a classroom in the secondary school. As mentioned at the beginning of my essay, the purpose of this investigation was to develop and implement in the classroom collective knowledge, improving learning and teaching of a second language, and achieving a significant commitment of the students through different activities where they incorporated creativity, group values and also the study of a specific topic.

Based on this I was able to make a global analysis of what I did during this period of practice step by step, as well as a comparison between what I knew before starting with the research of the subject and what I discovered, analyzed and reflected at the end of this long process.

One of the 12 pedagogical principles described in the Plans and Programs of Study 2011, is the principle number 1.4: "Work collaboratively to build the learning", and I consider that it is the most linked in the development of this topic since throughout both chapters I emphasized the importance of collaborative work.

In order to create a student:

- That is inclusive

- That defines common goals

- That favors shared leadership

- That allows the exchange of resources

- That develops a sense of responsibility and co-responsibility

- That be carried out in face-to-face and virtual environments, in real time and asynchronously.

(SEP, 2011 p .29)

As a first step, at the beginning of the observation period in the secondary school, I did a survey (App. F) and identified the main strengths and weaknesses in terms of language skills that my students had. I also knew the activities that they preferred to have in an English class, I gave them several options and they marked which they preferred. This process was significant since it helped me to get to know my students, as well as their likes or preferences, this information served as a guide to continue with my work. Personally, the application of the survey as well as the diagnosis was useful for me since I learned to manage and quantify data and then reflect on their analysis of the relevance of this information in my study topic.

As a result, making a connection between these preferences and collaborative work, I thought it would be a good idea to carry out an educational project where students could express skills in teamwork and combine this with the study of a particular topic of the subject. The implementation of projects in the English academy had already been previously used since the head teacher assigned a certain percentage in evaluation to the project of each unit that the students performed in teams. However, the students did not carry out the projects in the school, they were only assigned a hand in date and the teams or pairs with whom they had to work. This was an area of opportunity for me, since I was able to investigate some authors who support the work by project in the classroom and who describe step by step the process with the purpose of obtaining a successful final product.

In addition to this, after reviewing authors such as Haines (1989) or Sheppard and Stoller (1995), I discovered that work by project necessarily required a previously planned elaboration process. The author who served as my fundamental support during this investigation was Diana L. Fried-Booth, who published a publication focused only on project work.

During the different readings that I reviewed, in the end I used the steps for the development of a project established by this author, same steps that I took into account when designing my lesson plans. As a final step I had to incorporate these steps to an issue mentioned in the NEPBE and the topic that I found most convenient to use was

the study of the components of a television program. In addition to this process of selecting the main theme, I also saw the need to discriminate the different types of product that I could use as a project in the unit that was to apply my activities.

Consequently, as a final product I selected the development of a Lapbook as a tool for studying the components of a television program. I realized that thanks to the structure that manages this product, my students learned to select, organize and systematize the information obtained from a research on a television program, an aspect that is relevant since it is also mentioned in the Competencies for Life: "Competencies for the handling of the information" that establishes the plan and program of studies 2011. (SEP, 2011 p.39)

In addition to learning about the process of planning and organizing the pedagogical project, I learned to relate the theory of the authors that I reviewed with the practice that I made in the secondary school. In addition to this, I consider that some of my skills as a teacher improved when sharing experiences, information and activities with my teacher.

On the other hand, I managed to synthesize the answers to the key questions that were the basis of this essay:

The first question, which refers to how the activities were developed with the purpose of achieving the main objective of each class in particular, was relevant since it included essential information about my practice, this with the purpose of presenting the evidence of the work carried out step by step as well as the reactions that these activities had in my students.

In the second question, which was focused on the materials used for the planning, elaboration and evaluation of the pedagogical project, I got answers that helped me reflect on the effectiveness of all the materials that I incorporated in the different classes with the group. Subsequently, I had the opportunity to analyze each instrument and its function in the class based on what was established by different authors. The majority of the materials used had an effective function during the process, the only material that was remarkable was the fact of using the projector. Due to the fact that my group of study did not have a visual projector, I had to reserve a date in the multimedia room and

move all the group from there. If my classroom would have had this visual material I could avoid time loosing from one classroom to another.

Finally, the function of the third question was to identify the variables that were presented in the classroom work at the time of each step carried out. In this section, I found variables of different types which are based on "The Relationship between Teachers 'beliefs and Teachers' Practices" by Buehl M. & Beck, J. (2014). First I found internal and external variables. The internal variables that I found most frequently were in terms of the experience and knowledge that my students showed during the process. Some of them were not familiar with the collective work and therefore some situations were presented where I had to dialogue with certain students in order to have a good behavior for work.

Regarding knowledge, my students showed unfavorable results in the evaluation of the language forms that their final products should include. This gave me guidelines to know the weaknesses they had in terms of writing ability and its different sub-skills such as punctuation, spelling, and grammar which are relevant because by the grade they were currently studying my students had to meet certain requirements of knowledge.

On the other hand, about the external variables that I identified during the elaboration process, I found time and student's ability. At the time of the presentation of the projects of my students I had the difficulty that not all the products were successfully presented to the class, this happened because they finished their projects when the bell rang to continue with the next class. In addition, the following classes I had to start with a new unit.

Initially, I thought that the time would be enough to establish a week totally dedicated to the design, elaboration and evaluation of the project, however only two teams successfully completed the process. Therefore, I came to the conclusion that it would have been pertinent to have prepared a schedule where the projects of two or three teams per class would be presented later. This would have worked so that all the teams complied with the whole process in a timely manner.

Additionally, in terms of the ability that my students showed during the different activities, I obtained quite equitable results. Just as there were students who were excited, responsible and attentive to every instruction I gave them, there were those who did not even take their materials the day of the elaboration. However, most of them handed in their projects on time, which makes me conclude that more than half were really interested in this type of work since it met the established requirements.

I consider that my students showed competent organizational skills both in the handling of information as well as in the assignment of responsibilities during the design and elaboration process, as most of them actively participated in both. However, just as I have analyzed the results that I identify in my students, I would also like to mention some important aspects that I learned about teaching to the group through the preparation of this essay:

- I learned to design and classify the types of pedagogical projects that can be incorporated into classrooms in middle school.
- I met a new methodology of steps in order to obtain a successful pedagogical project.
- I learned about the importance of maintaining a professional relationship with students thanks to the support of the head teacher as she supported me with advice and dynamics to maintain discipline in the group.
- I put into practice my knowledge of previous years on the planning and evaluation of a particular topic, as well as differentiate the evaluation of a process and a product.
- I identified negative and positive aspects regarding the use of L1 in the incorporation of projects in the classroom and reach the conclusion that strategies were needed to support students to use the English language.

Finally, after answering each of the key questions in this essay, I discovered new problematics that could be relevant to elaborate a study later, which are:

- How to incorporate L2 in collective work activities avoiding L1.

- Identify strategies to practice and improve writing subskills.

- How to encourage collaborative work in the English class.

Last but not least, I would like to continue learning more about this type of work, since collective work seems to me a faculty that all human beings must develop, not only in school but in all areas. The realization of this document was the beginning of a lot of learning that with time I will be able to continue researching.

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# APPENDIX

**Appendix A:**

**TITILE: "Location of the School "**



Google. (s.f.). [Mapa de Fovissste, San Luis Potosí en Google maps]. Retrived on October 27th, 2015, from: https://goo.gl/maps/1TiDk8nhP2rjBoto6

**Appendix B:**

**TITLE: "Teacher Interview"**

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**TUTOR QUESTIONNAIRE**

*YOU AS TEACHER:*

1. WHAT IS THE MAIN AIM OF THE ENGLISH PROGRAM?

2. WHAT TYPE OF MATERIAL DO YOU USE IN YOUR CLASSES? WHO SELECTS THEM?

3. WHAT OTHER RESOURCES ARE AVAILABLE IN YOUR SCHOOL?

4. IS THERE ANY PARTICULAR APPROACH OR METHODOLOGY THAT MUST BE FOLLOWED IN YOUR SCHOOL?

5. ARE THERE ANY PARTICULAR PRACTICES THAT YOU HAVE TO FOLLOW?

6. HOW IS THE ENGLISH ACADEMY ORGANIZED?

7. HOW IS LEARNING EVALUATED?

*YOUR LEARNERS:*

8. WHAT GRADES

9. DO YOU USUALLY GET?

10. HOW BIG ARE YOUR GROUPS

11. WHAT ARE THEIR INTERESTS?

12. WHAT ARE THEIR LEARNING STRENGTHS AND WEAKNESSES?

13. WHAT ARE THEY LIKE AS STUDENTS? ARE THEY COOPERATIVE/QUIET/LOAD/DISCIPLINED?

14. WHAT TYPE OF EXPOSURE TO ENGLISH DO THEY HAVE?

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Castillo, P.C (August 8th, 2019). Tutor Interview. (G.M. Vilchis, Interviewer) Designed by Mtra. Diana Karina Hernández Cantú

**Appendix C:**

**TITLE: "Third grade population results"**



THIRD GRADE POPULATION

■ BOYS ■ GIRLS ■ ■
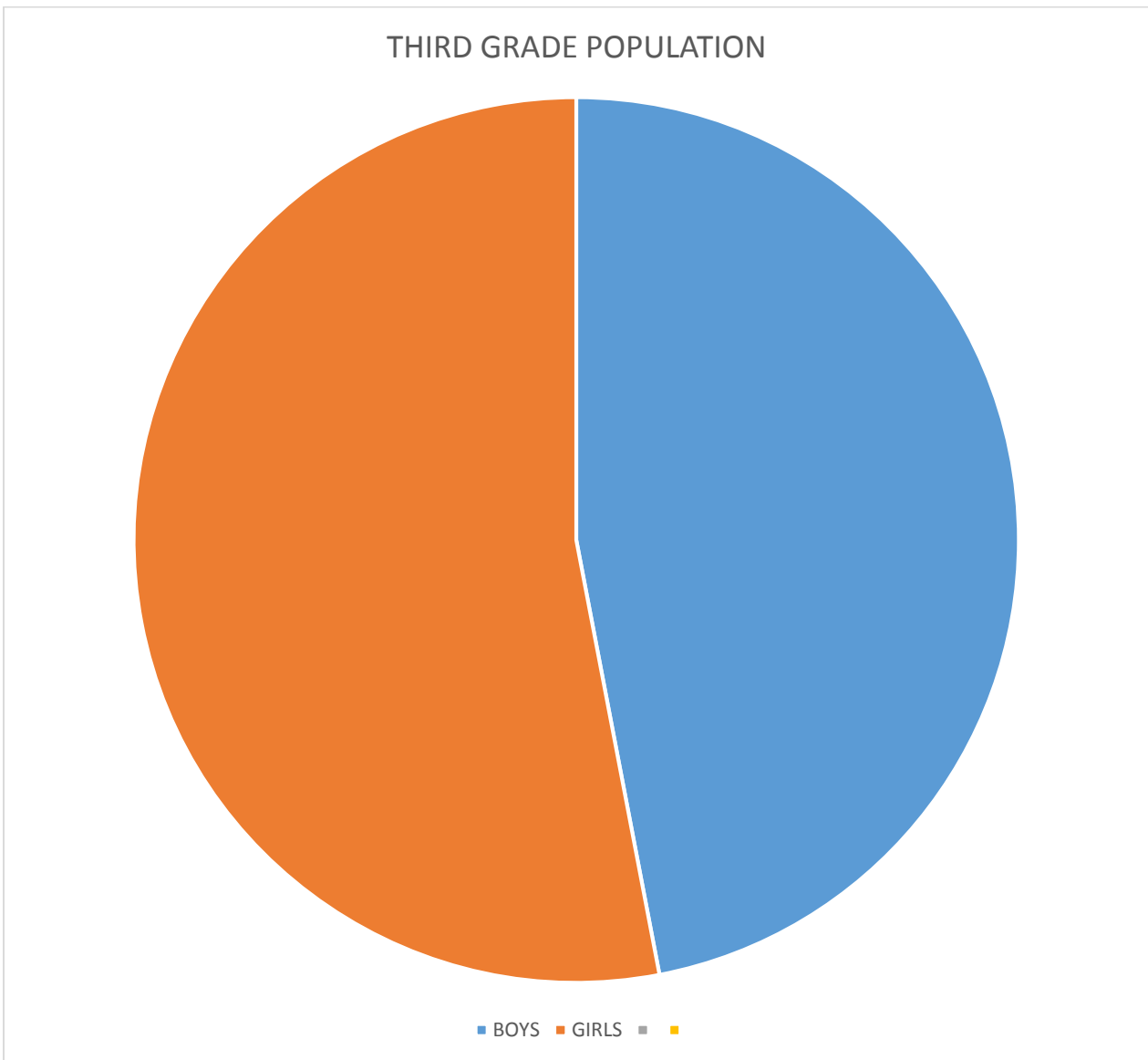
Results obtained from the survey elaborated by the Consejo Tecnico's Teachers at the start of the year. Based on Psicoactiva. (2018). *Psicoactiva, Mujer hoy*. Retrieved from https://www.psicoactiva.com/tests/estilos-aprendizaje/test-estilos-aprendizaje.htm

**Appendix D:**

**TITLE "Learning style test"**

# LEARNING STYLE TEST

**1. ¿Qué tipo de examen realizas con mayor facilidad?**

○ Examen escrito

○ Examen oral

○ Examen de opción múltiple

**2. Cuando tienes que aprender algo de memoria...**

○ Memorizo lo que veo y recuerdo la imagen (por ejemplo, la página del libro)

○ Memorizo mejor si repito lo estudiado rítmicamente y recuerdo paso a paso

○ Memorizo a base de pasear y mirar, y recuerdo una idea general mejor que los detalles

**3. Cuando estás en clase y el profesor explica algo que está escrito en la pizarra o en tu libro, te es más fácil seguir las explicaciones...**

○ Escuchando al profesor.

○ Me aburro y espero a que me den algo para hacer.

○ Leyendo el libro o la pizarra.

**4. Marca la frase con las que te identifiques más.**

○ Prefiero escuchar chistes que leer cómics.

○ Me gusta tocar las cosas y tiendo a acercarme mucho a la gente cuando hablo con alguien.

**5. ¿Cuál de las siguientes actividades disfrutas más?**

○ Ver películas.

○ Escuchar música.

○ Bailar.

**6. ¿De qué manera te resulta más fácil aprender algo?**

○ Repitiendo en voz alta.

○ Escribiéndolo varias veces.

○ Relacionándolo con algo, a poder ser divertido.

**7. Cuando no encuentras las llaves en una bolsa, ¿qué haces para encontrarlas más rápidamente?**

○ Sacudo la bolsa para oír el ruido.

○ Las busco mirando.

○ Las busco con la mano, pero sin mirar.

**8. Cuando te dan instrucciones...**

**16. ¿Qué cosas te distraen más en clase?**                    ir lo que hay que hacer.

○ El ruido.                                                     o.

○ El movimiento.                                                a si me las dan por escrito.

○ Las explicaciones demasiado largas.

**17. ¿Qué programas de televisión prefieres ver?**

○ Noticias sobre el mundo y la actualidad.

○ Programas de entretenimiento.

○ Reportajes de descubrimientos y lugares.
                                                                egirías?

**18. ¿Qué prefieres hacer en tu tarde libre?**

○ Ir al cine.

○ Quedarme en casa.

○ Ir a un concierto.

**19. ¿De qué manera te formas una opinión de otras personas?**

○ Por la sinceridad en su voz.

○ Por la forma de estrecharte la mano.

○ Por su aspecto.

**12. Si tuvieras mucho dinero ahora mismo, ¿qué harías?**

**20. ¿Cómo prefieres pasar el tiempo con tu pareja?**

○ Viendo algo juntos.

○ Conversando.

○ Con caricias.

**21. ¿Cómo definirías tu forma de vestir?**                    n moverse.

○ Con gusto y conjuntada.

○ Discreta pero correcta.

○ Informal.

**22. Si pudieras elegir ¿qué preferirías ser?**

○ Un gran músico.

○ Un gran médico.

○ Un gran pintor.                                               levar contigo?

**23. ¿Qué es lo que más te gusta de una habitación?**

○ Que sea confortable.

○ Que sea silenciosa.

○ Que esté limpia y ordenada.

**24. ¿Qué es lo que más te gusta de viajar?**

○ Conocer lugares nuevos.

○ Conocer personas y hacer nuevos amigos.

○ Aprender sobre otras costumbres.

Test applied to know the learning styles of the students and to calcuate the population of the school. Based on Psicoactiva. (2018). *Psicoactiva, Mujer hoy*. Retrieved from https://www.psicoactiva.com/tests/estilos-aprendizaje/test-estilos-aprendizaje.htm

**Appendix E:**

**TITLE: "Results from the Learning Style Test"**
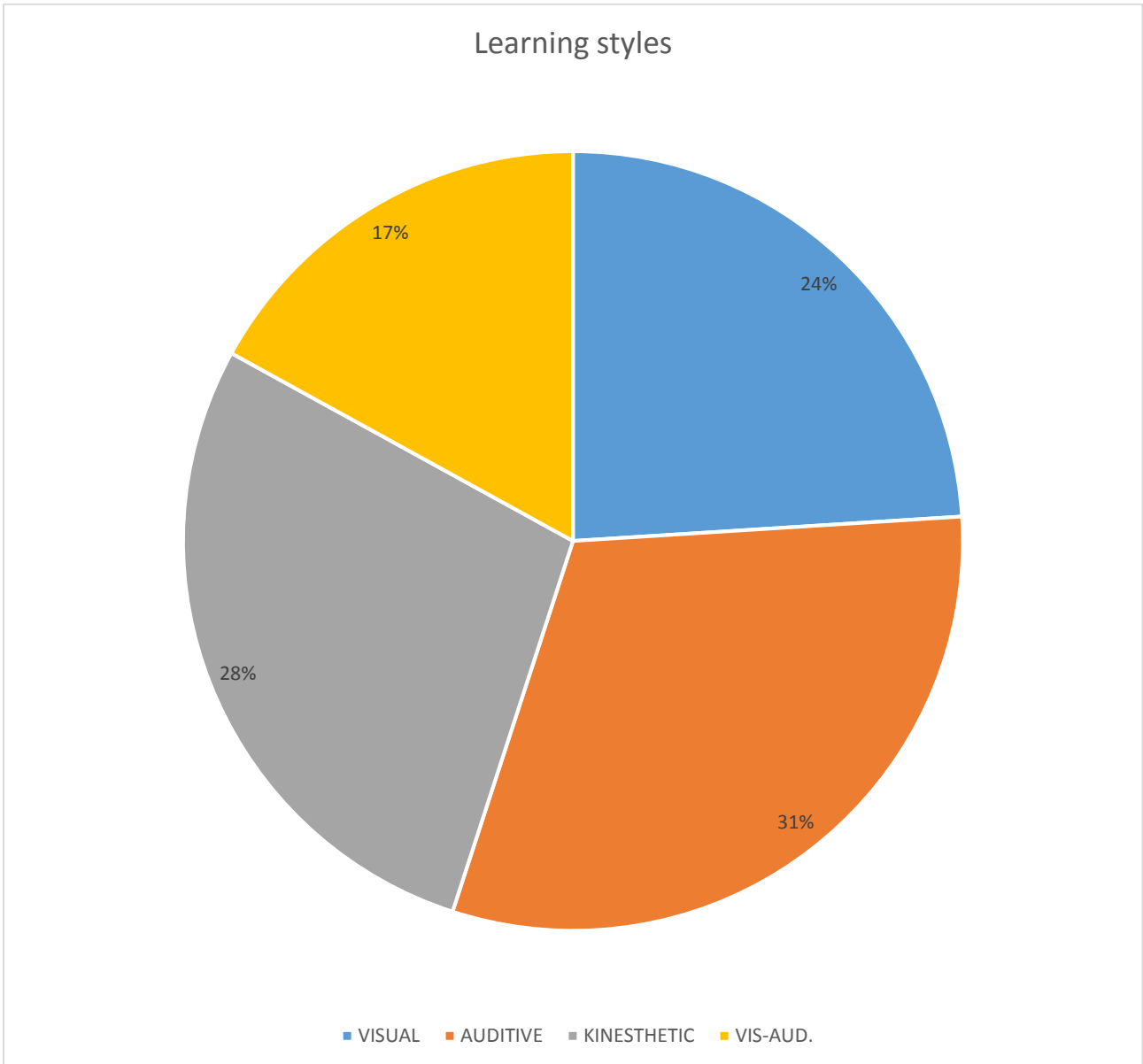


Graphic results of the test applied to know the learning styles of the students and to calcuate the population of the school based on Psicoactiva. (2018). *Psicoactiva, Mujer hoy.* Retrieved from https://www.psicoactiva.com/tests/estilos-aprendizaje/test-estilos-aprendizaje.htm

## Appendix F:

## TITLE: "Survey"

Name: _____ Group: __       Age: _____ Gender: _____

Marca con una X la respuesta que te satisfaga. (Puedes marcar varias opciones)

➢ 1 ¿Es importante para Ud. el inglés?
  o SI_____ NO_____
  o Porqué? _____
     _____

➢ 2. Aprender el idioma inglés le parece
  o Aburrido_____
  o Difícil _____
  o Fácil_____
  o Interesante _____

➢ 3. Considera que para aprender inglés es Ud.
  o Muy bueno_____
  o Bueno_____
  o Regular_____
  o Me cuesta trabajo_____

➢ 4. En su opinión, ¿Qué es más importante aprender en la clase de inglés? Enumérelas de 1 a 6 siendo 1 la más importante y 6 la menos importante.
  o Hablar_____
  o Leer_____
  o Escribir_____
  o Escuchar_____
  o Gramática _____
  o Vocabulario _____

➢ 5. ¿Qué habilidad o componente considera que ha desarrollado más a lo largo de su aprendizaje del inglés?
  o Escuchar _____
  o Hablar _____
  o Leer _____
  o Escribir _____
  o Gramática _____
  o Vocabulario _____

➢ 6. En su opinión, ¿En qué habilidad lingüística o componente encuentra Ud. mayor dificultad? Enumérelas de 1 a 6 siendo 1 la más difícil y 6 la menos difícil.
  o Hablar_____
  o Leer_____
  o Escribir_____
  o Escuchar_____
  o Gramática _____
  o Vocabulario _____

➢ 7. Cuál es el motivo por el cual Ud. Estudia inglés: (1 o +)
  o Por la curricula de la escuela ____
  o Porque me gusta _____
  o Porque sería útil en mi vida laboral _____
  o Para aprender nuevas culturas y poder comunicarme con personas del extranjero _____
  o Otros (Cuales) _____

8. Marque su grado de preferencia de las siguientes actividades que se pueden desarrollar con los recursos del colegio en la clase de inglés.

| | Mucho | Poco | Nada |
|---|---|---|---|
| Ejercicios de gramática | | | |
| Ejercicios de escucha | | | |
| Ejercicios con videos | | | |
| Ejercicios apoyados en el computador | | | |
| Ejercicios de escritura | | | |
| Ejercicios de lectura | | | |
| Conversac./Diálogos | | | |
| Ejercicios de vocabulario | | | |
| Exposiciones | | | |
| Juegos | | | |
| Ejercicios de traducción | | | |
| Otras (Cuales???) | | | |

10. De qué manera le gustaría trabajar durante las clases de inglés:

  o Actividades individuales_____
  o Actividades para realizar en parejas_____
  o Actividades para trabajo en grupo_____

➢ 11. Me gustaría ser evaluado mediante:
  o Exámenes _____
  o Quizzes _____
  o Actividades orales (Exposiciones) Otras_____
     _____

Reyes, H. L. (2018, August). *Scribd.* Retrieved from Encuesta para estudiantes: https://es.scribd.com/doc/48908895/Encuesta-a-estudiantes

**Appendix G:  Graphic Results of the Survey**

**TITLE: "Results of: The importance of learn English"**

## It is important for you to learn English?
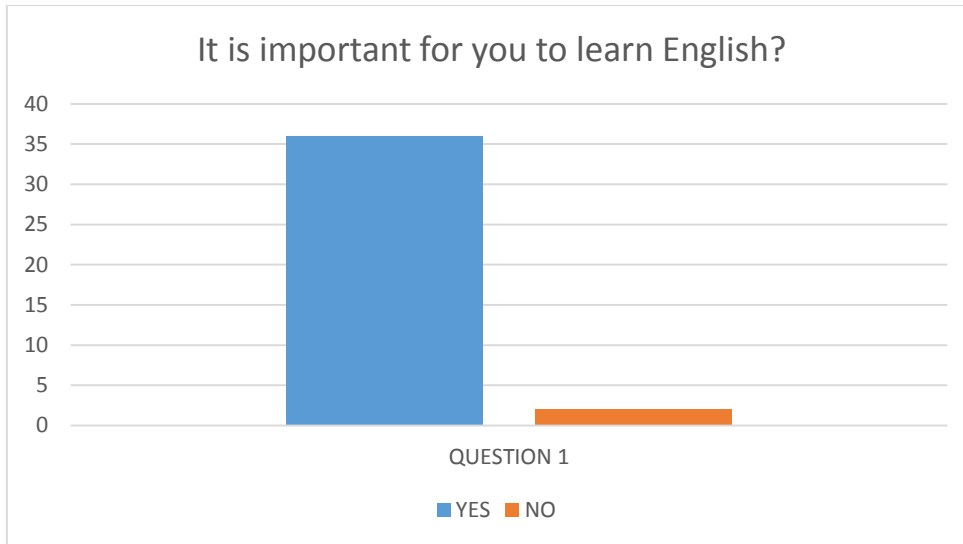


**Appendix H:**

**TITLE: "Results of: How do you think is to learn English?"**

## How do you think is to learn English?:
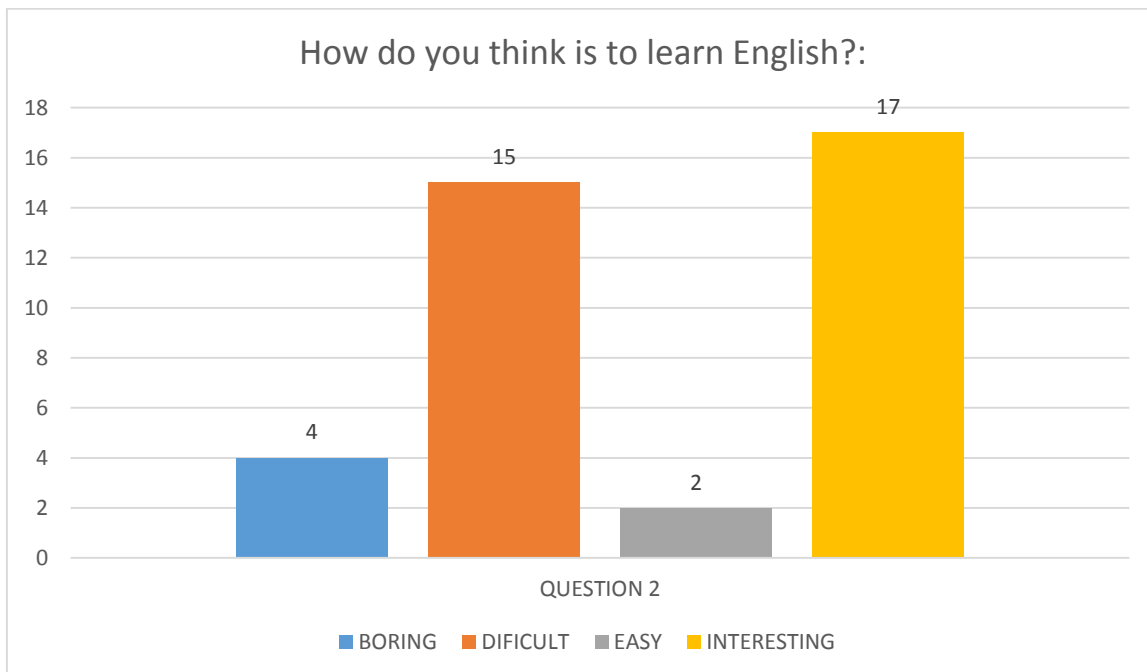
**Appendix I:**

**TITLE: "Results of: How do you consider yourself as English learner?**
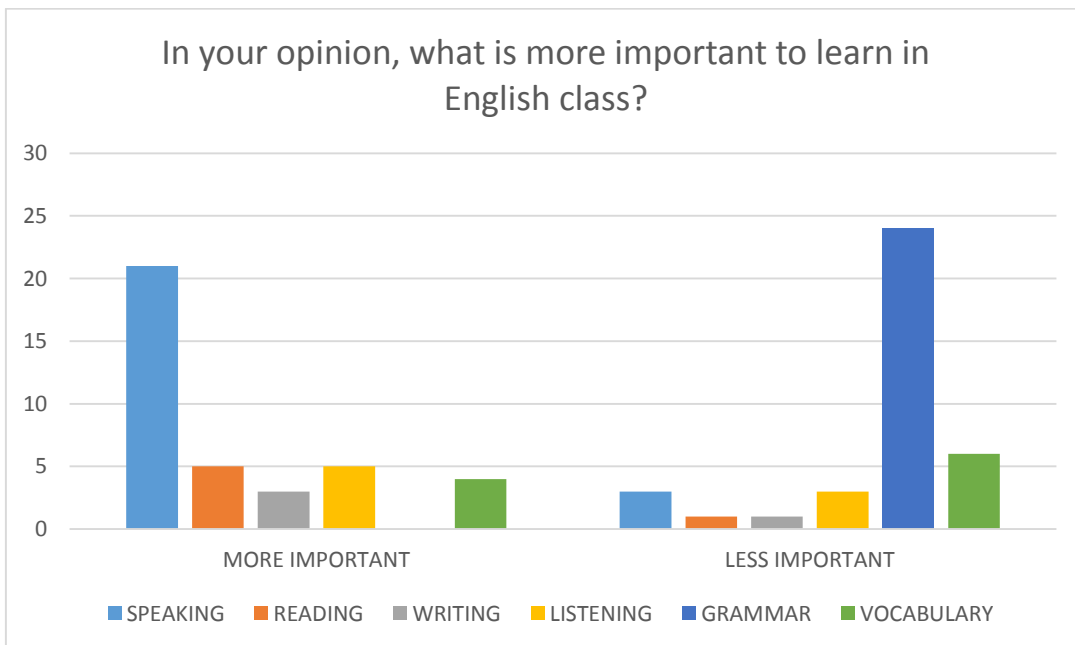


How do you consider yourself as English learner?
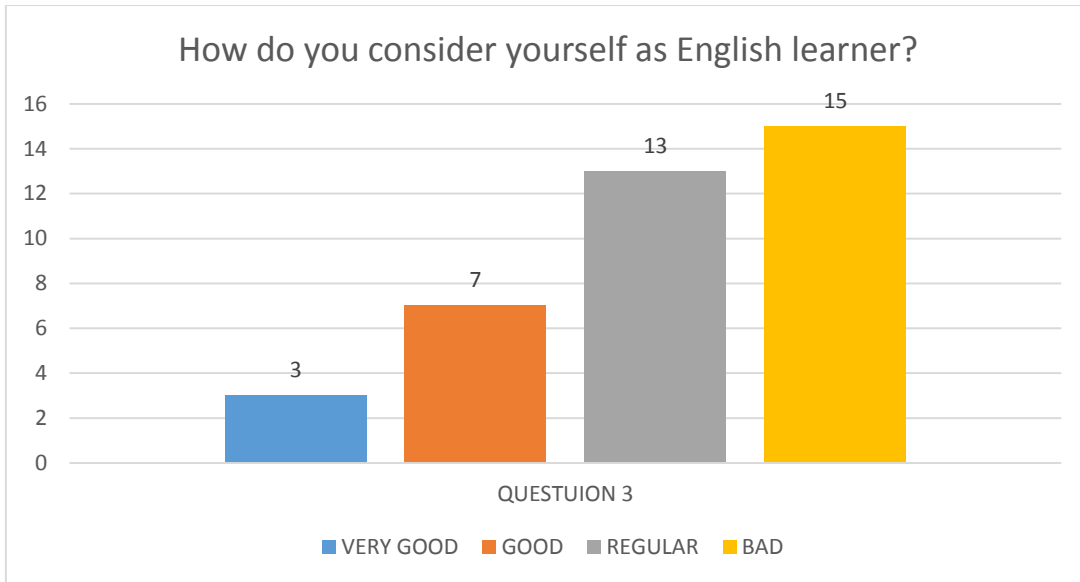
**Appendix J:**

**TITLE: "Results of what is more important to learn in an EFL Class?"**



In your opinion, what is more important to learn in English class?

**Appendix K:**

**TITLE:"Results of: most developed skill individually"**



**What skill have you developed most throughout your learning?**

QUESTION 5

■ LISTENING   ■ SPEAKING   ■ READING   ■ WRITING   ■ GRAMMAR   ■ VOCABULARY
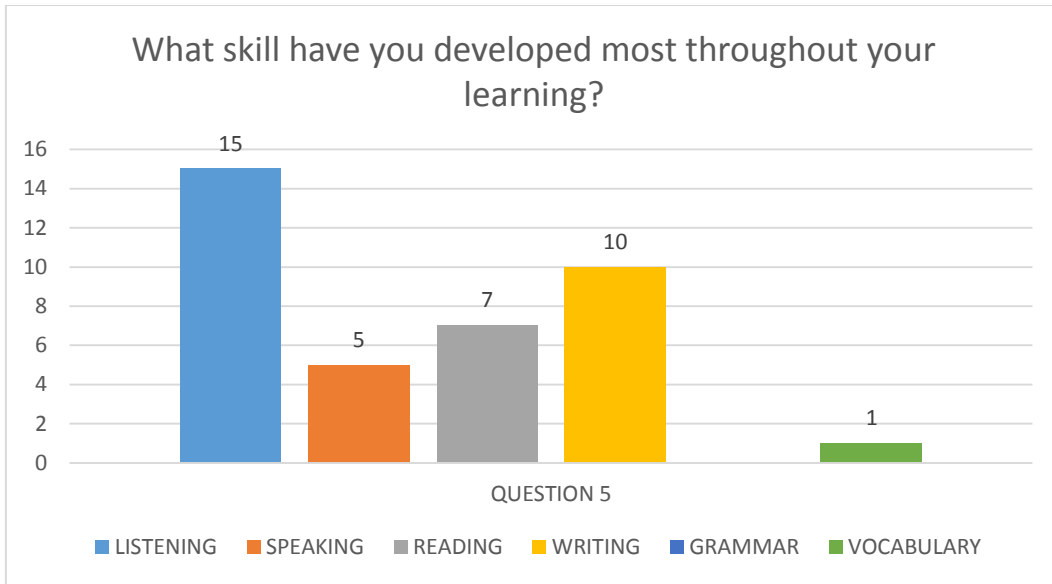
**Appendix L:**

**TITLE "Results of: Most complicated skill of learning English"**



**What linguistic skill do you find most complicated?**

QUESTION 6

■ SPEAKING   ■ READING   ■ WRITING   ■ LISTENING   ■ GRAMMAR   ■ VOCABULARY
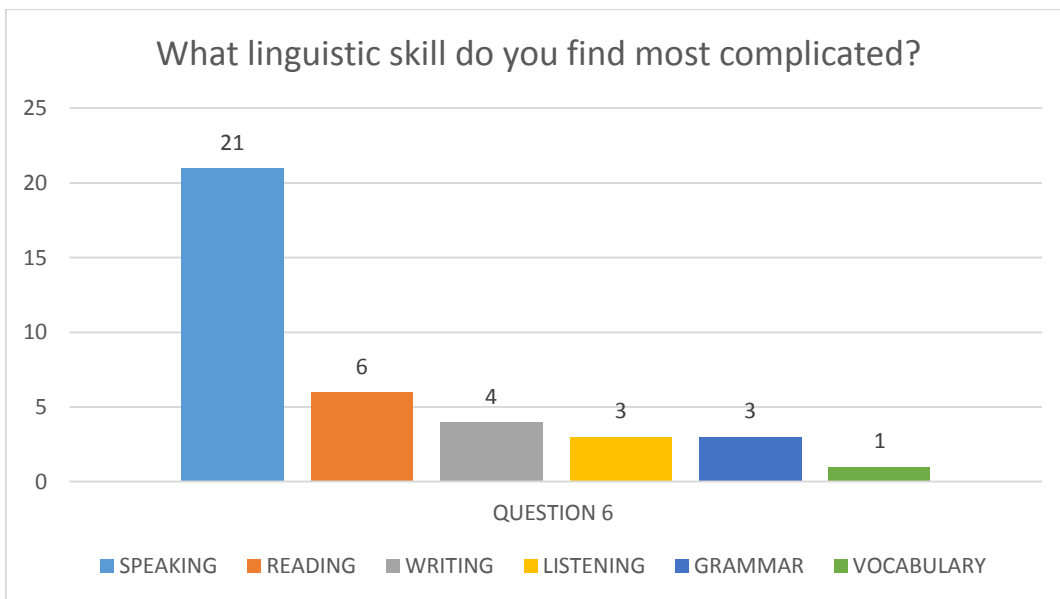
**Appendix M:**

**TITLE: "Results of: Preferences of activities"**

## PREFEENCES 1



| | GRAMMAR EX. | LISTENING EX. | USE OF VIDEOS | USE THE COMPUTER |
|---|---|---|---|---|
| ALWAYS | 4 | 25 | 26 | 24 |
| SOMETIMES | 31 | 13 | 12 | 12 |
| NEVER | 3 | | | 5 |

Legend: ALWAYS, SOMETIMES, NEVER

## PREFEENCES 2



| | WRITING EX. | READING EX. | DIALOGUES | VOCABULARY | PRESENTATIONS | GAMES | TRANSLATE |
|---|---|---|---|---|---|---|---|
| ALWAYS | 15 | 15 | 17 | 19 | 14 | 26 | 22 |
| SOMETIMES | 21 | 18 | 20 | 18 | 20 | 10 | 15 |
| NEVER | 2 | 5 | 1 | 1 | 4 | 2 | 1 |

Legend: ALWAYS, SOMETIMES, NEVER
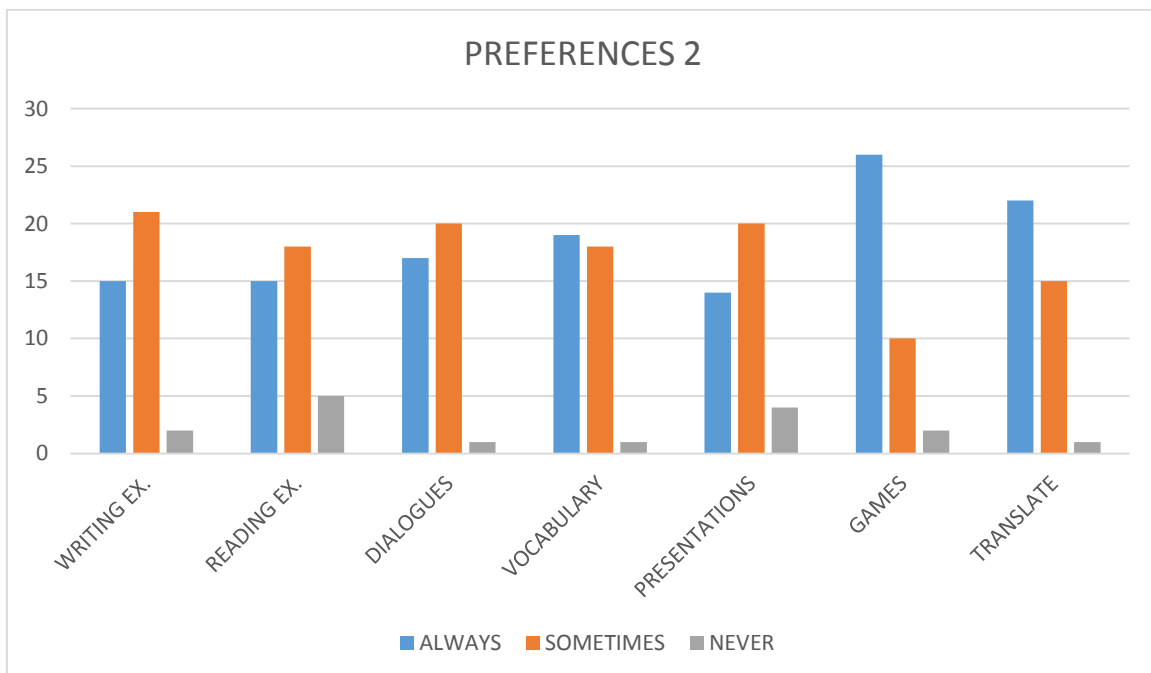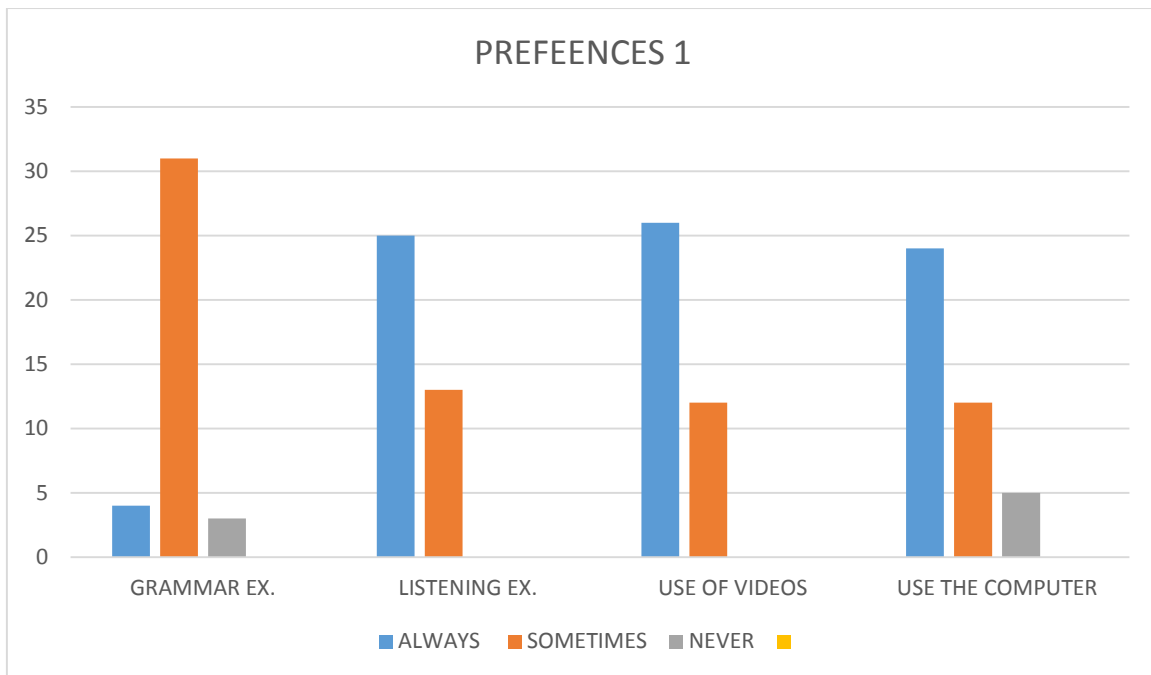
**Appendix N:**

**TITLE: "Results of: How would you like to be evaluated?"**
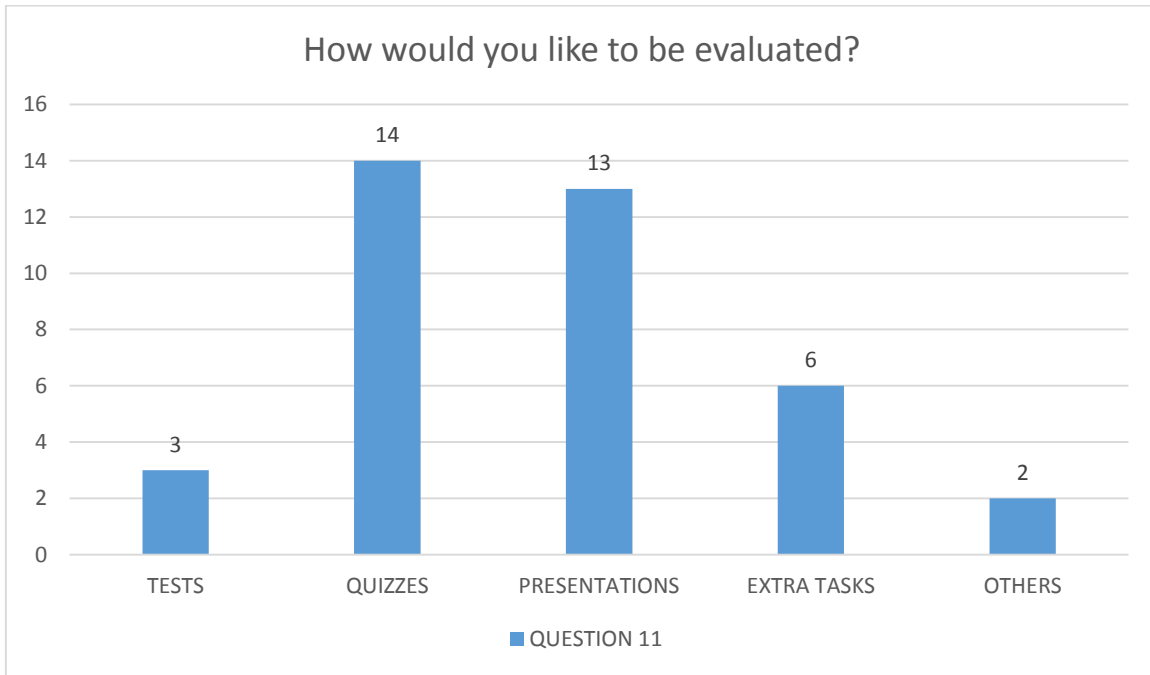


Graphic results of the survey applied to know strengths and weaknesses of students in the EFL class.

**Appendix O:**

**TITLE: "Diagnostic test"**

*ENGLISH III*

NAME: _____ GRADE AND

GROUP_____

LISTENING

**A. _Listen and write. There is one example._**



The Space Club

| | | |
|---|---|---|
| Meetings at: | 6.30 pm | on Tuesdays |
| 1 | Children learn about: | the ........................... |
| 2 | Sometimes they look at: | the ........................... |
| 3 | Children should bring: | a ........................... |
| 4 | If it's cloudy, children watch: | ........................... |
| 5 | Person who sometimes talks to club: | Mr ........................... |

- Torch
- DVD(S)
- Stars
- B-A-I-L-E-Y
- Moon

**READING AND WRITING**

**B. _Look and read. Choose the correct words and write them on the lines, there is one example._**

6. Players in this game throw, catch and hit the ball on a sports field. _____

7. This person files a plane and usually wears a uniform. _____

8. Some people like this in their tea or coffee and they put it on a spoon. _____

9. People like reading this because they have stories with pictures or photos in their pages. _____

10. People don't usually play this game in teams. They use a small white ball. _____

| | | |
|---|---|---|
| - golf | - a journalist | - a pilot |
| - basketball | - sugar | - magazines |
| - jam | | |

*C. Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?*

*Read the conversation and choose the best answer. Write a letter (A-H) for each answer. YOU DON'T NEED TO USE ALL THE LETTERS. THERE IS ONE EXAMPLE.*

**Example**

| | | |
|---|---|---|
| **Katy:** | Emma, is it time to go to your office? | |
| **Emma:** | ............................E............................ | |

**Questions**

1. **Katy:** Do you always walk to
   **Emma:** ...........................

2. **Katy:** How many people work
   **Emma:** ...........................

3. **Katy:** Where do you eat your
   **Emma:** ...........................

4. **Katy:** Can I play on the comp
   **Emma:** ...........................

5. **Katy:** What time do you come
   **Emma:** ...........................

A   Sometimes I sit at my desk and sometimes I go out.

B   Yes, everyone did this time.

C   OK, but only when I am in a meeting.

D   No, there aren't many cafés near the office.

E   Yes it is. I don't want to be late.
                                    **(example)**

F   Usually when I've finished everything that I've got to do.

G   I take the bus if it's raining.

H   Only a few. It's a small business.

Adapted from English, Cambridge Assessment. (2018). *Cambridge English Qualification: Sample Papers.* United Kindom: Cambridge Assessment English.

**TITLE: "Diagnostic results of the group"**
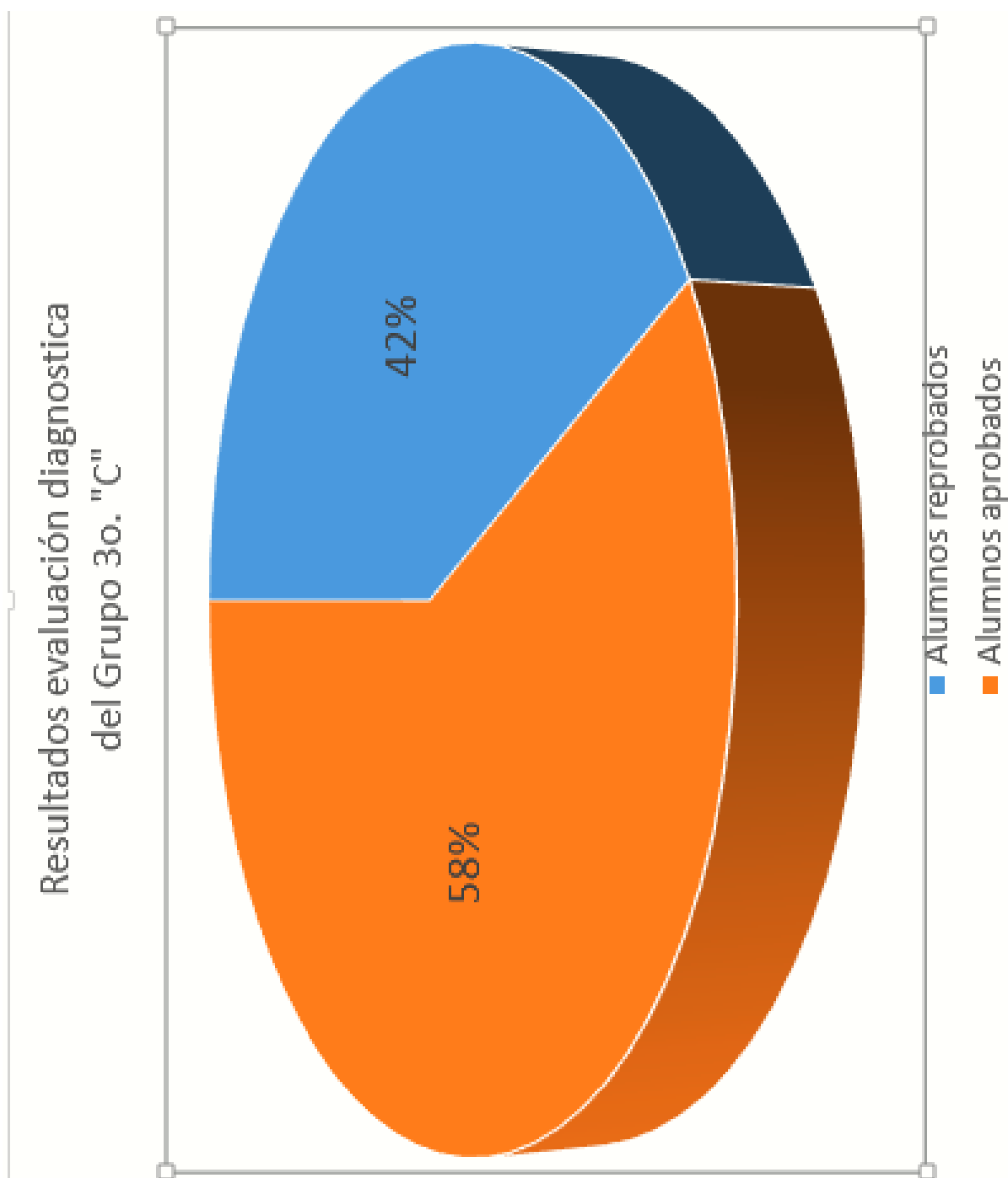


Final results of the diagnostic exam applied based and adapted from English, Cambridge Assessment. (2018). *Cambridge English Qualification: Sample Papers.* United Kindom: Cambridge Assessment English.

**Appendix Q:**

**TITLE: "Results of: English level of the group"**



Final results of the diagnostic applied based on English, Cambridge Assessment. (2018). *Cambridge English Qualification: Sample Papers.* United Kindom: Cambridge Assessment English.
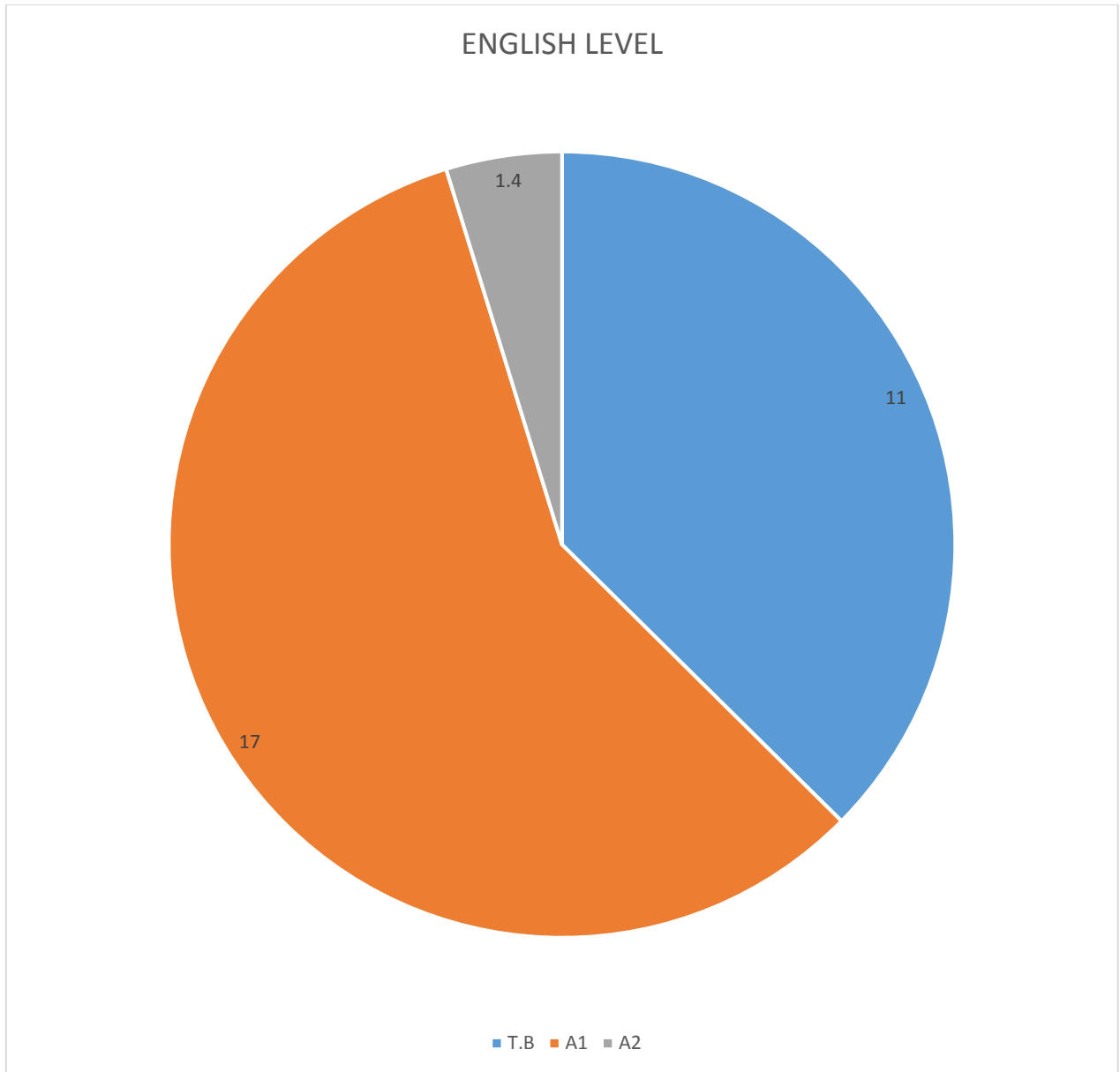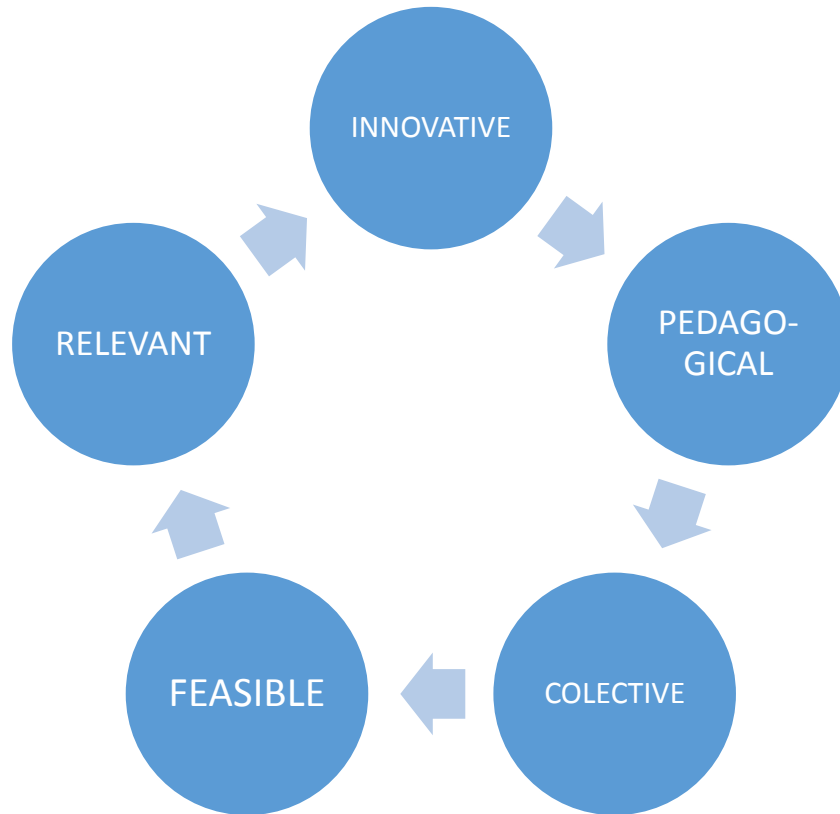
**Appendix R:**

**TITLE: "How a pedagogical project should be?"**



Adapted from: *"El proyecto pedagógico en el aula".* (Carrillo, 2001 )

**Appendix S:**

**TITLE: "Lesson plan Class #1: Create the planning for the project"**

**Main aim:** Interpret and express information published in various media.

**Lesson aim:** Create the planning for the project

**Specific Competency: S**hare emotions and reactions caused by a TV program

**Unit:   2B    Number of the class: Lesson #10**

| Stage /Aim /Time | Procedure | Material | Interaction pattern | Evaluation |
|---|---|---|---|---|
| **Warm up** Involve students | "Pass the beat around the room" Activity Teacher ask them take a notebook and go to the multimedia room. | | Whole class | |
| **Presentation** Give them key vocabulary or expressions, 30 min | T shows a video about the lapbook elaboration process. Explains that this unit the project will be a lapbook about a TV program. The presents on the board the following list to students copy in their notebooks:<br><br>OBJECTIVE: to study the TV program components using context clues.<br>SKILLS WORK: Data collecting (p.123)<br>DESING FOR MATERIALS: Discuss the materials<br>GROUP ACTIVITY: Elaborate the lapbook (assign a date and time)<br>FINAL PRESENTATION: Hand in their works.<br><br>T presents an example of the final product and let students observe. | **LAPBOOK VIDEO**<br><br><br><br>**LAPBOOK EXAMPLE APP. J** | Whole class | Register participations. |
| **Practice** Provide opportu nities to | T provides useful websites to get information about lapbooks.<br>Each team register their TV show. | **WORD DOCUMENT** | Individual | Monitor the activity |
| **Closure** Give feedbac k | Asks them to bring for the next class their program for the project elaboration and the information on page 123. | | Whole class | |

Secretaría de Educación Pública. (2011). *NEPBE, National English Program in Basic Education: Second Language English.* SEP.

**Appendix T:**

**TITLE: "Lapbook: TV Genres (example)"**



Title: "TV GENRES LAPBOOK". First attempt to the project, this was elaborated by the teacher trainee and presented to the group during the planning of the project.

**Appendix U:**

**TITLE: "Criteria for judging the effectiveness of aids:  Video, Projector and Lapbook"**

|  | VIDEO | PROJECTOR | LAPBOOK |
|---|---|---|---|
| Does it need electricity? | YES | YES | NO |
| Is it suitable for use with large classes? | YES | YES | REGULAR |
| Portability, convenience – e.g. some aids are difficult or impossible to carry round and take a lot of time to set up. | REGULAR | REGULAR | YES |
| Changeable | YES | YES | YES |
| Laborious to prepare | NO | REGULAR | YES |
| Dramatic impact and interest | YES | YES | YES |
| Sophistication - beware of over-sophisticated equipment unless you are proficient in using it. The simple aids are often the best. | NO | REGULAR | REGULAR |
| Is its use limited or versatile? | VERSATILE | LIMITED | VERSATILE |
|  |  |  |  |

Table of the analysis elaborated of the materials used adapted from: Hubbard, P. (1983). *A training course for TEFL*. Oxford Univ. Pr.

**Appendix V:**

**TITLE: "The external supports and hindrances" to analyze the variables founded.**
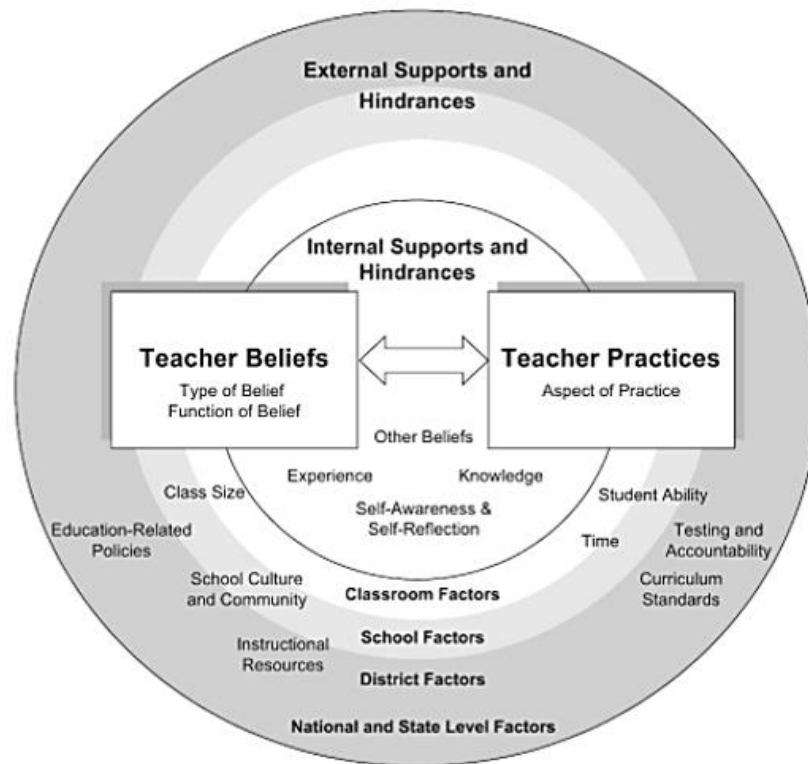


External Supports and Hindrances are represented in different levels depending on their contact with the teachers' beliefs and practices. Reprinted from The Relationship between Teachers' beliefs and Teachers' Practices, in Fives H., Gregorie Gill, M. (Eds.) International handbook of research on teachers' beliefs (p.74), by Buehl M. & Beck, J., 2014, New York, NY, Routledge, Copyright (2014) by  Buehl M. & Beck, J.

**Appendix W:**

**TITLE: "Microsoft document on the projector"**

# PLANNNG OUR LAPBOOK

<mark>OBJECTIVE</mark>: TO STUDY THE TV PROGTAM COMPONENTS USING CONTEXT CLUES

<mark>SKILLS WORK:</mark> DATA COLLECTING (PAGE 123)

<mark>DESIGN OF MATERIALS:</mark>

- 1/2 CARDBOARD
- COLORS
- SCISSORS
- PICTURES
- CRAYONS
- DRAWINGS

- FOAMI
- RULER
- DECORED SHEETS
- MARKERS
- GLITTER

<mark>ASSESSMENT:</mark>

- CREATIVIY
- PUNCTUALITY
- COMPLETE INFORMATION (P. 123)

- CLEAN WORK
- TEAM WORK

<mark>WEB SITES:</mark>

PINTEREST: LAPBOOK, LAPBOOK CREATIVE

YOUTUBE: HOW TO CREATE A LAPBOOK

THE HAPPY HOUSE WIFE: WHAT IS A LAPBOOK

<mark>GROUP ACTIVITY:</mark> DECEMBER 4TH AND 5TH

<mark>FINAL HAND IN:</mark> DECEMBER 7TH

Document used to organize the information of the planning of the project. Elaborated by the teacher trainee and the group in the lesson number 10. Appendix S.

**Appendix X:**

**TITLE: "Student evidences of the written planning of the project".**
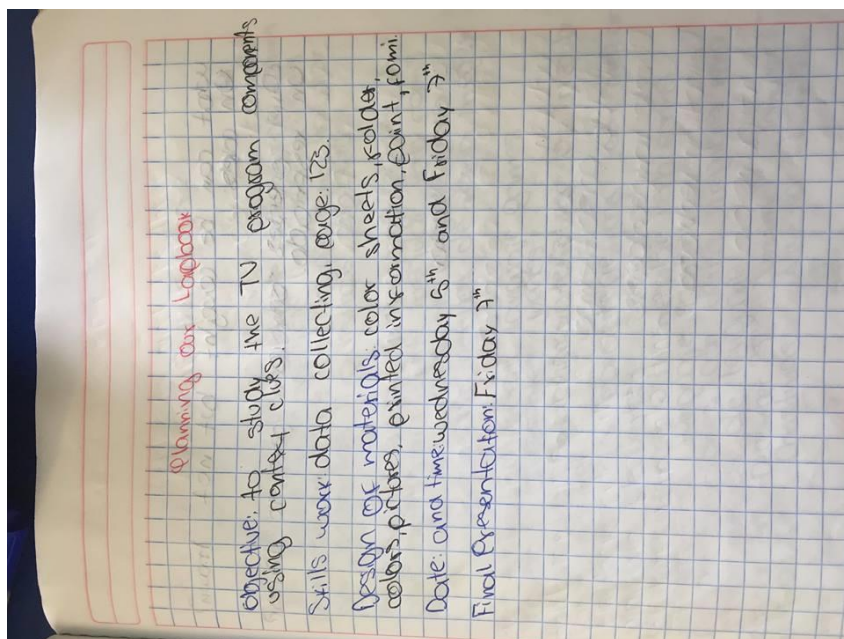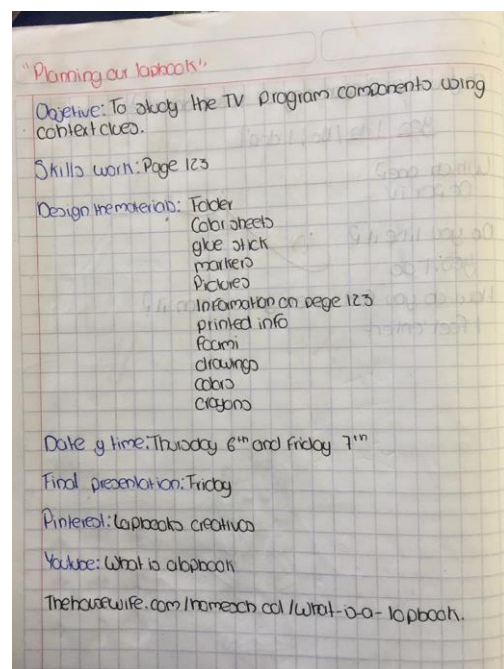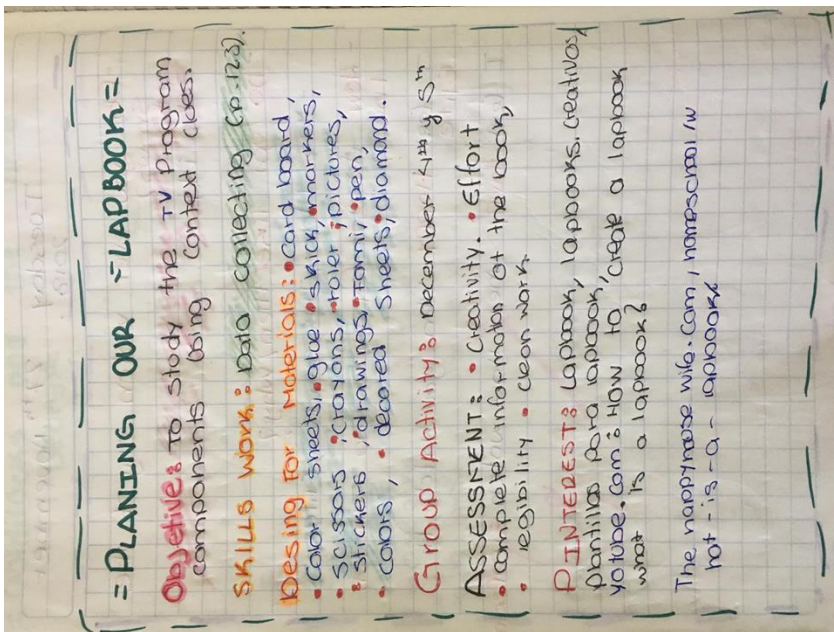






Evidences of the work done by the students in the lesson #10: Create the planning for the project. Group: 3°C.

**Appendix Y:**

**TITLE: "Worksheet of page 123 of the book".**

**Worksheet 4**

**1** Choose a TV program and take notes. Look for vocabulary in the Dictionary.

**Characters**
Tony: popular, attractive
Sid: Tony's best friend, nerd
Michelle: Tony's girlfriend, mature
Cassie: Michelle's friend, eccentric, troubled
Chris: outgoing, difficult home life
Anwar: silly, rebellious

**Characters you like and why**
Tony, cool, nice to others
Cassie, fun, crazy, can relate to her

**How you feel when you watch**
happy, sad, I know people like that

**Name, genre and setting**
Skins
teen drama
high school in England

**Actors**
Nicholas Hoult,
Jack O'Connell,
Dakota Blue
Richards

**Adjectives to describe the show**
real, funny, controversial, challenging, sad

**Other people's typical reactions**
controversial, unrealistic, stereotypical, badly written

**Main idea**
follows group of teenagers through high school, amateur actors, explores teen issues

**Characters you don't like and why**
Michelle: vain, superficial
Chris: thinks he's cool, out of control

**2** In your notebook, expand your notes into sentences.

**3** Revise your sentences. Check spelling, meaning and punctuation.

Unit 2b  123

**The End**

**Group Reflection**

1. Were you able to find a show that you and your partner watch?
2. Was it easy to write sentences about the show?
3. Did other students understand your presentation?
4. Which strategies did you employ to keep the conversation moving?

**Self-Evaluation**

Now turn to page 34 and mark (✓ or ✗) your progress.

Worksheet used to elaborate the research of the project obtained from Richmond. (2012). Yes, we can 3. Secondary. Richmond

**Appendix Z:**

**TITLE "Criteria for judging the effectiveness of aids:  Worksheet"**

|  | WORKSHEET (p.123) |
|---|---|
| Does it need electricity? | NO |
| Is it suitable for use with large classes? | REGULAR |
| Portability, convenience – e.g. some aids are difficult or impossible to carry round and take a lot of time to set up. | YES |
| Changeable | YES |
| Laborious to prepare | NO |
| Dramatic impact and interest | YES |
| Sophistication - beware of over-sophisticated equipment unless you are proficient in using it. The simple aids are often the best. | NO |
| Is its use limited or versatile? | LIMITED |

Table of the analysis elaborated of the materials used adapted from: Hubbard, P. (1983).

*A training course for TEFL*. Oxford Univ. Pr.

**Appendix AA:**

**TITLE: "Criteria for judging the effectiveness of aids:  Material list"**

| | MATERIAL LIST |
|---|---|
| Does it need electricity? | YES (For the presentation to the class only) |
| Is it suitable for use with large classes? | YES |
| Portability, convenience – e.g. some aids are difficult or impossible to carry round and take a lot of time to set up. | YES |
| Changeable | YES |
| Laborious to prepare | NO |
| Dramatic impact and interest | YES |
| Sophistication - beware of over-sophisticated equipment unless you are proficient in using it. The simple aids are often the best. | NO |
| Is its use limited or versatile? | VERSATILE |

**Appendix AB:**

**TITLE: "Criteria for judging the effectiveness of aids:  Microsoft Word Document"**

| | MICROSOFT WORD DOCUMENT FOR STABLISH THE MAIN ASPECTS |
|---|---|
| Does it need electricity? | YES |
| Is it suitable for use with large classes? | YES |
| Portability, convenience – e.g. some aids are difficult or impossible to carry round and take a lot of time to set up. | REGULAR |
| Changeable | YES |
| Laborious to prepare | NO |
| Dramatic impact and interest | YES |
| Sophistication - beware of over-sophisticated equipment unless you are proficient in using it. The simple aids are often the best. | NO |
| Is its use limited or versatile? | VERSATILE |

Table of the analysis elaborated of the materials used adapted from: Hubbard, P. (1983). *A training course for TEFL*. Oxford Univ. Pr.

**Appendix AC:**

**TITLE: "Examples of printable templates for the lapbook".**
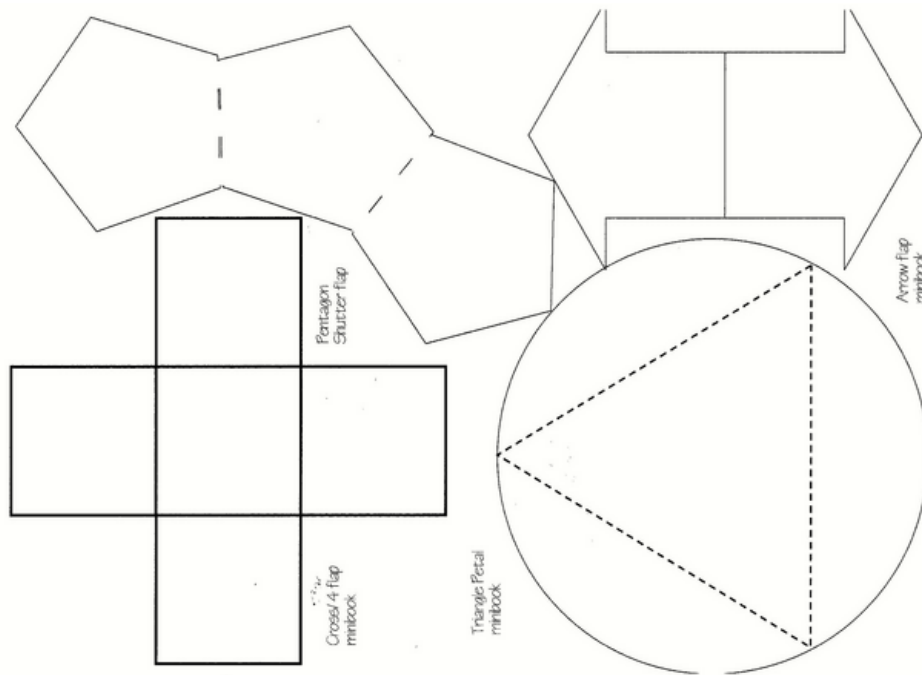




Printables suggested to students to elaborate the project. Unknown. (2018, 09 18). *Pinterest*. Retrieved from https://www.pinterest.com.mx/camus568/lapbook-plantillas/

**Appendix AD:**

**TITLE: "Checklist to evaluate a project".**

| CHECKLIST TO EVALUATE A PROJECT | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Name of the project: "OUR FAVORITE TV SHOW" | | Unit: 2B | | | | | Date: DECEMBER 3RD-7TH | | | | |
| | CONTENT | ORGANIZATION/ PRESENTATION | | | | LANGUAGE FORMS | | | | | |
| Criteria / Students/ Project | Complete informatio | Creativity | Punctuality | Clean work | Team work | Neat handwritin | Spelling | Punctuation | Grammar | Selection of vocabular | |
| "THE SIMPSONS" | 6 | 6 | 10 | 10 | 10 | 8 | 8 | 8 | 7 | 8 | |
| "LA FAMILIA P.LUCHE" | 8 | 10 | 10 | 10 | 10 | 7 | 7 | 6 | 6 | 8 | |
| "ADVENTURE TIME" | 8 | 8 | 10 | 8 | 10 | 6 | 10 | 8 | 8 | 8 | |
| "THE SIMPSONS 2" | 10 | 8 | 10 | 10 | 10 | 8 | 6 | 7 | 6 | 7 | |
| "LIKE" | 10 | 10 | 10 | 10 | 10 | 10 | 8 | 10 | 8 | 8 | |
| "THE SIMPSONS 3" | 10 | 8 | 10 | 10 | 10 | 8 | 6 | 6 | 6 | 7 | |
| "EL SEÑOR DE LOS CIELOS" | 7 | 6 | 10 | 8 | 8 | 6 | 6 | 7 | 6 | 8 | |
| "THE SIMPSONS" | 8 | 10 | 10 | 8 | 6 | 8 | 7 | 8 | 8 | 8 | |

| RATING SCALE | |
|---|---|
| Excellent **10** | Performs in the criteria in a way superior to what was expected. |
| Well done **8** | Performs in the criteria as expected. |
| Meets criteria **7** | It performs in the criteria in a way less than expected. |
| Can be improved **6** | It starts in the achievement of the criteria. |
| Not present **5** | The criteria was not observed or had difficulties to achieve it |

Checklist to evaluate the project of the students. Elaborated by the teacher trainee. Ur, P. (1999). *A course in language teaching. Practice and theory.* Ernst Klett Sprachen.

**Appendix AE:**

**TITLE: "Class #2: Male an oral presentation about a TV program.**

**Social Practice:** Interpret and express information published in various media.

**Lesson aim:** Make an oral presentation about a TV program.

**Second aim:** Interpret central sense and some details of a TV program.

**Specific Competency: S**hare emotions and reactions caused by a TV program

**Unit:   2B    Number of the class: Lesson #11**

| Stage /Aim /Time | Procedure | Material | Interaction pattern | Evaluation |
|---|---|---|---|---|
| **Warm up** Involve students in the class 10 min | Play stop the Bus  (known in Spanish as Basta) with the following categories: TV programs, TV show genres, Actors, Characters from TV shows | | Whole class | |
| **Presentation** Give them key vocabulary or expressions, 10 min | Ask students to turn to page 123 and look at the worksheet. Read the instructions and the prompts with the class and check everyone understands. | **Yes we can book - WORKSH. P. 123** | Whole class | |
| **Practice** Provide opportunities to practice 15 min | Have teams complete the notes on the worksheet, referring to the completed example on page 43 as necessary. Ask them to expand their notes into full sentences in their notebooks. | | Team work | Revise the spelling, meaning and punctuation of the sentences. |
| **Production** Students creates the final product 15 min | Then have them take turns reading their sentences to the rest of the group and using conversation strategies to keep the conversation going. | | Individual | |
| **Feedback.** 5 min | Have students work in the same groups. Read out the questions and have groups discuss the answers. | | Whole class | |

**Appendix AF:**

**TITLE: "Students evidences of the warm up developed: STOP"**



Handwritten student work:

"STOP"

Wednesday, Dec. 5th 2019

| Actor/Actress | TV Program | Characters | TV. Genre | Total |
|---|---|---|---|---|
| Bratt Pit. | Bob Esponja | Bob Esponja | | |
| 10 | 10 | 10 | = 30 | |
| Mau Ochman | Mansión Foster | Interacit | mueco | 40 |
| 10 | 10 | | Blake | |
| | | | 10 | = 10 |
| Adam | American | Aurelio | Acción | 40 |
| maroon 5) | idol | Casillas | 10 | |
| 10 | 10 | 10 | | = 110 |

**Appendix AG:**

**TITLE: "Class #3: Elaboration of the project**

**Social Practice:** Interpret and express information published in various media.

**Lesson aim:** Students elaborate their lapbook.

**Specific Competency: S**hare emotions and reactions caused by a TV program

**Unit: 2B   Number of the class: Lesson #11**

| Stage /Aim /Time | Procedure | Material | Interaction pattern | Evaluation |
|---|---|---|---|---|
| **Warm up** Involve students in the class 5 min | Word snake activity | Black board | Whole class | Monitor the activity |
| **Presentation** Give them key vocabulary or expressions, 10 min | Ask students to get in teams to work with the lapbook. Write on the board the aspects they must include. Explains them that the instrument in worksheet (p123) has useful information to add to their works. | | Team work | Check and register the complete material of each team. |
| **Production** Students creates the final product 30 min | Assign time for the elaboration and then ask students to stand up and present their work to the class. | | Team work | Monitor and complete the checklist of evaluation (Check individual work) |
| **Feedback.** 5 min | Hand in the final products | | Whole class | |

**Appendix AH:**

**TITLE: Observation guide "Team work"**

| OBSERVATION GUIDE "TEAM WORK" | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Topic: "OUR FAVORITE TV SHOW-LAPBOOK" | | Unit: 2B | | | | | | | | Date: DEC. 7TH | | | |
| Group and grade: 3°- "C" | | CRITERIA | | | | | | | | | | | |
| E= EVIDENT S= SOMETIMES NE= NOT EVIDENT | | Assumes responsibilities in team work | | | Shows tolerance to the ideas of the team. | | | Shares his/her knowledge. | | | Uses the material appropriately | | | |
| | | E | S | NE | E | S | NE | E | S | NE | E | S | NE | |
| 1 | ACUÑA PIÑA MARIA FERNANDA | | X | | X | | | X | | | X | | | |
| 2 | ALMENDAREZ NUÑEZ ALEXIS | X | | | X | | | X | | | X | | | |
| 3 | BRISEÑO RODRIGUEZ OSCAR | | X | | | X | | | | X | | | X | / |
| 4 | CARRERA SANCHEZ FATIMA | X | | | X | | | X | | | X | | | |
| 5 | CHAVEZ GONZALEZ ROBERTO | X | | | X | | | X | | | X | | | |
| 6 | CORNEJO GALVAN CHRISTIAN | X | | | X | | | X | | | X | | | |
| 7 | CUELLO MATA CARLOS | | | X | | X | | | | X | | X | | / |
| 8 | DE LIRA CERDA MARIA JOSE | X | | | X | | | X | | | X | | | |
| 9 | DELGADO ALEMAN ANDREA | X | | | X | | | X | | | X | | | |
| 10 | DIAZ RODRIGUEZ EDGAR | X | | | X | | | X | | | X | | | |
| 11 | DOMINGUEZ VALDEZ IVAN | | | | | | | | | | | | | |
| 12 | ENRIQUEZ TORRES ALEXA | X | | | X | | | X | | | X | | | |
| 13 | GALAVIZ SANCHEZ ANGEL URIEL | | | X | | X | | | | X | | | X | / |
| 14 | GONZALEZ MARTINEZ STEPH.F | X | | | X | | | X | | | X | | | |
| 15 | GUILLLEN LARA ANGEL DANIEL | X | | | X | | | X | | | X | | | |
| 16 | GUILLEN PALENCIA FLOR | X | | | X | | | X | | | X | | | |
| 17 | LARA DIAZ DE LEON ANDREA | | X | | | X | | | X | | | X | | / |
| 18 | LOPEZ GARCIA JUAN ANTONIO | | X | | X | | | X | | | X | | | |
| 19 | LOPEZ PUGA FERNANDA | | | X | | | X | | | X | | | X | |
| 20 | LUNA JIMENEZ GAEL | | X | | X | | | | X | | X | | | |
| 21 | LUNA SAUCEDO JONATHAN | | X | | X | | | | X | | | | X | |
| 22 | MARTINEZ ARAIZA MARIANNA | X | | | X | | | X | | | X | | | |
| 23 | MARTINEZ IBARRA DIANA | | | X | X | | | | X | | | | X | / |
| 24 | MARTINEZ RODRIGUEZ DYLAN | X | | | X | | | | X | | X | | | |
| 25 | MEDELLIN MEDEL MARIA JOSE | | | | | | | | | | | | | |
| 26 | MONREAL TURRUBIARTES PAB | X | | | X | | | X | | | X | | | |
| 27 | MONTALVO MARTINEZ BRENDA | | X | | X | | | | X | | X | | | / |
| 28 | MORALES MARTINEZ JAZMIN | X | | | X | | | X | | | X | | | |
| 29 | MUÑOZ BOTELLO ADOLFO | | | | | | | | | | | | | |
| 30 | MUÑOZ REGALADO BETZAIDA | | | | | | | | | | | | | |
| 31 | NAJERA TRISTAN EVELIN RUBI | X | | | | X | | X | | | X | | | |
| 32 | OLIVARES CUELLAR LINO | X | | | X | | | X | | | X | | | |

| # | Name | | | | | | | | | | | | | |
|---|------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | PADILLA MARTINEZ KASSANDRA | X | | | X | | | X | | | X | | | |
| 34 | QUISTIAN REYES JOALY | | | | | | | | | | | | | |
| 35 | RAMIREZ GONZALEZ LAURA | X | | | X | | | | X | | X | | | |
| 36 | RAMIREZ PEREZ GERARDO | | X | | X | | | | X | | X | | | |
| 37 | ROBLEDO SANCHEZ AXEL | X | | | X | | | X | | | X | | | |
| 38 | RODRIGUEZ ACOSTA FATIMA | | | X | X | | | | X | | X | | | / |
| 39 | RODRIGUEZ AGUILAR NATALIA | X | | | X | | | X | | | X | | | |
| 40 | RODRIGUEZ GOMEZ CARLOS | | | | | | | | | | | | | |
| 41 | RODRIGUEZ MEXQUITIC ESTEF. | X | | | X | | | X | | | X | | | |
| 42 | SORIANO GARCIA ROMUALDO | X | | | X | | | X | | | X | | | |

Observation guide to check the process of individual work during the class. Adapted from: Ficha de observación de trabajo en equipo, (Unknown, Slide Share, 2012)
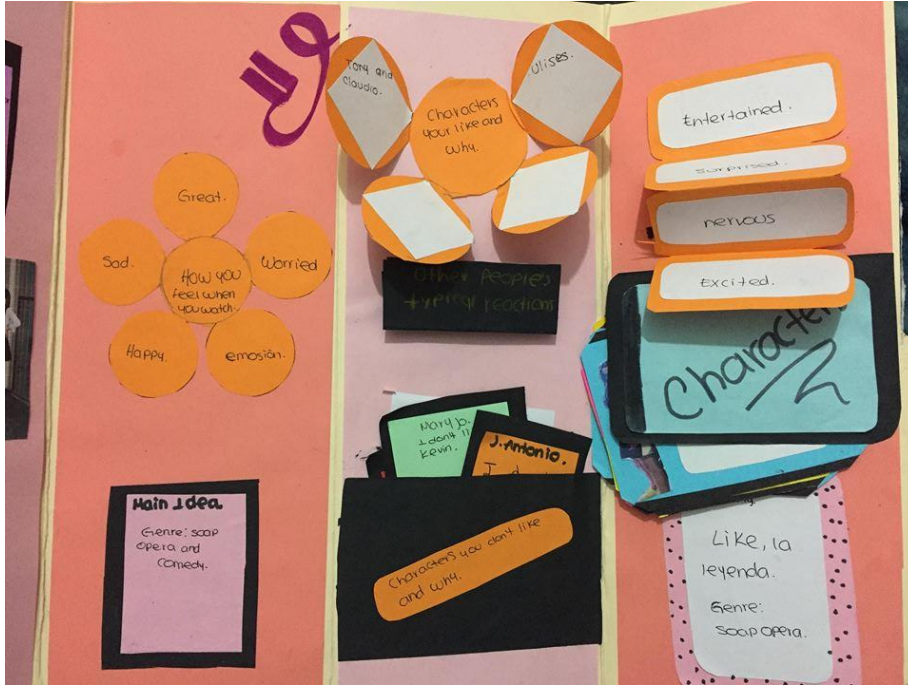
**Appendix AI:**

**TITLE: "The project in action"**







Evidence of the elaboration of the project during the scholar schedule in the group of 3°C.

**Appendix AJ:**

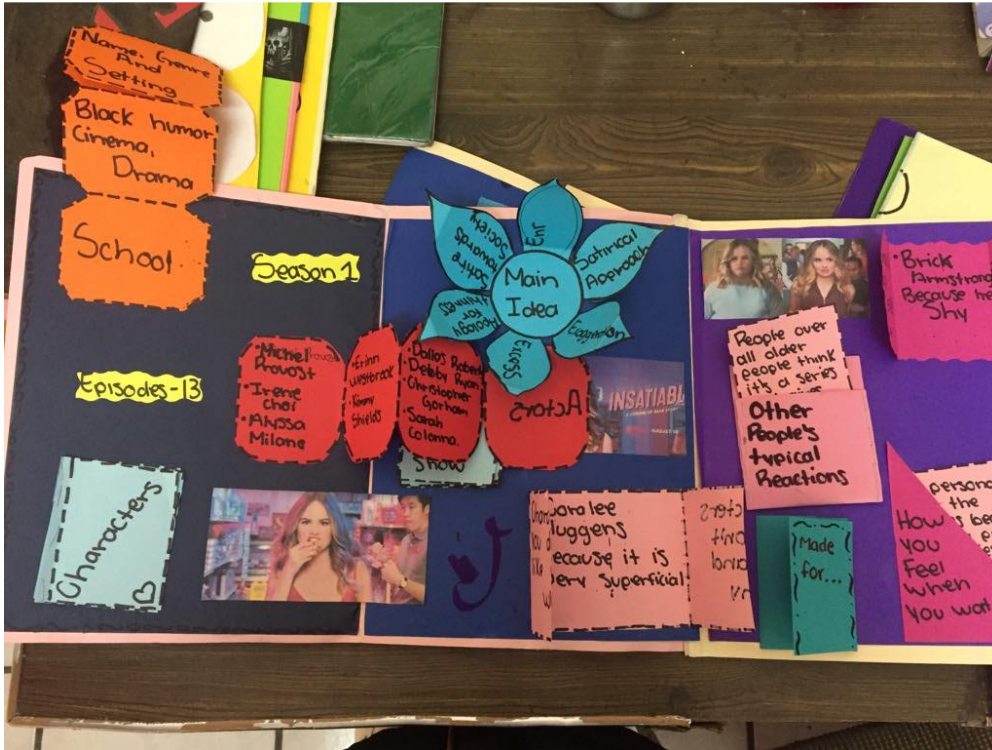**TITLE: "Lapbooks: Out favorite TV program" (Final products)**



Name: "LIKE"



NAME: "LA FAMILIA P. LUCHE"

Evidence of some products handed in at the end of the elaboration of the Project.

NAME: INSATIABLE



NAME: THE SIMPSONS