

**Describing the Sense of Community among Ninth-Graders through Short-Film
Production**

Enrique Gil Franco, Laura Juliana Hernández y Gabriela Vera

Research project

María Eugenia Rojas Villamizar - Profesora adscrita a la Escuela de Idiomas

Master of Science in Education TESOL

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés

Escuela de Idiomas

Facultad de Ciencias Humanas

Universidad Industrial de Santander

2024

Table of content

Introduction	9
Justification	13
General Objective	15
Specific Objectives	15
Chapter 1. Theoretical Framework	16
1.1 Sense of Community	16
1.2 Project-Based Learning	17
1.3 Web series and short films	18
1.4 Legal Framework	19
Chapter 2. Methodology	20
2.1 Type of research	20
2.2 Population and Sample	23
2.3 Data Collection Instruments	23
2.3.1 Survey	23
2.3.2 Semi-Structured Interview	25
2.4 Data analysis	25
2.4.1 Descriptive Statistics	26
2.4.2 Deductive analysis and color-coding techniques	26

2.5 Intervention	27
Chapter 3. Results	33
3.1 Spirit	33
3.1.1 Emotional safety	35
3.1.2 Group Boundaries	37
3.1.3 Sense of Belonging	39
3.2 Trust	41
3.2.1 Trust among Members & Decision-making Capacity	43
3.3 Trade	45
3.3.1 Validation of ideas by the group	47
3.3.2 Association and interaction among members	48
3.3.3 Social bargaining to achieve goals	50
3.4 Art	50
Chapter 4. Discussion and Conclusion	53
4.1 Emotional safety, sense of belonging and boundaries (Spirit)	54
4.2 Trust, Decision-Making, and Social Bargaining (Trust)	55
4.3 Association, interaction, and collective goal pursuing (Trade)	57
4.4 Significant moments in developing community (Art)	59
4.5 Limitations and Suggestions	61
Sample Size	61
Lack of Longitudinal Data	61

DESCRIBING THE SENSE OF COMMUNITY

4

External Factors	61
Resource Constraints	62
Limited Exploration of Contextual Factors	62
4.6 Conclusion	62
References	64

List of figures

Figure 1. <i>Research process diagram</i>	30
--	----

List of Tables

Table 1. "Spirit" results	31
Table 2. "Trust" results	38
Table 3. "Trade" results	41
Table 4. "Art" results	45

List of appendices

Appendixes	64
Appendix A. Stakeholders interviews report	64
Appendix B. Class observations:	70
Appendix C. Informed consent format <i>Consentimiento Informado</i>	85
Appendix D. Project introduction	87
Appendix E. Data sheet	91
Appendix F. Workshops' slides	92
Appendix G. Workshops' evidences	92
Appendix H. Production book formats	93
Appendix I. Language workshops	105
Appendix J. Workflow scheme	150
Appendix K. Shooting schedules	151

Appendix L. Survey	152
Appendix M. Data analysis	157
Appendix N. Semi-structured interview	163
Appendix O. Data preparation	164
Appendix P. Final product	165
Appendix Q. Survey comparison	166

Resumen

Título: Describiendo el sentido de comunidad entre estudiantes de noveno grado a través de la producción de cortometrajes*

Autores: Enrique Gil Franco, Laura Juliana Hernández y Gabriela Vera**

Palabras claves: Sentido de comunidad, Aprendizaje basado en proyectos, Producción de cortometrajes, Estudio de caso exploratorio.

Descripción:

Este estudio de caso exploratorio describe las influencias de un método de producción de cortometrajes, enmarcado en una metodología de Aprendizaje Basado en Proyectos (ABP), sobre el sentido de comunidad entre estudiantes de noveno grado del Instituto Promoción Social de Piedecuesta (IPS) en Santander, Colombia. Dado los bajos resultados de Colombia en la evaluación de solución colaborativa de problemas del Programa para la Evaluación Internacional de Estudiantes (PISA) 2015, el estudio explora las percepciones de los estudiantes sobre su sentido de comunidad, utilizando las categorías de espíritu, confianza, oficio y arte, propuestas por McMillan (2021). Para recolectar datos sobre las percepciones de los estudiantes, se utilizaron métodos cualitativos y cuantitativos, incluyendo encuestas semiestructuradas y entrevistas. Se consideraron indicadores como la seguridad emocional, los límites, el sentido de pertenencia, la confianza entre los miembros, la capacidad de toma de decisiones, la validación de ideas por parte del grupo, la asociación e interacción entre los miembros, la negociación social para alcanzar metas, y los momentos significativos y experiencias compartidas con el grupo. En la discusión, la investigación aporta información valiosa para comprender el desarrollo comunitario entre los participantes en función de su dinámica grupal. Finalmente, se abordan las implicaciones para futuras investigaciones en contextos educativos en Colombia, subrayando la importancia de este tipo de estudios para mejorar la cohesión y el sentido de comunidad en entornos escolares.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Directora María Eugenia Rojas Villamizar.

Abstract

Title: Describing the Sense of Community among Ninth-Graders through Short-Film Production*

Authors: Enrique Gil Franco, Laura Juliana Hernández y Gabriela Vera**

Keywords: Sense of community, Project Based Learning, Short film production, Exploratory case study.

Description:

This exploratory case study describes the influences of a short film production method, framed in a Project Based Learning (PBL) methodology, on the sense of community among ninth grade students at the Instituto Promoción Social de Piedecuesta (IPS) in Santander, Colombia. Attending to the low results of the country with respect to the average, in the collaborative problem-solving framework PISA 2015, the study explores the students' perceptions, related to their sense of community, through the use of the categories of spirit, trust, trade and art, proposed by McMillan (2021). To collect data on students' perceptions, qualitative and quantitative data were obtained through semi-structured surveys and interviews. Indicators such as emotional safety, boundaries, sense of belonging, trust among members, decision-making capacity, validation of ideas by the group, association and interaction among members, social negotiation to achieve goals, significant moments and experiences shared with the group were considered. In the discussion, the research provided valuable information for understanding community development among participants as a function of their group dynamics. Finally, implications for future research in educational settings in Colombia are addressed.

* Bachelor Thesis

** Facultad de Ciencias Humanas. Escuela de Idiomas. Directora María Eugenia Rojas Villamizar.

Introduction

This research represents the culmination of a pedagogical practicum conducted by two undergraduate students within the Foreign Languages Teaching Program at Universidad Industrial de Santander. The building of the project started in December 2021, at the Instituto Promoción Social de Piedecuesta (IPS), located in Santander, Colombia. At the beginning, the project involved extensive collaboration with the institution, facilitated by a series of interviews with the IPS director and two academic coordinators (See Appendix A for interviews report). Through these interviews, we unveiled common challenges faced by the institution. They highlighted the presence of a "floating population" —students who are at risk of leaving school due to the multifaceted challenges. Led by that stream of thoughts, poverty was one of the most prevalent issues mentioned by the stakeholders. To offer a comprehensive understanding of the magnitude of this challenge, Moura et al. (2021) describes poverty beyond financial constraints, enclosing fundamental deprivation of freedoms and opportunities in the lives of those who experience it. This definition resonated with the interviews, by denoting cognitive limitations, social skill deficits, and limited opportunities among the IPS population.

The intervention of the pedagogical practicum focused on the students of classroom 9-02 at IPS, intending to design an innovative, context-based project to motivate them to embrace positive values towards English and foster long-lasting engagement with the institution. It is important to mention that our research nature does not respond mainly to the language learning domain, but the psychoaffective aspects of the classroom. This leaves the English approach in the background as a testimonial and instrumental insight to start working on a deeper problem, the lack of sense of community within the institution. These settings suggested a project-based learning experience designed to promote a sense of community among the initial cohort of forty

ninth-grade students, reduced to thirty-four by the end of the course. However, before reaching this stage, we needed a comprehensive classroom analysis to pinpoint this pressing issue.

Multiple class observations suggest that students are indisposed to engage in English language practice, particularly in oral production (See Appendix B for class observations). Lack of motivation and autonomy was revealed by some students even failing to complete homework or participate in class activities. Furthermore, the classroom environment presented signs of hostility like bullying, disrespect, and insults, behaviors that allegedly impacted students' confidence and willingness to participate during the English lessons.

Building on these observations, Krashen's Affective Filter hypothesis offers valuable insights into understanding the emotional influences that shape second language acquisition. This hypothesis suggests that learners' emotions play a crucial role in their ability to acquire a new language. For instance, students with negative attitudes toward language learning may struggle to overcome a high Affective Filter, hindering their language development. On the other hand, those with a positive disposition are more likely to have a lower Affective Filter, facilitating their language acquisition process (Krashen, 1982). In light of these considerations, it is pertinent to assert that motivation, self-confidence, and anxiety play crucial roles in language learning, making mandatory the necessity of nurturing a healthy dynamism within the English classroom. Managing anxiety and creating a supportive and enjoyable learning environment serve as foundational steps in reducing students' Affective Filters, thereby improving their responsiveness to language input and encouraging active participation in learning activities. Looking at the scope of our research, these assumptions emphasize the urgent need for interventions to tackle identified challenges and establish a supportive learning atmosphere.

Because they must likewise be understood within a competitive model, the words of Ledward and Hirata (2011) can be relied upon. According to these authors, it is critical to promote 21st century skills in our classrooms. This includes the development of communication and collaborative working, which will be necessary to provide students with the enough skills to adapt and cope with the myriad problems faced by the contemporary global and social market. Providing students with an opportunity to communicate effectively with their peers is likewise at the heart of the MEN's educational philosophy.

Culturally, language learning involves developing cultural empathy, which means that these collaborative needs go beyond each individual's experience. It is also critical to engage students in a community-making process. The current project thus aligns with the MEN's objective in this regard. As Morales-Rodas et al. (2020) proposed by creating a group dynamic while producing short films, we will be building a community, and this can be achieved through participation in the production of short films. This way, people are transformed into a community, a community that the project recognizes as potential partners and the real creators of the project.

To summarize, this research project is oriented as an intervention presented by two undergraduate students at the Foreign Languages Teaching Program at the Universidad Industrial de Santander and Instituto Promoción Social de Piedecuesta. Specifically, we plan to approach the intervention by exploring the sense of community of the group and developing an innovative pedagogical methodology to address the lack of disposition of the students towards the class due to disrespectful behaviors among themselves that allegedly leads to anxiety which is a difficult way to approach learning. After the needs analysis and the observation of the group, key areas

for intervention including the supportive classroom work and the 21st-century skills of the students in teamwork and digital literacy development were revised.

Complementing this intervention with both proven and newly devised theoretical frameworks, such as the Krashen's Affective Filter hypothesis, McMillan's sense of community and Morales-Rodas et al.' short video production scheme, we aspire to make the learning environment less hampered by students' alienation for them to effectively cooperate and learn how to work in groups. Ultimately, this research aims to demonstrate the importance of collaborating with students in creating more nuanced and efficient pedagogical strategies in terms of making them more autonomous and active players in the complex and constantly changing globalized reality.

Justification

To provide further background on the rationale behind the study of the psychoaffective dimension of learning, the following argument is presented. According to Lave & Wenger (1991) as reiterated by Bateman (2002), learning is far from just being the acquiring of knowledge. It is a complex social process that requires one's active participation, emotional involvement, and sense of being part of an educational community. Boyer (1995) emphasized the importance of the community, claiming that "community is, without question, the glue that holds an effective school together" (p.1). A school community is a striving environment that presupposes interactions and cooperation between educators and learners. In such an environment, both sides must feel the sense of trust, respect, belonging, and a common effort towards mutual educational goals (Manning & Saddlemire, 1996).

The Colombian context of sense of community can be understood through the Programme for International Student Assessment (PISA). It was created in 1997 by the Organization for Economic Co-operation and Development - OECD, in collaboration with the governments of its member countries. PISA evaluates the outcomes in the education system globally every three years. The results provide an overview of students' performance in fundamental school subjects, such as science, reading, and mathematics. In 2015, financial literacy and collaborative problem-solving were included.

This addition was a breakthrough in global education prioritization, demonstrating the importance of teamwork and building connections in the framework of the current educational system. Thus, PISA outlined competencies such as; establishing and maintaining shared understanding, taking appropriate action to solve problems, and establishing and maintaining team organization. This included various skills, such as explanation, coordination, filling roles, perspective taking, audience design, argumentation, and mutual regulation (OCDE, 2015). In 2017, 51 member countries of the OECD released PISA results. The global average of the collaborative problem-solving score was 500. Colombia performed at the level of 429, reaching one of the lowest scores in the region, indicating deficiencies of group work and sense of community building in Colombian schools (Echeverri, 2017).

Taking into account Moura et al. (2021) ideas, the experience of students and the Institute Promoción Social de Piedecuesta in general involve severe social issues that have an impact not only on the academic performance of students but also socialization, participation, and fulfillment of their in-class assignment. Therefore, we suggest developing a class project to enhance student participation, learn how to cooperate with peers, improve problem-solving abilities, and role filling. Following the recommendations of Dobson & Dobson (2021) and

Dooly, Masats, & Mont (2021), the completion of the task is supposed to create a greater feeling of class community, and simultaneously, a better sense of school and classroom engagement.

The practical significance of this research is evidenced by the pre-service teachers' substantial time commitment invested in driving the project development process and the natural enthusiasm shown by the students due to the project's novelty factor. Considering the current challenges in terms of promoting collaborative problem-solving skills among Colombian students, this project provides practitioners and researchers with a source of information that can be used to quickly improve student performance and address students' behavioral issues.

Inspired by McMillan's (2021) concept of the sense of community, which consists of spirit, trust, exchange, and art; our project intends to expand beyond the boundaries of the classroom and inspire students to become contributing members of society. By adhering to the curricular requirements of the Colombian MEN and exploring new teaching methods, such as a short film production as part of a Project Based Learning, we intend to promote transformative relationships in the educational environment. At the heart of our project lies the central research question: How does PBL, focusing on short film production, foster the sense of community perceived by 9-02 Classroom students at Instituto Promoción Social de Piedecuesta during their English classes.

General Objective

To analyze the sense of community of a group of ninth-grade students after the design and production of a web series in the English class, using a Project-Based Learning methodology.

Specific Objectives

The specific objectives were established based on the four dimensions of the concept Sense of Community (McMillan, 2021)

To describe the perception of the student about their emotional safety, commitment, respect, and belonging to a group.

To describe the perception of the students about trust and decision-making capacity among themselves.

To describe the perception of the student about the validation, association, and exchange of ideas within the group to achieve shared goals.

To identify significant moments and experiences of the students that contribute to the development of a sense of community.

Chapter 1. Theoretical Framework**1.1 Sense of Community**

According to a study from Şahin Kızıl (2021) quoting the ideas of McMillan and Chavis (1986), a sense of community is the extent to which learners feel that they belong to a group and that it is important to connect with others to address academic needs. Additionally,

Rockinson-Szapkiw et al. (2016) notes the role of a sense of community as a powerful predictor of academic achievement. McMillan (2021) postulates four essential elements that constitute the sense of community: spirit, trust, trade, and art.

Firstly, spirit refers to group members' sense of belonging, which includes emotional safety and boundaries. Trust is an essential component of community, characterized by faith in a stable and interactive authority structure and links between members and the organization. Trade represents a mutual agreement among members that being together brings mutual exchange. It entails social bargaining and consensual validation in which group participants exchange strengths or abilities. Finally, art is a product of the spirit, trust, and trade dimensions, producing shared memories. It is determined by the group members as strong due to its quality and is chosen to be conserved. Therefore, awareness of these categories will help to create the basis for a powerful sense of community to further academic achievements and student well-being.

Krashens' affective filter hypothesis (1982) suggests that maintaining a low affective filter is essential for facilitating language acquisition by lowering anxiety among learners while maintaining positive self-esteem and motivation. Taking into account the pertinence of addressing a sense of community in the English foreign language classroom, Alberth (2022) study titled "Predicting Sense of Classroom Community from Foreign Language Enjoyment and Anxiety in an English as a Foreign Language Classroom", explains that there is a negative correlation between anxiety and the sense of classroom community, where higher anxiety is related to weaker perceptions of classroom community. Alberth (2022) also points out that learners who are anxious when it comes to language learning are likely to distance themselves from people. This means they get alienated from the group and harden the chances to communicate among themselves leading to a lack of a sense of classroom community. He also

highlights that anxiety impacts learning outcomes while inhibiting the development of a sense of classroom community. It implies that students' anxiety levels need to be reduced to improve the sense of a classroom community and, by extension, their language acquisition.

1.2 Project-Based Learning

Project-based learning is a teaching method based on placing students at the core of the learning process; students are urged to use language in a real-world context. The project equips students with emotion, ability, skill, and knowledge and enables them to have initiative in experience sharing and interests. Engaging in project work for students creates a continuous and happy focus and uses language with interest.

As Supe and Kaupuzs (2015) mention, PBL activities help students improve their communicative, cooperative, and creative skills. Working together on projects allows students to practice the necessary skills to solve problems, think critically, and work as a team to succeed in academics and real life. Furthermore, PBL as a valuable method contributes to a positive classroom atmosphere where students are motivated to share their thoughts and cooperate with one another.

Becerra-Posada et al. (2022), in the article "Project-Based Learning: The Promotion of Communicative Competence and Self-confidence at a State High School in Colombia", demonstrate that Project-Based Learning has a positive effect on both students' communicative competence and self-confidence. Students interacted in several stages of the project continuing to engage with the language as the medium of communication rather than only recognition of language features.

The collaboration of both the teacher and the students using diverse communication strategies contributed to the success of the communicative project's goals. Furthermore, the

project implemented in the article created a pleasant and not stressful learning environment that allowed for the students' engagement and activity. As highlighted by the article, cooperative learning gives students opportunities to improve their social skills and help reduce social pressure which certainly contributes to self-confidence.

To conclude this section, a project-based learning model is a vibrant and exciting method of language teaching that enables students to delve into selected topics, interact with classmates, and practice language skills in real life situations. By developing a comfortable and supportive learning environment with transparent goals and meaningful activities, PBL encourages active student involvement and fosters all-round language acquisition.

1.3 Web series and short films

The short film is key to the web series' consolidation. A short film must be defined in order to fully understand what a web series is. A video clip of no more than 40 minutes that contains no more than four characters and follows an auto conclusive story. This sort of film ranges from fiction to documentary to animation and is defined as quick and limited in several ways. Puspawati et al. (2021) have suggested that short film media can be used as a multimodal teaching tool in learning processes. In a related manner, they assert that the making of short films promotes a sense of community. The method used above, which is the five-step operation, deems the process possible to occur when there is scriptwriting, pre-production, production, post-production, and short film projections. This procedure, when employed in the teaching and learning process, increases student participation and satisfaction, creating a more interactive area for learning. Short film creation also promotes student language grasp to go well beyond listening, speaking, reading, and writing.

In fine, student participation in and production of short films as independent works positively impact students' cognitive and emotional growth, bolstering their ability to think critically, creatively, and make connections. It also develops the classroom area as a community, leading to better group work and cooperation between students.

As an illustration, Morales-Rodas et al. (2020), in their article “The Use of Short Films in Learning English as a Foreign Language”, conclude that students who are actively participating in the process of creating short films in English describe it as a dynamic and even enjoyable learning process. In spite of this fact, students also point out a number of difficulties such as time and costs related to film creation and group conflicts. Nevertheless, the majority of students show a great interest in continuing these types of activities and justify this by helping them gain self-esteem, improve their ability to speak in public as well as interact with peers.

1.4 Legal Framework

PBL, as mentioned by the Ministry of National Education, aligns with Colombia's Jornada Única model, emphasizing an educational approach where students actively engage in learning through hands-on experiences. It aims to cultivate critical skills such as problem-solving, collaboration, and communication, empowering students to reflect on their learning journey. This strategy serves as a valuable tool to enhance the educational experience, enabling students to think and learn in a more contextualized way.

Law 115 of February 8th, 1994, also known as the “General Law of Education” defines education as a personal, social, and cultural permanent process. The third section of Title 2 highlights the importance of developing in the students the ability to accept with responsibility and autonomy their rights and obligations, own effort and work. Also, in Article 20 of Basic

Education, it is mentioned that some of the objectives established, during the nine grades that compose Basic Education, are that students develop values such as tolerance, coexistence, cooperation, and mutual help. Additionally, in Chapter 2, Article 77, it is mentioned that formal academic institutions have the autonomy and flexibility to introduce different teaching methods, strategies, and formative activities within the existent lineaments created by The Ministry of National Education which, in this particular research project, gives the possibility to bring methods such as PBL into the classroom, taking into account possible attitudes related to a sense of community (Congress of the Republic of Colombia, 1994).

Chapter 2. Methodology

2.1 Type of research

Looking at the foundational stone of the project, the objective of the intervention was to address a few challenges which are common with the ninth-grade students at Instituto Promoción Social de Piedecuesta. The most critical challenges were the lack of communication and motivation among the students, and their refusal to practice English. As a result, it was a challenge for pre-service teachers to promote participation, and collaboration in the English classes. Grounded in McMillan's concept of sense of community, this study aims to assess the impact of the intervention by exploring the participants' perceptions regarding their emotional safety, boundaries, sense of belonging, trust among members, decision-making capacity, validation of ideas by the group, association and interaction among members, social bargaining to achieve goals, significant moments and shared experiences. The research also aims to pinpoint moments where students' sense of community is strengthened, elucidating the intervention's components that have an impact on this development.

This study adopts the mixed method approach to provide the most comprehensive view of the research phenomenon and offer the quantitative and qualitative tools for achieving the aim of describing the sense of community of a group of ninth-grade students after the design and production of a web series in the English class using a project-based learning methodology. The main reason for such choice lies in a need to gather objective and subjective information to describe the sense of community of the students, allowing spotting different patterns and relationships from the theory to the data (Hernández-Sampieri & Mendoza, 2008).

Additionally, the selected approach facilitates the validation, explanation, and contextualization of the outcomes by leveraging both quantitative and qualitative data. As a result of this triangulation, the findings are likely to be more valid and representative (Todd y Lobeck, 2004 as quoted by Hernández-Sampieri et al., 2014).

The methodology design for our study falls into the transformative concurrent design that employs both survey and interview data guided by McMillan's sense of community conceptual framework. In concurrent design, the researcher accumulates and analyzes varying data types, quantitative and qualitative, at the same time. A pivotal aspect of this approach is that researchers can compare and combine the findings from both data types, offering a better understanding of the research phenomenon.

The justification for this choice, as opposed to a sequential design, is that it allows for the more immediate analysis and understanding of the evolving trends without having to wait until the results of one of the instruments to progress in the other. The implementation of this design allows for the exploration of the phenomenon through both the broader trends seen in the classroom and the individual stories of the students. Also, the design allows for both parts of the data to be included in the research, giving the greatest discretion to the researchers to determine

their relative value (Hernández- Sampieri et al., 2014). By using a concurrent design in this way, we are afforded the opportunity to use both types of results and provide some insights that might not be possible to attain when using either type alone.

In the methodology framework, we adopt the exploratory case study model to assess how the project-based methodology of the intervention influences the sense of community in the classroom. This method is particularly well-suited for researching insufficiently studied topics. The exploratory case study allows for an in-depth examination of the phenomenon within the context of its manifestation and participants' perceptions (Zafra, 2006; Yin, 2014; Merriam & Tisdell, 2016). It follows a structured approach that involves identifying the problem, hypothesizing a solution, designing the methodology, collecting and analyzing data, and proposing avenues for further research (George, 2023). Thus, this methodology aligns with the aim of this study: To analyze the sense of community of a group of ninth-grade students after the design and production of a web series in the English class using a Project-Based Learning methodology, employing both quantitative and qualitative measures to assess the overall impact.

2.2 Population and Sample

The study was carried out in 2022 at the Instituto Promoción Social de Piedecuesta, a public establishment in Santander, Colombia. The assigned population was students of classroom 9-02. Initially, 40 students were involved in the study, but the final sample size was 32 due to the floating population phenomenon discussed earlier. In summary, the overall number of study participants was 32; 15 were males, while 17 females. Participants' ages ranged from 13 to 17 years old. A thorough description of ethical concerns involved in the study is provided (see Appendix C). The protection of the integrity, safety, and privacy of the participants during data collection was ensured with the signature of the parents on the consent form. It's important to

acknowledge that students' participation in the data collection process was entirely voluntary. However, due to the inherent lack of autonomy in their situation, combined with the conclusion of the intervention, coinciding with the end of the academic year and their other ongoing exams and projects, only 20 students participated in the survey, while 13 students took part in the interviews. This limitation in participation toward the end of the intervention significantly impacted the data collection process.

2.3 Data Collection Instruments

2.3.1 Survey

Questionnaire is a very powerful instrument that enables collecting data and at the same time makes visible trends and tendencies among the population who has been surveyed (Valsiner, 2017). In accordance with the dimensions of the Sense of Community framework suggested by McMillan (2021), the survey was designed to explore the following dimensions: spirit, trust, trade, and art. A survey consisting of 20 close-ended questions was administered via Google Forms.

The questionnaire was divided into 4 blocks, each having a three-item Likert scale expressed as “Always”, “Sometimes”, and “Never”. The “spirit” dimension contains 9 questions, “trust” – 4, “trade” – 5 and “art” – 2. Finally, there was one open-ended question asking participants to share any valuable perceptions or experiences they had during the project. (See Appendix L). The purpose of this survey was to unveil the traits and characteristics of the trends shared by the members of the project, evidencing their sense of community.

To validate the questionnaire and know if the relationships between the variables have an invariant structure that allows the results to be interpreted with solid foundations, the KMO

Measure of Sampling Adequacy and Bartlett's test of sphericity were calculated. The KMO statistic varies between 0 and 1; A value greater than 0.5 indicates that the evaluation between the variables is significant, so the relationships between the variables could be analyzed with the sample data that is being used. For its part, if the Bartlett statistic takes high values and the level of significance is less than 0.05, it is concluded that the variables in the sample are highly correlated. The KMO statistic for the instrument used in this research work is 0.768 and Bartlett's test of sphericity was significant (0.000), indicating that the variables in the matrix are highly correlated. Therefore, the instrument used meets the validity criteria.

To determine the reliability of the instrument, Cronbach's alpha coefficient was calculated, which assumes that the items, measured on a Likert-type scale, measure the same construct and are highly correlated. The values of Cronbach's alpha coefficient range between 0 and 1, with an acceptable coefficient being considered as a general criterion when its value is equal to or greater than 0.7. Cronbach's alpha for the instrument used in this research is 0.923. The above indicates that the instrument meets the reliability criterion (Lacave et al., 2015).

2.3.2 Semi-Structured Interview

As a supplement to the survey data, this research employed a semi-structured interview method for data collection. It was chosen since it encourages respondents to expand on their views and observations (Creswell, 2012). The semi-structured interviews were carried out after the project was completed. It included eight open-ended questions that demanded direct responses. These questions covered one of four thematic areas: three were dedicated to spirit, one was to trust, three were focused on trade, and one encompassed art (see Appendix N). These face-to-face interviews at the end of the project aimed at allowing students to share their

thoughts, views, and ideas related to their experiences and perspectives of the community during the project.

2.4 Data analysis

Regarding the examination of the data, descriptive statistics were utilized for the survey results, while inductive analysis associated with color-coding was applied to the interview data. Descriptive statistics allowed quantifying and presenting survey responses in a descriptive manner to overwatch the perceptions of the participants. In contrast, inductive analysis and color-coding of the interview data was conducted to isolate patterns, themes, and subtleties within qualitative responses. This process was used to better comprehend the implications of project-based learning on students' sense of community. Inductive reading of the qualitative data enabled researchers to discern inherent patterns, through which one would not be able to pass by only analyzing quantifiable data. Additionally, color-coding provided for the organization of the interview transcript and mapping, which contributed to patterns and important reads identification. Taken together, descriptive statistics with inductive analysis and color-coding worked as a toolset for addressing the set research objectives.

2.4.1 Descriptive Statistics

Descriptive statistics were used to analyze the quantitative data obtained from the survey. More specifically, we utilized the measures of central tendency to grasp the overall view of how students perceived the sense of community within the groups. For one, the mode referred to the most common value in this dataset. This allowed us to determine the most prevalent perceptions or experiences among the participants. Second, the median showed the middle number in the

order data set. It allowed us to see the leaning perception of the student from the central tendency.

Additionally, we calculated the standard deviation to see how the data dispersed around the mean. A high standard deviation would mean that students' perception was highly variable. Whereas a low standard deviation would suggest that most students saw this aspect similarly. In summary, descriptive statistics allowed us to describe and summarize the students' shared perceptions towards the groups (Gordon, 2012). The described analysis of descriptive statistics aims to present the distribution and characteristics of students' perceptions, assisting in identifying trends and patterns that require further examination.

2.4.2 Deductive analysis and color-coding techniques

The qualitative data obtained from the interviews was treated by deductive analysis, a method which, according to Thomas (2006) as referenced in Azungah (2018), operates on the assumption that the data contains the underlying theory. The author stated that this approach has to be based on previous research and aligned with the existing literature, claiming that the fundamental concepts are inherently present in the data. During our research, we established four categories based on McMillan's (2021) sense of community framework, which are spirit, trust, trade, and art.

Prior to analyzing the interviews, we developed sub-categories through the research process, including emotional safety, group boundaries, sense of belonging, trust among members, decision-making capability, validation of ideas by the group, association of ideas within the community, social bargaining to achieve goals, and quality of experiences. These sub-categories were chosen as they represent the components of the four dimensions of the Sense of Community concept.

On the other hand, color-coding served as a precise method to identify the subcategories corresponding to transcript themes. Color-coding involves assigning a documented code by color to each group and theme within the data. According to Keller and Grimm (2005), this method allows for the visual grouping and organization of data. Both concepts were applied to the cell transcriptions of the data collected from the interviews and surveys. (See Appendix M and O).

2.5 Intervention

The research study was part of the intervention designed as a component of the practicum class of the program “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés of the Universidad Industrial de Santander”. This intervention integrated both thematic and linguistic content. Thematic content encompassed audiovisual productions, including the film and role and functions in television and film, as well as the technology skill of storytelling. Additionally, linguistic content included expressing wants and likes, describing actions, requesting information, and making presentations.

The intervention consisted of a seventh-phase plan (see Figure 1). In the first phase of the project, the 9-02 students were instructed in the creation of a web series around the theme of self-identity and lived experiences. The learners were told what they would be required to do and informed that by the end of the process, they will have to produce a short film (see Appendix D). This phase encompassed several functions like: following instructions, suggesting original ideas for storytelling, and formulating ideas to construct a premise for the web series. The class aimed to initiate English input, focusing on vocabulary related to web series, episodes, fiction, documentaries, football, video games, music, drawing, and hobbies (see Figure 2). Pronunciation practice included -S for Verbs in 3rd Person. Similarly, students were encouraged to explore

content for their web series episode themed "My Reality, Our Reality" within their immediate surroundings.

Introducing students to what the class project was in Phase 1, laid out the necessity of defining which roles the students were supposed to play while building the class project. Consequently, the roles' definitions were given to the class in the following format: primary responsibilities, skills and tasks, and active verbs on the expectations of a role. In this order, the teachers introduced the six major roles to perform: Director, Producer, Scriptwriter, Photography Director, Editor, and Sound Engineer. Toward the end of the phase, students were supposed to describe the roles that they would play in building the class project, including the responsibilities and abilities that the roles needed, and decide which role to play by working on a data sheet provided. In order to meet this objective, the teachers provided Language content such as present simple tense, functional language to talk about routines, and language to express wants/plans. Such preparation served to empower students to choose a role according to their preferences, naming their production teams, and continuing to Phase 3.

During this phase, students participated in six workshops focused on the production of the film. These workshops were led by Stefanny Acosta, a Master in Audiovisual Arts from UNAB, who provided expert guidance (see Appendix G and F). The goal of these workshops was to help students understand and practice the skills required for each role according to professional audiovisual standards. The workshops aimed to achieve several objectives.

Firstly, they aimed to familiarize students with the specific skills and tasks required for each role. Secondly, they aimed to help students develop the necessary abilities to fulfill their chosen role effectively. Lastly, they aimed to improve students' ability to express functions and responsibilities effectively in English. Simultaneously, English teachers covered the linguistic

content necessary for participation in these tasks. The language content covered in these workshops included continuing developing self-introductions and expressing wants and likes in English by calibrating their ideas based on Stefany Acosta guidance.

Additionally, students learned relevant vocabulary related to different roles and functions in the film production process (see Appendix I). Overall, these workshops provided students with the skills, knowledge, and language proficiency necessary to actively contribute to the production of the project. By the end of this phase, students were expected to have a clear understanding of the responsibilities associated with their chosen role.

Upon mastering their competencies, students proceeded to the pre-production phase. This entailed a scheduled creative exercise of making a production book for real, while the learners got to exercise their creativity and teamwork skills. The creative assignment helped the students script a complete itinerary plan using such documents as literary script, technical script, storyboard, location recce, script assessment, and shooting plan in conjunction (see Appendix H). The language content in this phase was designed to elaborate on brief descriptions of places and things.

Specific objectives of this phase included the presentation of a complete shooting plan for approval, guidance to students in groups to prepare and finalize the storyline by producing a script. The language functions for this phase entailed giving information about someone or something, describing and identifying persons, objects, and places. They mainly concentrated on vocabulary associated with common adjectives, the verb “to be” (is, are, am), “there is / there are”; constructions and prepositions of place: under, next to, in front of, etc. Ultimately, the language skills for this phase were to provide students with the necessary linguistic tools to guide them on planning and conducting the filming exercise in earnest.

Once a well-written script and newly learned behaviors, students were prepared to turn their creative ideas into a reality in the production. They were presented with a workflow plan to assist them in achieving the shooting plan proposed (see Appendix J). Each student had been trained and committed to their role. They had to use their knowledge in filming the web series based on the previously commissioned production book. In addition, they were provided with a shooting schedule to inform the deadline of the project (see Appendix K). During the production stage, students had the opportunity to bring their creative vision to reality, armed with a well-crafted script and refined production skills. They utilized a workflow plan to execute the shooting plan (refer to Appendix J), leveraging the production book they had previously created to commence recording the web series.

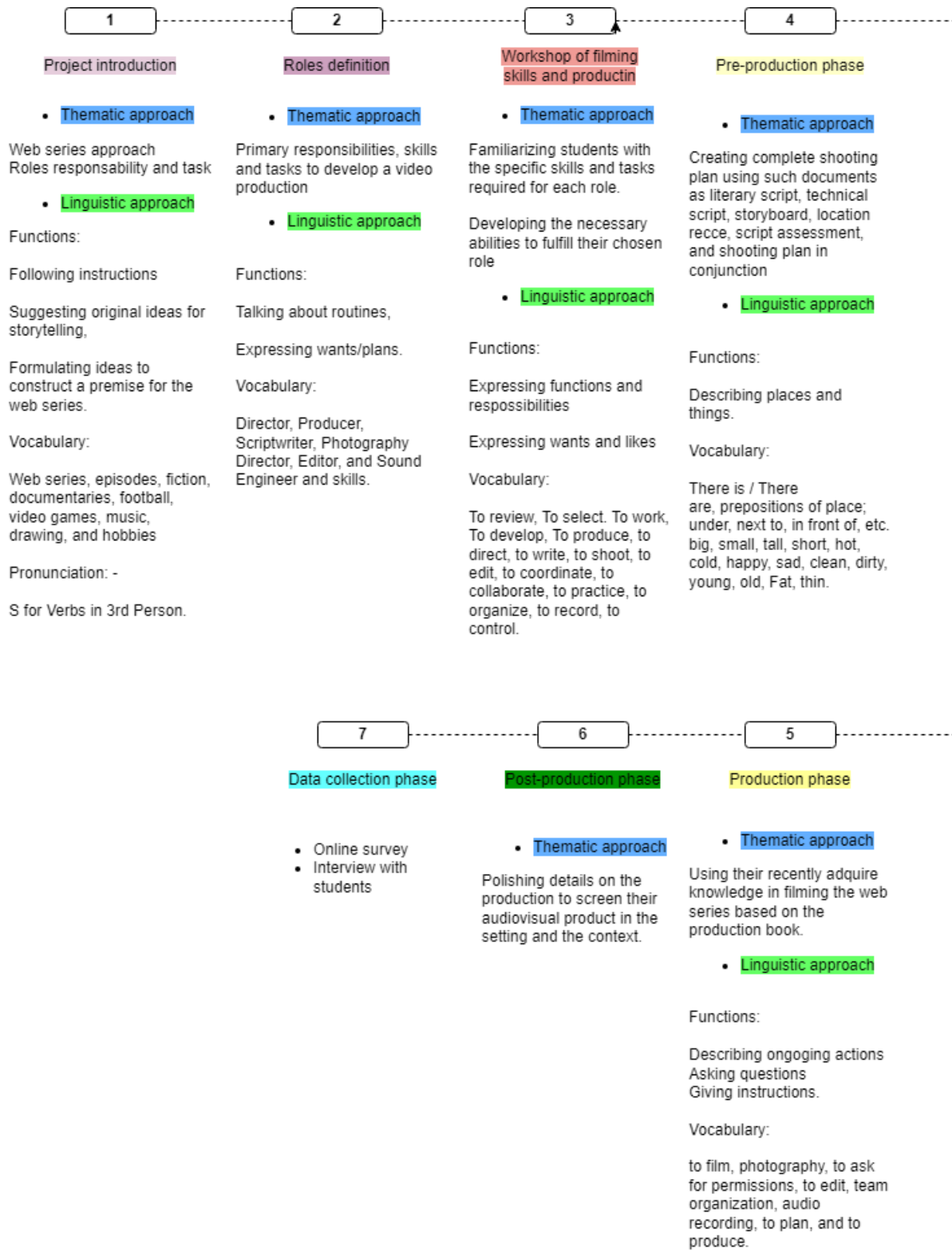
Additionally, a meticulously planned shooting schedule spanning eight weeks was provided to ensure timely completion of the project (refer to Appendix K). Language content during this stage primarily centered around the present continuous tense, allowing students to articulate ongoing actions during the production process. Key language functions included describing actions, asking questions, and giving instructions. Moreover, students were exposed to production terminologies such as filming, photography, asking for permissions, editing, team organization, audio recording, planning, and producing. Overall, this phase provided students with a platform to put their language and technical skills into practice, fostering a deeper understanding of the production process and enabling them to translate their creative ideas into outcomes.

After the productions of the short films, the students prepared the post-production. It is intended to polish details on the production to screen their audiovisual product in the setting and the context. It was designed to be experienced, underscoring the importance and the relevance of

their creative work and impact. The projection of the projects took place at the school library with the presence of the English's teacher of the IPS, the practicum director of the UIS, students that participate in the projects and the pre-service teachers that conducted this project (see Appendices P and Q). In terms of the data collection instruments, the survey was conducted online through Google Forms and distributed by WhatsApp at the end of the intervention to check students' general perceptions (see Appendix M). Also, 13 interviews were conducted at the school to see how this project influenced the sense of community with them, in particular after working with the team (see Appendix O).

Figure 1.

Research process diagram



Note. This figure illustrates the project workflow scheme

Chapter 3. Results

The findings of our research are organized into four categories, each corresponding to one of the dimensions of the Sense of Community concept: spirit, trust, trade, and art.

Triangulating the information allowed for a comprehensive understanding of how students perceived their sense of community while collaborating in teams.

3.1 Spirit

Spirit is the first dimension of the Sense of Community concept. This category was designed to measure the participants' perspectives regarding their emotional safety, group boundaries, and sense of belonging perception specifically in this PBL setting. McMillan & Chavis (1986) describe spirit as the basic aspect of a sense of community which is the actual "spark" of friendship and emotional safety with a group. It entails connections between individuals, self-expression, and the distinctive features of people's personality. Regarding the survey, Table 1 shows the results:

Table 1.

"Spirit" results

Spirit (Scored by 3-point Likert scale)	Median	Mode	SD
Emotional safety (Do you feel safe expressing your	Always (4)	Sometimes (13)	5.52

feelings to your teammates?)			
Emotional safety	Always	Sometimes	5.52
(Do you think your teammates feel safe expressing their feelings to the team?)	(4)	(13)	
Group boundaries			
(Do you feel your teammates were committed to the class project and their roles?)	Always (7)	Sometimes (9)	3.27
Group boundaries			
(Did you feel committed to the class project and your role?)	Sometimes (7)	Always (13)	6.53
Group boundaries			
(Did your team respect each other's roles and functions?)	Always (6)	Sometimes (12)	5.06
Group boundaries			
(Did each member fulfill their assigned tasks?)	Always (5)	Sometimes (7)	2
Sense of belonging			
(Are you satisfied with your team?)	Sometimes (7)	Always (11)	5.52

Sense of belonging (Do you think your classmates feel satisfied with their team?)	Always (4)	Sometimes (13)	5.52
Sense of belonging (Do you think your classmates feel accepted by their team?)	Always (6)	Somet imes (13)	6.16
Sense of belonging (Do you feel accepted by your team?)	Always (6)	Somet imes (14)	7.07

Note. This table represents the indicators for the subcategories of the 'spirit' category.

3.1.1 Emotional safety

Emotional safety is the perceived safety factor among the members of a community or group that makes it possible for one member to feel secure and free to express their real emotions or personal experiences to the rest of the group (McMillan, 2021). This section reports the students' opinions regarding their perceived freedom of communication with their team members and the opinions of their teammates' perceived emotional safety. From analyzing both the questions: "Do you feel safe expressing your feelings to your teammates?" and "Do you think your teammates feel safe expressing their feelings to the team?", here are several observations noted. A median of "Always" (4) shows a slight high perceived safety perception among students. A mode of "Sometimes" (13), indicates that the classroom with a safe feel to express feelings and opinions occurs regularly, but with intermittences and limitations. The standard

deviation of 5.52 indicates that responses have a significant heterogeneity in the responses, which suggests that the students' perceived emotional safety varies widely within the groups, but with a positive note. The similarity in median, mode, and standard deviation of the two questions also produced consistency when it comes to self-expression and expression by teammates. Therefore, the students' opinions on emotional safety are the same, regardless of whether they are self-opinions or opinions about their mates.

The analysis of the interviews reveals varying perspectives on emotional safety among the participants. Six students expressed a strong sense of emotional security throughout the project. One student highlighted feeling comfortable due to familiarity with working in teams, stating, "Well, I felt very good because I was used to working with friends and in a team. It seemed good to me" (student 7). Similarly, another student emphasized positive interactions with classmates, stating, "Very well. I was in a group with the classmates I usually spend most of my time with, and we got along smoothly" (student 10). In the same line, two students initially felt a lack of safety at the project's beginning.

However, their perceptions evolved positively as the project progressed. One student mentioned resolving conflicts through communication and collaboration, stating, "Some conflicts arose because some didn't want to record or act, mainly they wanted to go only for shooting the scenes, without taking part in the rest of the process, and that made me angry. [That improved] by talking among ourselves, discussing, and trying to make everyone understand that we were all going to participate" (Student 2). In contrast, five students reported feeling emotionally unsafe at various stages of the project. One student expressed frustration at the lack of attention from peers, stating, "Sometimes it made me angry because you could say something, and it's like they didn't pay attention. (...) In the end, we all did it in a rush" (Student 13). Another student

described feeling discomfort due to a lack of communication with unfamiliar classmates, stating, "[I felt] bad, very bad because the classmates we worked with, we had never even talked to or interacted with before, so it was a bit difficult because there was no communication" (Student 3).

3.1.2 Group Boundaries

Group boundaries characterize the border and the difference between “us” and “them” in a community or a social group. Group boundaries consist of the commitment, competition, and respect in the community (McMillan, 2021). In this sub-category, we gathered the data that offers the view of what students’ perceptions were of their group boundaries while they collaborated with the peers in that group.

The first question assessing this sub-category is “Do you feel your teammates were committed to the class project and their roles?”. The median “always” (7) suggests that, on average, students feel that their teammates were committed to the class project and their respective roles. Many students feel that their teammates are committed to the responsibility. However, the mode of “sometimes” (9) suggests that while there is a commitment, there are times when students feel that their teammates were not committed to the project and their roles. The calculated value of standard deviation of 3.27 also suggests some homogeneity in students’ responses, but slightly leaned towards positive response.

Analyzing responses to the question “Did you feel committed to the class project and your role?” resulted in several insights. Specifically, the median “Sometimes” (7) implies that, on average, a substantial portion of students see their commitment to the class project and their role somewhat inconsistent. However, the mode “Always” (13) means that, on average, a big number of students said they are always committed to the class project and their role. As such, there is some student-to-student variability of the responses, and the majority of students feel committed

to the project consistently. Yet, the Standard Deviation of 6.53 means a bigger heterogeneity of perceptions in the student answers. They commit to the project largely but with a slight lean towards commitment inconsistencies.

Analyzing the question “Did your team respect each other’s roles and functions?” a few considerations can be made. The median “Always” (6) indicates that some participants truly feel that the team respects each other’s roles and functions. It is clear that this portion of members believe that their teams are respectful with regard to the given roles and functions. The mode “Sometimes” (12) suggests that a significant portion of the respondents see it differently, and members of their teams do not always show respect for these roles and duties. Therefore, it can be concluded that students do not always have the same understanding of the incidence of attitudes of respect among their team members. Since the standard deviation was 5.06, it can be inferred that there was a significant heterogeneity in terms of perceptions of the degree of team respect, being the respect of the roles and function fluctuating during the process but with a subtle lean on the positive side.

At the end of this subcategory, the question “Did each member fulfill their assigned tasks?” was used to gain some insights. Having the median of “Always” (5), one can state that there is a perception of task fulfillment among the participants. But, at the same time, the mode “Sometimes” (7) tells us that this response occurred the most frequently. It implies that while some member fulfills his/her tasks as a teammate, it does not always happen with their peers. Moreover, the standard deviation of 2, meaning that the variability of responses is homogeneous in students’ perceptions, but leaning toward positive ones. In addition, it is essential to mention that 5 students decided to skip this question.

The interview explored if the participants sensed competition while working on the

project, which indicates the building of a sense of boundaries. Four students mentioned that even though they were friends, they felt the project was a competition, they wanted their groups to be the best, to have the best grades, and to win prizes. A few students emphasized this point by saying: “Yes, a little bit, because everyone was looking for a better quality [of the short film], a good story and, well, trying to see who was the best.” (Student 7); “Yes. You could feel the competition because everyone wanted to have the best project.” (Student 11). In addition, nine students responded that they did not see the project as a competition since they used to talk with the other groups to know how they were doing, to support each other, and to ask for advice. Also, they said that since the project was something different from what they normally did in the English class, they did not see it as a competition, but as a fun activity that they were enjoying. “No, because we always kind of talked about how you were doing, what you were doing, what you needed to record, and so forth.” (Student 13); “No, it was practically for the grade or fun. Practically, because not all the ninth-graders had this activity, but only us. Well, it was just for fun and to see who won.” (Student 9).

3.1.3 Sense of Belonging

Sense of belonging is the feeling of being accepted, included, and valued as a member of a group or community. It encompasses the expectation or faith that one will belong and the experience of acceptance (McMillan & Chavis, 1986).

For the question: "Are you satisfied with your team?", the mode "Sometimes" (13) indicates that most participants reported feeling moderately satisfied with their team. The median "Always" (4) suggests that while most responses lean towards "Sometimes", there are some participants who occasionally feel more satisfied. The standard deviation of 5.52 suggests some heterogeneity in responses, indicating that while overall satisfaction is moderated, there may be

some positive leaning in the level of satisfaction among individuals. This variation could stem from factors such as individual experiences within the team, dynamics, or personal expectations.

Upon examining responses to the question: "Do you think your classmates feel satisfied with their team?", the following observations were made: The median "Always" (4) suggests that a portion of students believe that their classmates fully agree with their team dynamics and experiences. On the other hand, the mode "Sometimes" (13) indicates that while there may be instances where classmates express satisfaction, it is not always the case for everyone. A standard deviation of 5.52 indicates some heterogeneity in students' perceptions of whether their classmates feel satisfied with their team with a slight deviation toward positive perspectives.

Reviewing responses regarding the perception of classmates feeling accepted by their team, several insights emerge. The mode "Sometimes" (13) suggests that while acceptance is perceived, it is not consistently experienced by all classmates. The median "Always" (6) indicates that a significant portion of participants believe their classmates are consistently accepted by the team. Having this in mind, the standard deviation of 6.16 indicates heterogeneity in responses, suggesting that while perception is moderately positive, there are differences in how participants perceive their classmates' acceptance within the team. This variability could stem from factors such as individual interactions, group dynamics, or differing perspectives on what constitutes acceptance.

In analyzing the responses regarding participants' sense of acceptance by their team, several key observations can be made. The mode "Sometimes" (14) suggests that while many participants feel accepted by their team, there are instances where this sense of acceptance may fluctuate. The median "Always" (6) indicates that a substantial number of participants perceive themselves as consistently accepted by their team. The standard deviation of 7.07 indicates high

heterogeneity in responses, suggesting that while group perception is to a certain extent positive, there are variances in how participants perceive their acceptance within the team. This variability also could be influenced by individual experiences, interactions with teammates, or personal interpretations of acceptance.

Regarding the interview, the students' answers revealed different perspectives regarding how the interaction, the dynamic, and the coexistence with the rest of the students in their group were. Some of the students admitted that they only got along with the classmates, they already worked together with before. "Well, with her [her friend] was good, because we were already friends, we worked together all the time." (Student 3). "Good, I had interacted with them before, so I trusted them and got along with them" (Student 12).

On the other hand, four students mentioned they had a good dynamic with all the members in the group, giving positive feedback about their teammates' interactions. "They gave their opinions. I gave my opinions. We shared our points of view. We got angry, there was one time we had a very bad fight, but we knew how to solve it." (Student 6). And a small group of students commented that they had a difficult time trying to get along with their team members. "I don't know. I feel like there wasn't enough communication. And we didn't... we didn't understand each other very much." (Student 8).

3.2 Trust

Trust is the second dimension of the concept of Sense of Community. According to McMillan & Chavis (1986), trust is the development of a mutual faith within a community, based on a shared understanding of expectations, authority, and social norms. Trust creates an atmosphere of order and justice, allowing members to influence and support one another. This category was divided into trust among members and decision-making capacity. Table 2 illustrate

the results:

Table 2.

"Trust" results

Trust (Scored by 3-point Likert scale)	Median	Mode	SD
(Trust among Members) Did you trust your group mates to know how to work orderly on the class project?	Always (6)	Sometimes (9)	3
(Trust among Members) Do you trust your group mates?	Always (5)	Sometimes (11)	3.79
(Trust among Members) Do you feel that your group mates trust you?	Always (4)	Sometimes (15)	7.37
(Decision-making Capacity) Do you believe your groupmates can make important decisions as a team?	Always (5)	Sometimes (11)	3.79

Note. This table represents the indicators for the subcategories of the 'Trust' category.

3.2.1 Trust among Members & Decision-making Capacity

Trust among members refers to how honest and credible interaction members of a community may tend to offer to each other. On the other hand, the decision-making capacity describes the ability of a community to make collective decisions and establish a structure of authority for guiding all its members. Effective community decision making leads to togetherness and a healthy order among the group (McMillan & Chavis, 1986). The second phenomenon in the data is the sub-category “decision-making capacity and trust among members”. The following data evidenced the feeling of students in sharing honest interactions and how they trust the decision-making proficiency by the group.

When analyzing the trust among group members in their ability to work orderly on the class project, some key observations can be made. First, the median “Always” (6) indicates that some participants fully trust their group mates to work orderly on the class project regularly. The mode “Sometimes” (9) implies that many participants in the study trust their group mates, suggesting that trust among the members of the group fluctuated across the process, with ups and downs always present. The standard deviation is 3, meaning that the variability of responses is homogeneous. Therefore, trust among group mates in relation to their ability to work orderly can be considered fluctuating but slightly leaned towards positive perspectives. However, it is important to note that three students did not answer these questions, as they decided to skip them.

By examining the group mates’ level of trust, a number of observations can be made. The median “Always” (4) indicates that a number of participants are likely to feel trusted by their group mates on a consistent basis. However, the mode “Sometimes” (15) suggests that although

a number of participants do feel trusted all of the time, the highest number of responses was that trust is not always there or not constant. The high standard deviation of 7.37 highlights the heterogeneity of responses, meaning overall that this level of trust also fluctuated during the process, but with a slight positive lean of the group members opinion about their perceived level of trust from their peers.

Close results for both “Do you trust your group mates?” and “Do you believe your group mates can make important decisions as a team?” could mean that the participants perceive trust and decision capabilities inside the group similarly. In this case, the median of “Always” for both questions are five (5). Meaning, that a portion of participants consistently trusted their group mates during the project. The mode, “Sometime” is 11, which tells us that while most of the participants always trust their group mates to make important decisions, some of them do not always do it. While a standard deviation of 3.79 indicates some homogeneity in the variability between the responses. On one side, we have participants who always trust and believe their group mates to make important decisions. In contrast, on the other side, we have the participants who do not always feel that way but have a more cautious attitude towards their group members expressing their trust sometimes due to fluctuations in trust among groups.

The results of the interview show the different opinions on the trust they had in each other regarding decision-making, work, and organization. Two students gave positive statements regarding trust among themselves and decision-making ability, they mentioned: “Yes, I trusted them a lot, we talked and we decided that we were going to work well to produce a good short film, that the teachers would like it.” (Student 9). “At the beginning, there wasn't so much trust, because we didn't know what we were going to do. But later, when we started to record that, yes, we had more trust in each other.” (Student 14).

Meanwhile, neutral interviews are also significant, with five participants reporting responses that do not strongly lean toward either positivity or negativity. These participants provided a balanced perspective, indicating that their experiences had both positive and negative perceptions. "At the beginning, it was very challenging because I had to lead them, and I gave them a talking to. It was like, I took on the role of director and I stood up to them, I told them, 'You have to do this because if not, we're not functioning, that's not acceptable.' And they understood and grasped the things, and we did work that progressed." (Student 6). "So, I mean, I did talk to them and said, 'Let's do this, let's do that.' But at one point, it was like I thought they weren't going to come up with anything, and I kind of stopped pushing." (Student 8).

On the other hand, five participants conveyed unfavorable sentiments. These students reported challenges and difficulties in their experiences. "No, I didn't trust them at all because I didn't know them that well. And then, I realized that they are not capable of making decisions for themselves and they were very, like very immature in making them." (Student 11). "No, I didn't because men in the group didn't take the project seriously. What we did, it was done by the women in the group" (Student 15).

3.3 Trade

The third dimension of the Sense of Community concept is trade. According to McMillan & Chavis (1986), trade within a community means the formation of an economy in which the members complement one another in mutually rewarding exchanges. In other words, it depicts the skills exchange, integration of needs and means, and the utilization of differences to create a sense of community and shared relational history. This category was categorized by three subcategories: validations and association of ideas, and social bargaining to achieve goals (see Table 3).

Table 3.

"Trade" results

Trade (Scored by 3-point Likert scale)	Median	Mode	SD
(Validation of ideas by the group) Do your teammates listen to you and take into consideration your ideas for the project?	Sometimes (9)	Always (11)	5.86
(Validation of ideas by the group) Do you listen to others and take into consideration the ideas they suggest for the class project?	Sometimes (7)	Always (13)	6.51
(Association and interaction among members) Do you feel that your teammates accepted you with respect and recognized your role?	Sometimes (8)	Always (10)	4.16
(Social bargaining to achieve goals) Do you think your classroom project was carried out taking into account	Always (5)	Sometimes (11)	3.79

the opinions of all team members?

Note. This table represents the indicators for the subcategories of the 'Trade' category.

3.3.1 Validation of ideas by the group

It is the process of validating and supporting a person or a group's idea. This indicator is linked to a sense of belonging by creating agreement and mutual support (McMillan & Chavis, 1986).

From the results provided by the students, regarding the question: “Do your teammates listen to you and take into consideration your ideas for the project?”, the following inferences were made: The median “Sometimes” (9) connotes that students generally think that their teammates listen to them and disregard their ideas for the project sometimes. Therefore, the experiences of the students suggest that there are times available when they are listened to by their teammates, and some of the students still feel that they are not listened to. However, the mode “Always” (11) shows that a significant proportion of the students think that members of their teams listen to them and consider their ideas for the project all the time. With a standard deviation of 5.86, there was a high heterogeneity in the students’ responses regarding the question: “Do your teammates listen to you and take into consideration your ideas for the project?”. Most students reported that their teammates listen to them but with a very strong inclination to inconsistencies.

For the question: “Do you listen to others and take into consideration the ideas they suggest for the class project?”, the results indicate that the median is “Sometimes” (7). It suggests that a considerable number of students tend to think that they sometimes listen to others and consider their ideas for the class project, giving the assumption that it is not a consistent

behavior. Regarding the mode “Always” (13), it indicates that a relatively large number of students tend to believe in always listening to others and taking into consideration their ideas for a class project. Finally, the standard deviation is 6.51, which talks about the students’ heterogeneity in their opinion on this issue. That is, to some extent, students tend to believe that they constantly listen to others while shooting ideas with a strong trend towards inconsistencies.

As for the interview, when students were asked if the project was done taking into account everyone’s opinion, ten students responded positively about their experience with comments such as “Yes, we took everyone's opinion into account, we met, we talked about what he liked and what she liked and so on.” (Student 3), and “Well, from my group's side, I would think so. We always took everyone's opinions into account and when it was time to make decisions, we took into account the opinions of all the members of the group.” (Student 13), in their groups they said they took into account everyone’s opinions and it wasn’t so hard to agree on what they wanted to do during the development of the project and this way everyone would feel appreciated.

However, three students said that in their groups they had bad communication and they discussed a lot, would not contribute at all, and sometimes, one student would take the lead and give orders to the rest without asking if they were okay with it. “No, because we asked them all the time what their opinion was and they said no, that we should do what we wanted and that they would accept anything. And when we said what we were going to do, they did not accept what we were going to do.” (Student 11). “Well... no, not really. A lot of lack of communication, many times they did what they wanted, and we didn't agree on anything.” (Student 4).

3.3.2 Association and interaction among members

This term describes relationships and social interaction between a particular group of

people who are generally unable to be considered family. The members come into this relationship voluntarily to commence a particular kind of labor activity, plan it, create their rules of behavior, interact, and disband, which shows their strong social collaboration (McMillan & Chavis, 1986). When analyzing the responses to the question, if the students feel that the teammates accepted them with respect and recognized their role, several key points should be taken into consideration. Firstly, the median 'Sometimes' (8) shows that the students' perception that their teammates accept them with respect and recognize their role fluctuated during the process. The mode 'Always' (10) shows that a substantial number of students generally feel always accepted with respect and recognize their roles by their teammates. Finally, a standard deviation of 4.16 shows heterogeneous variability of the students' responses as some students always feel such while others only occasionally.

Regarding the interview data, the students were asked if they believed that their teammates and they accepted their role with respect and commitment to begin working as a team. Four students reported a positive answer with comments such as: "Yes, they did, I congratulated them because they were great with the role they were assigned" (Student 6). Another student replied: "Yes, some of them accepted the role and were very committed to it" (Student 14). However, a significant majority, nine students, expressed they did not believe their teammates accepted their role with respect and commitment since there were noticeable issues related to commitment and responsibility. One of the students mentioned: "No, because in several... in several activities we had to do other people's work because supposedly they didn't know how to do it, but in reality, they did, they just didn't want to work" (Student 15). "No, because many people said: "oh, no, I don't want that, this is a lot of responsibility, this is a lot of things to do" and in the end, they did nothing" (Student 11).

3.3.3 Social bargaining to achieve goals

It is defined as the process of exchanging or swapping resources, needs, and opinions among community people to fulfill common goals. It is an essential aspect of community economics or reciprocity (McMillan & Chavis, 1986). The following trends were observed from going through the responses for: “Do you think the classroom project was carried out taking into account the opinions of all team members?” The median “Always” (5) suggests that there are cases where the group members felt that their classroom project was consistently inclusive of all team member’s opinions. There is also a mode value of “Sometimes” (11), suggesting that, on average, the group members felt their opinion was not consistently considered during the project. Finally, the standard deviation of 3.79, meaning that social bargaining perceptions among the group's members was somehow homogenous among the group members. In conclusion, the results reveal that from the group members’ perspective, the classroom project is inclusive of all team members’ opinion, although some felt that it was not the case.

3.4 Art

The fourth dimension of the concept of Sense of Community is art. It represents the culmination of the community's shared history, symbolizing its transcendent values and traditions. It encompasses symbols, stories, music, and other expressive forms that convey the community's core principles and serve as a collective memory passed from one generation to the next (McMillan & Chavis, 1986). Table 4 shows the results:

Table 4.

"Art" results

Art (Scored by 3-point Likert scale)	Median	Mode	SD
Do you consider your teammates your friends?	Sometimes (7)	Never (8)	1.53
Have you lived any experience with your classmates that you consider important?	Never (7)	Sometimes (8)	1.53

Note. This table represents the indicators for the subcategories of the 'Art' category.

From the responses to the question: "Do you consider your mates your friends?", the following observations were made: The median "Sometimes" (7) seems to express that participants on the whole see their teammates as friends to some degree. The mode "Never" (8) means it is most common for participants to feel that their teammates simply aren't friends. A standard deviation of 1.53 suggests that the variability of responses is homogeneous. These data indicated that while lots of the members thought that some of their teammates were friends or at least had a somewhat friendly feeling toward them, other members did not keep such views at all.

After reviewing the close-ended responses to the question: "Have you lived any experience with your classmates that you consider important?", the following observations were made: The median "Never" (7) indicates that, on average, participants have not lived experiences with their classmates that they consider important. The mode "Sometimes" (8) suggests that the most common response among participants is that they have sometimes lived experiences with

their classmates that they consider important. The standard deviation of 1.53 indicates that the variability of responses is homogeneous in the perception of important experiences with a slight deviation towards the lack of shared important experiences. Overall, the results suggest that while some participants have occasionally lived experiences with their classmates that they consider important, a great portion have not.

Regarding the open-ended data of: "Have you had any experiences with your colleagues that you consider valuable or important?", some students said:

"- When we all agreed and participated together, so that the video would look good and when we enjoyed laughing at the "fight" in the video."

"-When we recorded a colleague's funeral, that day was very fun. The other was when we all shared lunch once."

"The day of the first recording in the mall De La Cuesta, when I got lost. On that day, we filmed the motorcycle and the taxi scenes. I think we all had a lot of fun and had a good time."

Interviews with the students revealed diverse experiences during the project. Nine students reported having a positive experience. For example, one student shared their enjoyable experience, stating: "Well, almost all of them [the experiences] [were good] because when we left school to go and record, my friend's mom would take us out for lunch and such. I mean, it was something fun, and then we worked afterward." (Student 12). Another student highlighted the transformation of their group dynamics, saying, "None of us got along [at the beginning], and at the last minute, we ended with hugs and smiles. The behind-the-scenes was the best because there were unexpected moments, falls, I fell! And that was super good. Making the short film is what brought us together. We had a connection in that." (Student 6).

On the other hand, two students described their experience as regular: "It was very nice to come together... but at the same time, not really because those who didn't work were just waiting for the final grade of the period, hoping they would pass, even though they hadn't done anything." (Student 3). But a student who transferred from one group to another said: "In my group, no. In the group I collaborated with, there were moments, many moments of laughter, [even when] one got distracted, and there were issues unrelated to school [...]" (Student 8). In contrast, one student had a negative perception explaining: "It was like a bad experience because, as I mentioned earlier, it wasn't teamwork; instead, practically all the work was dumped on a few people, and the others just washed their hands of it." (Student 11).

Chapter 4. Discussion and Conclusion

The pedagogical practicum intervention focused on ninth-grade students, aiming to design an innovative project that would motivate them to cultivate a sense of community among the groups and adopt positive attitudes toward English. This initiative sought to address observed deficiencies in the classrooms' dynamics, which were discerned through multiple class observations revealing students' disinterest in English language practice, lack of motivation, and instances of hostility such as bullying and disrespect. Central to our study is the exploration of how Project-Based Learning (PBL), with a specific focus on short film production, influences the perceived sense of community among ninth-grade students in Classroom 9-02 at Instituto Promoción Social de Piedecuesta during their English classes.

Our general objective is to conduct a comprehensive analysis of the sense of community after their participation in the design and production of a web series as part of their English class curriculum, employing a Project-Based Learning approach. To achieve this objective, the four

dimensions of the concept of sense of community were explored from the perspective of the participants. First, we aim to understand students' perceptions towards the dimension of spirit that encompasses: emotional safety, commitment, respect, and sense of belonging within the group dynamic. Then, we seek to explore their views on the dimension of trust and their ability to make decisions within the context of group collaboration.

Next, we will examine students' perspectives on the dimension of trade, which include: validation, association, and exchange of ideas within the group, particularly concerning shared goals. Lastly, we intend to identify key moments and experiences reported by students that significantly contribute, or detriment, to the development of a sense of community within the classroom setting. The following paragraphs highlight the main findings of each of these dimensions.

4.1 Emotional safety, sense of belonging and boundaries (Spirit)

Students are most engaged when their group members share common values and beliefs; however, lack of alignment in these aspects results in noticeable disengagement. It was found that the existence of positive relationships, and shared values and beliefs contributed to a positive perception of emotional safety, belonging, and better conflict resolution throughout the project. In essence, when groups share common beliefs and values, they can communicate openly and honestly, fostering strong bonds and a unified approach to achieving tasks.

Conversely, when emotional safety and a sense of belonging are lacking within the group, students often feel constrained and disconnected from the group dynamic. At the same time, the examination of group boundaries demonstrated mainly positive responses when the participants shared similar values and beliefs leading to mutual respect and a balanced contribution to the project, for example, the fulfillment of assigned roles. However, in the absence of clear group

boundaries, an unfair workload during the phases of the project resulted in students feeling emotionally constrained to participate and the lack of connection with the group dynamics.

One external factor that significantly influenced group dynamics in our intervention was the English IPS teacher's decision to randomly allocate groups, aimed at mitigating undesirable behaviors or non-participation. While this approach was intended to maintain order in the classroom, it impacted the formation of groups based on shared values and beliefs. As a result, the analysis showed a 50/50 scenario: 50 % of the groups comprised members with aligned values and ideas, facilitating successful communication; while the other 50 % lacked synergy due to divergent visions and ideas among members, leading to incomplete projects.

Establishing an emotionally safe environment among groups by aligning them based on their values and beliefs is fundamental for educators, as it significantly enhances group dynamics and overall student performance across various domains. When individuals feel connected and secure within their group, they are more likely to collaborate effectively and achieve common goals. Therefore, educators should prioritize creating an atmosphere where students feel valued, respected, and supported, fostering a conducive learning environment where they can authentically express themselves based on their worldview.

4.2 Trust, Decision-Making, and Social Bargaining (Trust)

Trust among participants and their decision-making capacity emerged during the negotiation process regarding tasks and responsibilities for group projects. It became evident that shared values also play a crucial role in determining the levels of trust among group members and influencing collaborative decision-making processes, especially concerning the allocation of responsibilities. When group members share similar worldviews and interests, trust naturally flourishes, motivating them and fostering their commitment to completing the project.

This shared understanding within groups not only facilitates smoother collaboration, but also enhances academic achievement. In contrast, when shared values and beliefs are lacking, building trust and engaging in collaborative decision-making become challenging due to differing perspectives. This discrepancy often creates communication barriers and hampers the group's ability to work cohesively toward common objectives. Therefore, fostering an environment where shared values and beliefs are acknowledged and respected is essential for enhancing trust and facilitating effective decision-making processes within groups.

Our study also highlights the importance of integrating social bargaining into the task assignment process to improve group cohesion and performance. Social bargaining, which involves collaborative decision-making and trust among group members, plays a crucial role in achieving common goals and enhancing collaboration. However, conflicts and a reluctance to engage in decision-making can impede trust-building and hinder effective collaboration. Therefore, educators should foster inclusive and supportive classroom environments that encourage strong interpersonal relationships among students, empowering them to make collaborative decisions effectively.

During our research, we elucidate a potential relationship between trust and enjoyment, as well as a probable link between lack of trust and anxiety. Expanding upon this idea, we suggest the following syllogism: Lack of trust leads to limited knowledge acquisition, while increased trust fosters improved knowledge acquisition. Consequently, enhanced knowledge acquisition correlates with greater enjoyment, whereas restricted knowledge acquisition correlates with higher levels of anxiety within group dynamics.

Alberth (2022), underscores the negative correlation between anxiety and the sense of classroom community, suggesting that heightened anxiety levels can result in a weaker perceived

sense of classroom community due to withdrawal from social interaction and feelings of alienation within the group. Conversely, enjoyment is positively correlated with a sense of classroom community, indicating that students who find learning enjoyable are more likely to perceive a strong sense of community.

This underscores the importance of creating engaging and enjoyable learning environments to promote a sense of classroom community. By fostering trust among students and alleviating anxiety, educators can enhance language acquisition processes, as suggested by Krashen (1982).

4.3 Association, interaction, and collective goal pursuing (Trade)

Throughout the intervention phases of pre-production, production, and post-production, the presence of association, interaction, and collective goal pursuit was evident when team members shared values and beliefs, felt emotionally safe, and had a strong sense of belonging. Clear roles, responsibilities, and trust in the group dynamics further facilitated success. This was complemented by effective communication, mutual respect, commitment to the project, and task fulfillment. In contrast, groups lacking these essential elements faced challenges in producing cohesive outcomes, heightening the risk of academic failure.

As educators and researchers, we emphasize the importance of aligning student groups based on shared values and beliefs. This alignment is essential for nurturing emotional safety and a sense of belonging among members. When group members share common values and beliefs, they naturally develop trust among themselves. This trust, in turn, fosters good decision-making capacity, leading to healthy group interactions, refined idea validation, and association among members. Ultimately, this enhances the learning experience and leads to a successful outcome.

Dooly, Masats, and Mont (2021), provide a compelling example of how a plurilingual approach can enrich knowledge and skill acquisition across various dimensions, emphasizing its effectiveness in fostering collaboration among students. Our intervention further corroborated these findings, demonstrating that groups where students felt trusted, satisfied, and valued within the group exhibited higher levels of productivity throughout the project process, ultimately leading to academic achievement.

On the other hand, groups lacking trust and satisfaction in their group dynamics experienced communication breakdowns, slow progress, and incomplete assignments, resulting in academic failure. These outcomes underscore the critical role of shared values and beliefs in cultivating trust among team members. Moreover, they highlight how positive association, interaction, and goal pursuing stemming from this trust contribute significantly to achieving successful project outcomes.

Furthermore, the project by Dobson & Dobson (2021) exemplifies how meaningful learning occurs when students are entrusted with responsibilities and placed at the forefront of the learning process. This approach requires students to validate, associate, and collaborate among themselves, leading to deeper engagement and understanding. Their emphasis on active participation in interdisciplinary projects addressing real-world challenges aligns closely with the goals of our own project.

Additionally, the Dobson & Dobson (2021) project, similar to ours, underscore the importance of tasks that prompt learners to take actions with clear social objectives. By engaging in tasks that prompt meaningful participation, students develop behaviors such as increased engagement and effective communication. These behaviors pave the way for the development of emotional safety and a sense of belonging as students collaborate to accomplish tasks and

responsibilities. As they feel satisfied and valued within the group, they develop trust among themselves, enabling them to make informed decisions and negotiate effectively to achieve their goals. Leveraging their knowledge as a tool, students ultimately make meaningful contributions not only to their educational community but also to the local community at large.

For educators overseeing group work, ensuring consistent consideration, negotiation, acceptance, and commitment to ideas throughout the collaboration process is cardinal. This can be achieved by understanding, respecting, and promoting both individual and group values and beliefs. Strategies such as open communication, inclusivity, setting clear expectations, implementing decision-making structures, and teaching problem-solving skills are essential for fostering proactive collaboration and goal-setting among students. By implementing these approaches, educators can significantly enhance students' collaborative experiences and improve overall project outcomes.

4.4 Significant moments in developing community (Art)

At the project's conclusion, art emerged as a supportive and inclusive reminiscence where all students felt valued and respected for their contributions to the project's development. This sense of accomplishment was fostered by effective communication, collaborative decision-making skills, and teamwork among the students. Our findings explore the diverse range of experiences encountered by students throughout the project. Positive experiences include instances of effective collaboration during video recording sessions, shared meals, and lighthearted behind-the-scenes moments. However, negative experiences also surfaced, such as communication barriers developed by some group members hindered collaborative decision-making and teamwork. Additionally, some students expressed feelings of overwhelm due to workload and frustration stemming from an unfair distribution of tasks within groups.

These responses highlight a mix of positive and negative experiences encountered throughout the project. It's clear that factors such as trust, effective communication, well-defined group boundaries, and task fulfillment collectively contribute to fostering a harmonious group dynamic conducive to creating what we define as art. Upon reviewing the work samples, cohesive teams that leverage their group dynamics effectively through trusted collaborative decision-making tend to achieve greater success and derive more satisfaction from the project, ultimately resulting in the creation of art. In contrast, disruptions in trust, effective communication, responsibilities, and task fulfillment, posed challenges to community building and hindered the project's successful completion.

According to Puspawati et al. (2021), engaging in short film productions fosters collaboration among students by encouraging them to value each other's contributions and empathize with one another's experiences. Our project highlighted that the level of trust among students within the group was the most consistent predictor of success and also served as the primary indicator of art achievement within the project. Successful groups, characterized by strong student-to-student trust, demonstrated better abilities in social bargaining, associating, and interacting to collaborate, thereby creating positive community environments that we defined as art.

On the other hand, less cohesive groups, marked by feelings of emotional insecurity and a lack of belonging, engaged in fewer idea exchanges among themselves and ultimately failed to achieve the final project goal. This finding aligns with the study by Rockinson-Szapkiw et al. (2016), which underscores the significance of a sense of community as a potent predictor of academic achievement.

4.5 Limitations and Suggestions

Sample Size

The study's sample size may be limited, which might compromise the broader generalizability of the findings. Initially, the study involved 40 students. However, 8 of them were withdrawn from the school due to the earlier-described floating population phenomenon. During the post-production time period, 12 participants were disqualified from the project. This took place due to issues such as the trustworthiness of members and their decision-making status as a group. Twelve students did not want to participate in the research. Such factors limit the ability of generalizability to the broader population.

Lack of Longitudinal Data

The lack of longitudinal data did not allow assessing how perceptions and behaviors changed over time. The collection took place when the project ended, meaning that the researchers lacked the initial information about students' perceptions of the sense of community. It also means that the baseline data was also missing, making it difficult to analyze the changes in students' perceptions throughout the project.

External Factors

The identified external factors, such as differences between the participants and unforeseen events also influenced the results and compromised the study's validity. There were restrictions on partner selection imposed by the titular teacher meaning that the created sense of community was artificial. It might have led to the insufficient emotional safety and sense of belonging due to the incompatibility of values and beliefs among participants. The floating

population was another factor that influenced the group's cohesion and made it difficult to maintain the same number of students throughout all stages of the project.

Resource Constraints

Resource limitations, including time and funding may restrict the study's scope and depth, affecting its comprehensiveness and validity. Students' lack of resources, such as smartphones, computers, or software for video production, posed challenges during project execution, potentially impacting outcomes.

Limited Exploration of Contextual Factors

Some of the crucial contextual factors explicitly mentioned in our research remained neglected and insufficiently researched. These factors are poverty, enjoyment, and anxiety, which may also affect the performance and socialization of students. However, these factors were identified but not employed as an additional aspect of integration into the study. In such a way, addressing these aspects would provide a deeper understanding of the socioeconomic background and the field of education. If affected, it would provide a much deeper insight into the context that impacted the changes we have identified.

4.6 Conclusion

Throughout the intervention, shared values and beliefs emerge as foundational pillars shaping the sense of community among group members. Their significance influences various stages of classroom intervention. Firstly, shared values and beliefs are crucial for ensuring emotional safety within the grouping process. When students share common values, they

experience a sense of belonging and mutual understanding, which fosters a cohesive group dynamic.

This mutual understanding allows members to appreciate each other's perspectives, viewpoints, and attitudes, fostering an environment of trust and respect. Moving forward, shared values and beliefs continue to play a key role in fostering effective collaboration, as it enables members to work together towards common goals with trust, knowing that their contributions are valued and respected, and communicate effectively towards collaborative decision-making. On the other hand, divergent values and beliefs among group members can hinder collaboration and goal-setting processes, leading to misunderstandings, conflicts, and academic failure.

To promote alignment with shared beliefs and values, educators can employ various strategies, such as recognizing and considering the ideas of students who share similar values and then aligning them into groups. By fostering an environment where shared values are acknowledged and respected, educators can enhance the sense of community through Project-Based Learning (PBL). In summary, shared values and beliefs serve as the cornerstone of effective communication, trust-building, decision-making capacity, and teamwork within the group. Their influence permeates all phases of the project, from cultivating emotional safety to driving positive outcomes and academic achievement.

References

- Alberth. (2022). Predicting Sense of Classroom Community from Foreign Language Enjoyment and Anxiety in an English as a Foreign Language Classroom. *International Journal of Emotional Education*, 14(1), 38–52. <https://doi.org/10.56300/AGIZ1797>
- Azungah, T. (2018). Qualitative research: deductive and inductive approaches to data analysis. *Qualitative Research Journal*, 18(4), 383–400. <https://doi.org/10.1108/QRJ-D-18-00035>
- Bateman, H. (2002). Sense of community in the school. In *Psychological sense of community* (pp. 161-179). Springer, Boston, MA. https://doi.org/10.1007/978-1-4615-0719-2_9
- Becerra-Posada, T., García-Montes, P., Sagre-Barbosa, A., Carcamo-Espitia, M. I., & Herazo-Rivera, J. D. (2022). Project-based Learning: The Promotion of Communicative Competence and Self-confidence at a State High School in Colombia. *HOW - A Colombian Journal for Teachers of English*, 29(2), 13–31. <https://doi.org/10.19183/how.29.2.560>
- Boyer, E. (1995). *The basic school*. The Carnegie Foundation for the Advancement of Teaching. Norfolk Academy. <http://boyerarchives.messiah.edu/files/Documents3/1000%200001%205896ocr.pdf>
- Congress of the Republic of Colombia (1994). *Law 115 of February 8th, 1994, “General Law of Education”*. https://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston, MA: Pearson. <http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf>
- Dobson, J., & Dobson, T. (2021). Empowering student voice in a secondary school: Character Education through project-based learning with students as teachers. *Teacher Development*, 25(2), 103–119. <https://doi.org/10.1080/13664530.2020.1865442>

- Dooly, M., Masats, D., & Mont, M. (2021). Launching a solidarity campaign: Technology-enhanced project-based language learning to promote entrepreneurial education and social awareness. *Journal of Technology and Science Education*, 11(2), 260–269. <https://doi.org/10.3926/jotse.1224>
- Echeverri, M. (2017, November 22). *A la hora de trabajar en equipo, los estudiantes colombianos reprueban*. Diario La República. <https://www.larepublica.co/globoeconomia/los-estudiantes-colombianos-reprueban-a-la-hora-de-trabajar-en-equipo-2572436>
- George, T. (2023, November 20). *Exploratory Research | Definition, Guide, & Examples*. Scribbr. Retrieved April 15, 2024, from <https://www.scribbr.com/methodology/exploratory-research/>
- Gordon, R. A. (2012). *Applied statistics for the social and health sciences*. Routledge. <https://doi.org/10.4324/9780203135297>
- Hernández-Sampieri, R., Fernández, C., & Baptista, M. (2014). *Metodología de la investigación*. (6 ed.). McGraw-Hill. <https://www.esup.edu.pe/wp-content/uploads/2020/12/2.%20Hernandez,%20Fernandez%20y%20Baptista-Methodolog%C3%ADa%20Investigacion%20Cientifica%206ta%20ed.pdf>
- Hernández-Sampieri, R., & Mendoza, C. (2018). *Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta*. Ciudad de México, México: Editorial Mc Graw Hill Education. http://www.biblioteca.cij.gob.mx/Archivos/Materiales_de_consulta/Drogas_de_Abuso/Articulos/SampieriLasRutas.pdf
- Keller, T., & Grimm, M. (2005). The Impact of Dimensionality and Color Coding of Information Visualizations on Knowledge Acquisition. *Knowledge and Information Visualization* (pp. 167–182). Springer Berlin Heidelberg. https://doi.org/10.1007/11510154_9

- Krashen, S. (1982). *Principles and Practices in Second Language Acquisition*. University of Southern California.
https://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, 77(6), 1121–1134. <https://doi.org/10.1037/0022-3514.77.6.1121>
- Lacave, C., Molina, A., Fernández, M., & Redondo, M. (2015). *Análisis de la fiabilidad y validez de un cuestionario docente*. Actas de las XXI Jornadas de la Enseñanza Universitaria de la Informática. Universitat Oberta La Salle, pp. 136–143). Text en actes de congrés presented at the Actas de las XXI Jornadas de la Enseñanza Universitaria de la Informática, Andorra la Vella.
https://upcommons.upc.edu/bitstream/handle/2117/76844/JENUI2015_146-153.pdf?sequence=1&isAllowed=y
- Ledward, B. & Hirata, D. (2011). *An Overview of 21st Century Skills*. Summary of 21st Century Skills for Students and Teachers, by Pacific Policy Research Center, Honolulu: Kamehameha Schools-Research & Evaluation.
- Manning, M., & Saddlemire, R. (1996). Developing a sense of community in secondary schools. *NASSp Bulletin*, 80(584), 41-48. <https://doi.org/10.1177/019263659608058409>
- McMillan, D. (1996). Sense of community. *J Community Psychol*, 24(4), 315–325.
[https://doi.org/10.1002/\(SICI\)1520-6629\(199610\)24:4<315::AID-JCOP2>3.0.CO;2-T](https://doi.org/10.1002/(SICI)1520-6629(199610)24:4<315::AID-JCOP2>3.0.CO;2-T)
- McMillan, D. (2021). *An Introduction to the Sense of the Community*.
www.drdauidmcmillan.com/ Retrieved on January 16, 2023
<https://www.drdauidmcmillan.com/sense-of-community/article-1>
- McMillan, D. & Chavis, D. (1986). Sense of Community: A Definition and Theory. *J Community Psychology*, 14(1), 6-23. DOI:10.1002/1520-6629(198601)14:13.0.CO;2-I

- Merriam, S., & Tisdell, E. (2016). *Qualitative Research: A Guide to Design and Implementation*. (4th ed.). San Francisco, CA: Jossey Bass.
- Morales-Rodas, L., Galimberti, J., & Cárdenas-Sánchez, S. (2020). The use of short films in learning English as a foreign language. *Dominio De Las Ciencias*, 6(2), 577–592. <https://doi.org/10.23857/dc.v6i2.1234>
- Moura, J., Rodríguez, N., Castillo, M., Campo, T., Ximenes, V., Cidade, E., Nepomuceno, B. & Arboleda, Y. (2021). Sense of community in poverty contexts in Brazil, Colombia, and Mexico: A transcultural study. *J Community Psychol*, 49(1), 202–217. Doi: 10.1002/jcop.22436.
- Organization for Economic Co-operation and Development - OECD (2017). *PISA 2015 Assessment and Analytical Framework. Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving*. OCDE Publishing, Paris, https://read.oecd-ilibrary.org/education/pisa-2015-assessment-and-analytical-framework_9789264281820-en#page4
- Puspawati, N., Suwastini, N., Hutapea, J., Dantes, G., & Adnyani, N. (2021). Consumption and Production of Short Film: toward the Conceptualization of Multimodal Language Learning for Developing 6Cs Skills in the Digital Age. *Journal of Physics. Conference Series*, 1810(1), 12054. <https://doi.org/10.1088/1742-6596/1810/1/012054>
- Rockinson-Szapkiw, A., Wendt, J., Wighting, M., & Nisbet, D. (2016). The predictive relationship among the community of inquiry framework, perceived learning and online, and graduate students' course grades in online synchronous and asynchronous courses. *International Review of Research in Open and Distributed Learning*, 17(3), 18–35. <https://doi.org/10.19173/irrodl.V17i3.22003>
- Şahin Kızıl, A. (2021). Predicting achievement in distance language learning: a structural equation model. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(1), 88–104. <https://doi.org/10.1080/02680513.2020.1787819>

- Supé, O., & Kaupuzs, A. (2015). The Effectiveness of Project –Based Learning in the Acquisition of English as a Foreign Language. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, (2), 210-218.
<https://doi.org/10.17770/sie2015vol2.458>
- Valsiner, J. (2017). *From Methodology to Methods in Human Psychology* (1st ed. 2017.). Springer International Publishing.
- Yin, R. (2014). *Case Study Research: Design and Methods* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Zafra, O. (2006). Tipos de investigación. *Revista Científica General José María Córdova*, 4(4), 13-14. <https://www.redalyc.org/articulo.oa?id=476259067>

Appendixes

Appendix A: Stakeholders interviews report

Prácticas Pedagógicas I

Laura Juliana Hernández

Enrique Gil Franco

Introduction

During this report, we will discuss the several needs that Instituto Promoción Social presents. We decided to evidence weaknesses in the institution in regards to finding solutions and best practices to develop our pedagogical practices for the Foreign language teaching program at the Universidad Industrial de Santander. To make this report possible, we interviewed two important figures in the institution using a semi-structured interview model and two interview channels. First, the previous rector Diocelina Sandoval Delgado was interviewed in person and we recorded the meeting to subsequently transcript and analyze the meeting. Also, we interviewed the coordinator Diana Zoraida Mejia Pacheco via WhatsApp working under an asynchronous meeting. The purpose of this report is to analyze the social and pedagogical needs of the students, that, according to the information we obtained, are related to the aspects of cognitive disability, social exclusion, vulnerability, and lack of economic resources. All this information will lead us to understand the background and context of our future students, in order to be able to find the right tools and strategies for them to prepare an appropriate pedagogical development for them.

In the following section, we will discuss in more detail each of the needs that were identified through the responses provided by the interviewees.

Inclusion

Talking to the rector, one of the first things she mentioned in the report is that the institution attempt to work and to include those students who have cognitive and physical discapacities to integrate into the society, particularly into the regular academical activities, on her words

“Acá el colegio maneja bastantes estudiantes con discapacidad, tenemos una maestra orientadora y una maestra de apoyo, las cuales nos ayudan en ese proceso de atención a los niños, pues es escaso la cantidad de personas para la cantidad de niños que hay con discapacidad. El año anterior más o menos teníamos caracterizados 98 niños con diferentes situaciones de discapacidad.”

It is noticeable that, even when the institution aims to cover a wide population with cognitive and physical disabilities (in this case 98 students), they do not have enough trained professionals to attend carefully to all of the cases and to analyze and improve their learning process at the institution.

We regarded the interviews within the main axis considered in Instituto promoción social, **the inclusion of all the students**. This is an attitude, a disposition, and a policy that seeks to integrate all citizens or, in this case, students into society in order for everyone to participate, contribute, and benefit from the process. Inclusion aims to guarantee that all people or social groups, particularly those experiencing segregation or marginalization, have equal chances and possibilities to achieve their potential as individuals.

To lighten the academic and professional load they face, specifically from the proposed inclusion in the PEI, The rector of the IPS also mentioned the assistance received by Secretaría de educación. According to her words, she expressed that:

“Estos últimos años ha enviado un equipo de dos o tres psicólogos (...) entonces ellos envían tres profesionales al año para ayudar con el proceso de fortalecimiento de valores y todo para los niños”

As a result of this category analysis, we can evidence that the institution is facing a high challenge regarding the number of specialized professionals that can assist and properly teach students with physical and cognitive disabilities. This can be a major point that will be evaluated in the future for the sake of our pedagogical intervention.

1) **Disability conditions in students**

As we mentioned before, it is evident that there is a high disability condition in students due to their necessities. It means that the lack or limitation of physical or mental faculty distorts the normal development of their students' activity. The rector and the coordinators mentioned that there are two types of disabilities that are worth mentioning due to its everyday circumstance within the institution. Those are:

- a) **Cognitive disability** is a term that refers to a person who has particular constraints in their mental functioning and abilities such as communication, self-help, and social interactions
- b) **Social exclusión** is the lack of participation of segments of the population in the cultural, economic, and social life of their respective societies due to the lack of rights, resources, and basic capacities.

Those types of disabilities reveal the major needs that we will face during our observations and later interventions in the institution. And also, we as pre-service teachers will have to strongly consider evaluating and developing to attain advantageous results in the future.

2) **Vulnerability:**

To start this section, we wanted to know why students developed the disabilities previously mentioned. For this reason, we asked the rector of the IPS to provide us with the social status of the students in the institution population. We found that there are many cases associated with students' vulnerability. So, defining what it is, we found that it is understood as the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally, a factor that can drastically affect the proper cognitive development of students and can hinder their optimal academic training. In consequence and regarding this major point, The rector mentioned that there are several cases within which we found:

a) **forced displacement cases**

“Nosotros atendemos la mayor parte de población desplazada que está ubicada en los asentamientos a manos del municipio de Piedecuesta”

b) **Domestic violence, and overcrowding in houses**

“en la parte de convivencia es bastante difícil porque conviven muchas personas en una misma vivienda entonces se presentan conflictos, hay mucha población con dificultades en cuanto a que son niños maltratados, niños violentados, abusados”

As a result of this finding, we as pre-service teachers can say that the institution will find students with several cases of vulnerability, a reason why we will have to evaluate their disposition to learn based on the fact that they presented a tough background that directly affects them emotionally, cognitively, and socially.

4) **Resources**

Besides the harmful situation in which a considerable portion of the institution population deals with in terms of cognitive and social factors, We also reviewed the economic condition of them. Talking to the rector, she mentioned that the institution population counts with families with single mothers in poverty conditions, scarce technological, social, economic, and educational resources. This is also a major point that needs to be attended, In the rector's words, she expressed that:

“el estrato está entre 0,1,2, es un estrato bastante bajo, es una población bastante pobre, de escasos recursos económicos (...) El contexto de la institución pues obviamente nos indica que se debe hacer un trabajo bastante a profundidad en cuanto a la convivencia y en cuanto al conocimiento teniendo en cuenta que la población por sus escasos recursos económicos no pueden adquirir, por decir algo, estar en el internet, todas esas situaciones porque no tienen cómo hacerlo, entonces el colegio es el que debe aprovechar el momento en el que el estudiante está en el aula para profundizar ese conocimiento con ellos y poder salir adelante en su proceso pedagógico.”

As evidence, a great portion of students only count on the time and disposition to learn and practice the knowledge presented in classes while they are in the institution. This happens due to the lack of opportunities and conditions to learn presented in their home circumstances. So, the rector left a big responsibility on the teachers of the institution to work the maximum amount of time and effort during the classes. She also suggests that the students will not have the same opportunities to learn while they are not in the institution. This is the core of our responsibility as teachers regarding this population and also one of the biggest limitations in the learning process that students face in this social environment.

5) Floating population as a concept

Regarding the effects of the vulnerable population previously identified, we interviewed the coordinator of the institution to evidence the consequences of such aspects, she mentioned a

particular concept that we considered remarkable during this need analysis, “**Floating population**”, in words of the coordinator:

“Debido a los altos índices de vulnerabilidad y desplazamiento de la cual han sido víctimas las familias, la población de nuestra IE es flotante”.

So, to clarify the idea of what “**floating population**” refers to, we can infer that it is considered as the population in the institution that is highly prone to dropping out of school. The rector of the institution also mentioned this phenomenon in her interview. She expressed that:

“En la institución se ve mucha deserción, precisamente porque es población vulnerable, ellos van y vienen todo el año, ese vaivén de estudiantes, se van para otro departamento, para otro municipio e igualmente están llegando y llegando, eso es un vaivén durante todo el año, en la institución debido a eso”

As previously evidenced, one of the common topics in the institution is Desertion, a major point that has to be evaluated in the future due to the normalization of this phenomenon within the institution scheme, Following the word of the coordinator:

“Con relación a la deserción, es muy común en la comunidad atendida debido a las diferentes situaciones de vulnerabilidad de las que son víctimas.”

Finally, she mentioned that one of the reasons that elevates the presence of desertion is due to the lack of attention provided at home. In the coordinator’s words

“La problemáticas con mayor evidencia tienen que ver con falta de acompañamiento y corresponsabilidad de parte de los acudientes o tutores de los menores.”

Conclusion

It is evident that the institution faces several challenges regarding social, physical, and cognitive factors. For the sake of this report, we evaluated the concept of inclusion to highlight the difficulties faced by the population of the institute, which are 1) cognitive disability, 2) social exclusion, 3) vulnerability, 4) lack of economic resources. These conditions generate a high dropout rate in the institution, which is what the coordinator calls the floating population.

As a result, we document through this report several concerns that also will be presented in our future practice at the institution. So, regarding those topics, It will be prudent to take into account those factors in the moment of preparing our observations and, consequently, our action plan to develop in the institution to accomplish the objectives expected from our intervention as part of the results expected from the covenant between Instituto promoción social and Universidad Industrial de Santander.

Appendix B: Class observations:

Escuela de Idiomas
 Licenciatura en Lenguas Extranjeras con Énfasis in Inglés
 Práctica Pedagógica I
 Supervisor: Maria Eugenia Rojas

Observers: Laura Hernández
Time: 9:15 - 10:10
Place: Instituto Promoción Social de Piedecuesta
Grade: 8-05
Date: 01/02/2022

Field notes		
Class objectives	CI	Que al final todos los estudiantes cuenten con libro,Explicar cómo se llevará a cabo las clases de Inglés
Activities	Ac	Hacer entrega de libros a los estudiantes,Revisión de actividades previas
Time	Ti	Descriptive Field Notes
		Reflective notes

<p>20</p>	<p>9: El profesor ingresa saludando a los estudiantes en Inglés y continúa dando instrucciones sobre nosotros, somos presentados ante el salón.</p>	<p>El profesor tiene una actitud fuerte y dura con los estudiantes, los cuales son atentos en todo momento a lo que él dice</p>
<p>30</p>	<p>El profesor explica la dinámica de clases. Todos deben hacer la tarea para entender el tema y poder avanzar en la clase. La clase trabaja con tarea como tema por adelantado.</p>	<p>Pocos estudiantes hicieron la tarea.</p>
<p>36</p>	<p>9: El profesor asegura que los estudiantes hayan hecho las actividades que dejaron la clase anterior como trabajo en casa.</p> <p>El profesor pasa puesto por puesto para mostrar el libro que van a utilizar en el periodo académico y hace entrega de los libros.</p>	<p>Los estudiantes responden en coro cuando algo parece ser incierto. Esto demuestra que están atentos. Sin embargo, dudan en hablar cuando el profesor pregunta algo.</p>
<p>38</p>	<p>09 Se le pide a los estudiantes que descarguen el libro en teléfono pero no todos los estudiantes tienen datos móviles para acceder. El link presentado es http://eco.colombiaaprende.edu.co/textbooks y</p>	<p>Los estudiantes responden en coro cuando algo parece ser incierto. Esto demuestra que están atentos. Sin embargo, dudan en hablar cuando el profesor pregunta algo.</p>

:45	<p>especifica el libro Way to go 3 tanto el student book como el workbook.</p> <p>El profesor presenta el libro en físico. El explica que los libros con los que cuenta la institución son limitados, pero la institución presta los libros a los estudiantes para poder facilitar el proceso de aprendizaje.</p>	<p>Tener en cuenta que los libros no se pueden rayar ni mucho menos fotocopiar, está prohibido.</p>
:53	<p>Al momento de calificar la tarea, la mayoría de los estudiantes no la realiza y explica su dinámica de evaluación de tareas.</p> <p>Si la tarea se presenta, los estudiantes obtienen un 5. Por otra parte, si no se presenta, los estudiantes obtienen un 1.</p> <p>Separa los estudiantes que hicieron la tarea y dirige la clase únicamente hacia ellos. El resto hace la tarea en clase.</p>	<p>Ya casi termina la clase y no se ha tratado ningún tema de Inglés.</p>
		<p>Solo 4 estudiantes hicieron la tarea.</p> <p>Cabe destacar que la mayoría de las instrucciones que requieren un nivel de comprensión a</p>

<p>10 :00</p>	<p>Realiza la clase solo para los 4 estudiantes, repasan las actividades del libro.</p> <p>Aclara dudas, socializan respuestas, todo esto en inglés.</p> <p>El resto de los estudiantes trabajan en la tarea, sin embargo, no hay chequeo de profesores.</p>	<p>nivel operativo se dan en español. Cuando se habla directamente del contenido de la clase, las instrucciones se dan en inglés</p>
<p>10 :10</p>	<p>Culmina la clase, el profesor advierte que la próxima clase revisará nuevamente la actividad y el que la tenga incompleta se llevará un 1.</p> <p>Finalización de la clase</p>	<p>A este punto hay varios estudiantes haciendo otras cosas diferentes de la tarea. Hay insultos y malos tratos entre ellos.</p> <p>Sin embargo, hay trabajo colaborativo, los que no tienen libro se unen con los que sí.</p>

Escuela de Idiomas
 Licenciatura en Lenguas Extranjeras con Énfasis in Inglés
 Práctica Pedagógica I
 Supervisor: Maria Eugenia Rojas

Observers: Enrique Gil
Time: 09:15
Place: Instituto promoción social de piedecuesta
Grade: 8-5
Date: 1/02/2022

Field notes		
Class objectives	Explicar a los estudiantes la dinámica de clases, preparar a los estudiantes para el ritmo de trabajo	
Activities	Entrega de libros, revisión de tareas.	
Time	Descriptive Field Notes	Reflective notes

:23	<p>09 El profesor ingresa y da instrucciones en inglés como presentación</p>	<p>Los</p>
	<p>Somos presentados ante el salón de clases</p>	<p>estudiantes parecen respetar la autoridad del profesor. Acatan órdenes con</p>
:25	<p>09 El profesor explica la dinámica de clases. Todos deben hacer la tarea para entender el tema y poder avanzar en la clase. La clase trabaja con tarea como tema por adelantado.</p>	<p>facilidad. Antes de empezar se encontraban algunos hablando, otros expresando palabras</p>
:32	<p>09 El profesor pasa puesto por puesto para mostrar el libro que van a utilizar en el periodo académico.</p>	<p>más fuertes entre ellos</p>
:34	<p>09 Se le pide a los estudiantes que descarguen el libro en teléfono pero no todos los estudiantes tienen datos móviles para acceder. El link presentado es http://eco.colombiaaprende.edu.co/textbooks y especifica el libro <i>Way to go 3</i> tanto el student book como el workbook.</p>	<p>El profesor es directo con los jóvenes. Explica todo con claridad para entender el</p>
		<p>porqué de las acciones</p>

:38	<p>09 El profesor presenta el libro en físico. El explica que los libros con los que cuenta la institución son limitados, pero la institución presta los libros a los estudiantes para poder facilitar el proceso de aprendizaje. La única condición es la de no rayar o fotocopiarlos. Expresa puntualmente que está prohibido.</p>	<p>Los estudiantes responden en coro cuando algo parece ser incierto. Esto demuestra que están atentos.</p>
:45	<p>09 De acuerdo a lo expresado, se debía entregar una tarea para esta clase. La mayoría de los estudiantes no la realiza y explica su dinámica de evaluación de tareas. Si la tarea se presenta, los estudiantes obtienen un 5. Por otra parte, si no se presenta, los estudiantes obtienen un 1. Da una excepción y ordenó empezar a trabajar en clases para realizar la tarea</p>	<p>El profesor hace una pregunta pero nadie responde. Los estudiantes parecen tener miedo de hablar dentro de las dinámicas de clases.</p>
:53	<p>09 (Cabe destacar que la mayoría de las instrucciones que requieren un nivel de comprensión a nivel operativo se dan en español. Cuando se habla directamente del contenido de la clase, las instrucciones se dan en inglés)</p>	<p>Algunos de los estudiantes no</p>

<p>09 :59</p>	<p>El profesor explica que todas sus tareas vienen del Student book. Esa es la guía que los estudiantes deben seguir para estudiar la materia.</p>	<p>portan el uniforme del colegio. Se nos comenta que son estudiantes en condición de “población flotante”</p> <p>Los estudiantes suelen hablarse agresivamente e insultarse de vez en cuando durante la clase</p> <p>Los estudiantes empiezan</p>
-------------------	--	--

		<p>a trabajar, algunos buscan compañeros de trabajo. Se observa una disposición al trabajo colaborativo.</p> <p>Se destaca que hay un par de estudiantes que utilizan diccionarios físicos.</p> <p>Un estudiante pregunta qué pasa si no tiene libro. El profesor responde “It’s your responsibility”</p>
--	--	---

		<p>Ese estudiante luego busca a un compañero de trabajo</p> <p>Varios hacen trabajo en grupo.</p>
--	--	---

Escuela de Idiomas
 Licenciatura en Lenguas Extranjeras con Énfasis in Inglés
 Práctica Pedagógica I
 Supervisor: Maria Eugenia Rojas

Observers: Enrique Gil
Time: 07:50 am
Place: Instituto promoción social de piedecuesta
Grade: 8-5
Date: 4/02/2022

Field notes		
CI	Describe human actions and environmental impact, Present yourself to a group by describing your interests, concerns, desires and talents, Describe changes.	
ass objectives		
Ac		
tivities		
Ti	Descriptive Field Notes	Reflective notes
me		

<p>08:09</p>	<p>El profesor pregunta por una palabra e incentiva a los chicos a utilizar el diccionario. El tema del día es contaminación ambiental. Se busca promover conciencia ambiental y entender los causantes de la contaminación</p>	<p>Los estudiantes parecen curiosos del tema, falta motivación, se quedan mucho tiempo callados, esperando respuesta.</p>
<p>08 :14</p>	<p>El profesor se apoya del pizarrón para explicar el ejercicio</p> <p>En esta clase se estudia la estructura</p> <p>“I’m concerned about... because...”</p>	<p>A los chicos les cuesta entender, pero una vez entendido el tema, ellos participan con más entusiasmo.</p>
<p>08 :22</p>	<p>El profesor propone un ejercicio para realizar en 5 minutos. Utiliza como herramienta un temporizador para fomentar el desarrollo de la clase en los estudiantes.</p>	<p>En esta oportunidad, los estudiantes si realizan los ejercicios de clases y permite desarrollar las</p>

<p>29</p> <p>8:</p> <p>08</p> <p>:39</p>	<p>Finalmente, elige a estudiantes por aparte para poder debatir las respuestas.</p> <p>Se presenta un ejercicio de escucha. Los audios están contextualizados a problemáticas locales</p> <p>El profesor presenta vocabulario en clases: Newsletter, Volunteer, demonstration. Esta actividad promueve el uso del diccionario, la participación, y la discusión.</p> <p>También se coloca un audio para practicar la escucha. Todo gira en torno a problemáticas sociales locales.</p>	<p>clases con mayor facilidad.</p> <p>Los estudiantes parecen tener problemas para escuchar la información solicitada del audio. Mandan a callar de manera despectiva cuando alguien está hablando durante el audio</p> <p>Identificó también que hay un par de estudiantes que dicen entre sí no entender. Pero expresan esa</p>
--	---	---

<p>09 :28</p>	<p>-Salen a descanso-</p> <p>Se retoma la clase, el profesor sugiere no rayar los libros dispuestos por la institución</p> <p>Listening: affect and prevent</p> <p>Luego de colocar el audio 2 veces, dialoga con los estudiantes y socializan las respuestas</p>	<p>inconformidad al profesor</p> <p>Los estudiantes responden según lo esperado y socializan entre sí sus respuestas.</p> <p>Un par de estudiantes se distraen al teléfono en las últimas filas.</p> <p>Los estudiantes parecen más desenfocados después del break</p>
-------------------	---	--

<p>09 :35</p> <p>09 :45</p>	<p>Se presenta la estructura “I would like to...” y “I wouldn’t like to...”</p> <p>Le pregunta a los estudiantes por los conceptos previamente estudiados, pero en español. El profesor utiliza esta estrategia para concretar las ideas y reforzar el aprendizaje.</p> <p>Luego se trabaja el “before... " but now...”</p> <p>También se trabaja el comparison about environmental pollution before and now</p>	<p>Les cuesta entender el tema y el objetivo de la clase. Cuando esto ocurre, los chicos se distraen con mayor facilidad y la clase se dispersa.</p> <p>Las chicas participan menos que los chicos, pero los chicos se dispersan con mayor facilidad.</p>
-------------------------------------	--	---

<p>09 :52</p>	<p>Se promueve el uso de diccionarios para buscar palabras</p>	<p>El profesor buscar explicar las instrucciones de manera clara en español a los estudiantes que tienen Knowledge gap</p> <p>Encontramos 18 chicos y 13 chicas en el salón.</p>
-------------------	--	--

Escuela de Idiomas
 Licenciatura en Lenguas Extranjeras con Énfasis in Inglés
 Práctica Pedagógica I
 Supervisor: Maria Eugenia Rojas

Observers: Laura Hernández
Time: 7:50 - 10:10
Place: Instituto Promoción Social de Piedecuesta
Grade: 8-05
Date: 04/02/2022

Field notes		
ass objectives	CI	Talk about environmental concerns (human actions and how it affect the environment) Give their opinion about those environmental problems.
tivities	Ac	Listening to conversation about environmental concerns.
me	Ti	Descriptive Field Notes
		Reflective notes

00	<p>8: El profesor inicia la clase chequeando vocabulario con la ayuda del diccionario. Todo en Inglés, usa el español solamente para dar una breve explicación si los estudiantes no entendieron</p>	<p>Los estudiantes son atentos a lo que el profesor hace y les dice, a pesar de no tener un amplio conocimiento de Inglés, intentan participar y prestar atención.</p>
14	<p>8: Siguen trabajando en los ejercicios del libro que hablan sobre los environmental concerns. A parte de los ejercicios del libro, les pone a reflexionar sobre el tema. Les da ejemplos y una estructura para que ellos se guíen: "I'm concerned about ... because ...".</p>	<p>El profesor busca mucho la participación de los estudiantes haciendo preguntas o haciendo que ellos terminen la oración que está diciendo y al parecer funciona. Sin embargo, a los estudiantes les cuesta participar por iniciativa propia.</p>
18	<p>8: El profesor pone límite de tiempo para hacer los ejercicios y se asegura de que los estudiantes estén trabajando pasando puesto por puesto.</p> <p>Crea presión de tiempo para que los estudiantes desarrollen rápidamente los ejercicios propuestos.</p> <p>Los estudiantes participan en la actividad voluntariamente.</p>	<p>El profesor incentiva a los alumnos a que hablen en Inglés, les ayuda dándoles palabras para que las usen.</p>
	<p>8: Nos encontramos con un nuevo ejercicio de escucha y lectura. Los audios del ejercicio hablan de problemas locales.</p>	<p>El profesor tiene una bocina para las actividades de listening,</p>

<p>24</p>	<p>8: El profesor nuevamente chequea vocabulario antes de iniciar la actividad, esta vez incentivando a los estudiantes a hacer uso del diccionario.</p> <p>Después de que los estudiantes tengan claro cada concepto, empieza el ejercicio que sigue en el libro.</p>	<p>ya que en el salón no hay ninguna ayuda multimedia. esto hay que tenerlo en cuenta para nuestras futuras intervenciones</p>
<p>28</p>	<p>8: Corrigen los ejercicios con ayuda del audio. El profe se apoya mucho del tablero y se asegura que los estudiantes pronuncien bien las palabras.</p>	<p>Todo lo que están haciendo en clase es simplemente socializar lo que se tenía que hacer en casa.</p>
<p>36</p>	<p>8: -----Estudiantes salen al descanso-----</p> <p>-----Entran de descanso-----</p>	
<p>42</p>	<p>8: El profesor inicia la clase dando indicaciones sobre el uso de los libros prestados.</p>	

	<p>El profesor continúa con la actividad que estaban haciendo antes de salir a descanso:</p> <p>8: Escuchar conversaciones y unir con el statement</p> <p>9: El profesor les brinda ideas que solucionan el problema para luego introducir la parte de gramática de la clase: I would like to/ I wouldn't like to.</p> <p>9: Chequea la fonética haciendo que los chicos repitan después de él.</p> <p>9: El profesor plantea un nuevo ejercicio, pero antes chequea que los estudiantes sepan qué dicen las oraciones. Les pide que traduzcan cada oración.</p> <p>Haciendo esto busca que los estudiantes utilicen el diccionario nuevamente.</p>	<p>Los estudiantes parecen más dispersos y cansados después del descanso.</p>
<p>45</p>		
<p>15</p>		
<p>24</p>		
<p>26</p>		

<p>35</p> <p>9:</p>	<p>El profe introduce un nuevo tema de gramática: verb to be en pasado y presente, con el motivo de que los estudiantes realicen el ejercicio del libro sobre comparación.</p> <p>“before... now...”</p> <p>El profesor explica lo que tienen que hacer para la próxima clase (habla en español)</p>	<p>Quando se sienten perdidos de la clase, empiezan a distraerse y a causar indisciplina entre ellos. Hay insultos y malos tratos</p>
<p>42</p> <p>9:</p>	<p>Finaliza la clase.</p>	<p>Solo participan la mayoría de chicos de la clase, las chicas son atentas, pero no son tan participativas como los varones.</p>
<p>50</p> <p>9:</p>		

10 :04		Los estudiantes se distraen muy rápido si el profesor no está encima de ellos.
10 :10		El profesor solamente hace uso del libro, no se ve otra clase de material a parte de lo que brinda el libro.

Appendix C: Informed consent format**Consentimiento Informado
(Participante de encuesta)**

Yo

He sido informado de que mi hijo/a

Ha sido invitado/a a participar en una investigación de título “Percepción del sentido de comunidad en estudiantes de noveno grado durante la aplicación de un proyecto de clases innovador en el área de inglés de un colegio público en Santander, Colombia.”, la cual cuenta con el respaldo de la Universidad Industrial de Santander y cuyos investigadores responsables son Laura Hernandez y Enrique Gil. Entiendo que este estudio busca identificar si los estudiantes de 9-02 del Instituto Promoción Social de Piedecuesta mediante un modelo de enseñanza basado en proyectos generan entre ellos un sentido de comunidad.

Sé que la participación de mi hijo consistirá en responder una encuesta, una entrevista, y/o una narrativa, en modo presencial, que demora alrededor de 15 minutos. Me han explicado

que la información recogida a través de este cuestionario será confidencial, no individualizada, y que los nombres de las y los participantes serán omitidos, esto significa que las respuestas no podrán ser conocidas por otras personas ni tampoco ser identificadas en la fase de publicación de resultados. Estoy en conocimiento que toda la información obtenida en este estudio es confidencial, cuyo acceso está limitado al equipo de investigadores, titulares del proyecto, quienes son responsables de resguardar y manejar bajo estricto anonimato la información obtenida. Por tanto, los datos recogidos serán utilizados sin ningún tipo de información que individualice a mi hijo. Entiendo que la participación de mi hijo/a es voluntaria y no habrá retribución por ella, que puedo solicitar las respuestas entregadas por mi hijo/a, si así lo requiere, y que se puede retirar en cualquier etapa, sin tener que dar una justificación de la causa y en el momento que lo considere pertinente. De ser así, esto no tendrá consecuencia alguna y sus datos serán eliminados de los registros en el caso, por ejemplo, que ya haya respondido la encuesta.

Firma acudiente del participante

Firma del participante

Appendix D: Project introduction

Match the word with the definition

Storytelling

relating to, characterized by, or occurring in fiction
invented by the imagination

Documentary

It is a series of scripted online videos, generally in
episodic
form, released on the Internet

Fiction

a film or programme that gives facts about a real
situation

Web serie

the interactive art of using words and actions to
reveal the
elements and images of a story while encouraging the
listener's imagination.

Complete the information based on your knowledge



- **Encanto**

Main theme: Family and magic

Genre: Comedy, animation, fantasy

Topic: A girl named Maribel Madrigal grows up as the only non-magical member of her family, who lives hidden in a vibrant haunted house in the mountains of Colombia.


3 elements to show: the house, A candle, magic



- **Spider-Man: No Way Home**

Main theme: Multiverse

Genre: Adventure, Fantasy, Action, science-fiction, comedy

	<p>Topic: With Spider-Man's identity now revealed, Peter asks Doctor Strange for help. When a spell goes wrong, dangerous foes from other worlds start to appear, forcing Peter to discover what it truly means to be Spider-Man.</p> <p>3 elements to show: Multiverse, Magic, The Macchina di Kadavus</p>
	<ul style="list-style-type: none"> • <u>Fast and Furious 5</u> <p><i>Main theme:</i></p> <p><i>Genre</i></p> <p><i>Topic:</i></p> <p><i>3 elements to show:</i></p>



- *Wall-e*

Main theme:

Genre

Topic:

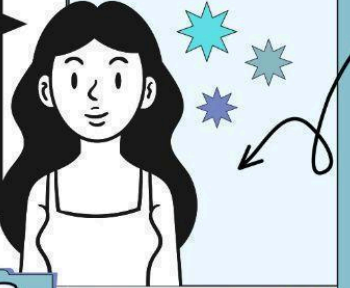
3 elements to show:

Awesome Web Browser x

← → ↻ 🌐


WHICH ARE THE RESPONSIBILITIES IN AN AUDIOVISUAL PRODUCTION

(Discover your talent)



1 Director

1. Reviewing and adjusting scripts and selecting which ones to turn into films
2. Overseeing all aspects of the production process, both on and off the set
3. Working with the sound and music departments
4. Working with editors to produce the final version of the film




2 Producer

1. Selecting Stories
2. Evaluating Screenplays or Scripts
3. Appraising Talent
4. Leadership
5. Assigning Tasks
6. Time Management
7. Working in a Fast-Paced Environment

3 Director of photography

1. Developing a film's visual style.
2. Determining lighting requirements on set.
3. Deciding on the best camera angles and frames for scenes.
4. Controlling natural or artificial lighting conditions.




4 Scriptwriter

1. Writing and rewriting scripts if necessary (you may need to do this several times before arriving at the final agreed version).
2. Developing believable plots and characters
3. Getting feedback about the first draft of your work from producers or script editors
4. Researching background material

5 Editor

1. Organizing video content with video-editing software
2. Working with the video director to determine the overall vision
3. Editing a scene based on the director's vision
4. Reviewing scenes, script and screenplays

6 Sound engineer



- 1) Recording the conversations and dialogues with maximum clarity (the best signal / noise) to better understand them.
- 2) Providing audio to the management team (director, assistant, screenwriter, video assistant, eventuals).
- 3) Making a backup copy of the direct sound.
- 4) Reviewing and evaluating direct recordings.
- 5) Making and delivering sound reports for editing.

Appendix E: Data sheet

DATA SHEET	
Name of the group:	The name of the group is ...
Type of web series	The type of web series is ...
Name of the project:	The name of our project is ...
Genre:	drama/ action / comedy / Horror / False documentary
Topic:	4 sentences in present simple describing the story

PARTICIPANTS		SIGN
Participant #1	Name: I am ... Role: I want to be ... Function: Because I like ...	

<p>Parti cipant #2</p>	<p>Name: I am ... Role: I want to be ... Function: Because I like ...</p>	
<p>Parti cipant #3</p>	<p>Name: I am ... Role: I want to be ... Function: Because I like ...</p>	
<p>Parti cipant #4</p>	<p>Name: I am ... Role: I want to be ... Function: Because I like ...</p>	
<p>Parti cipant #5</p>	<p>Name: I am ... Role: I want to be ... Function: Because I like ...</p>	
<p>Parti cipant #6</p>	<p>Name: I am ... Role: I want to be ... Function: Because I like ...</p>	



Appendix F: Workshops' slides

https://drive.google.com/drive/folders/1ee8JWPanFMIyt2_oLMF8MLyBq-LPc_kh?usp=sharing

Appendix G: Workshops' evidences



Appendix H: Production book formats

 	
<p>Universidad Industrial de Santander</p> <p>Instituto Promoción Social de Piedecuesta</p> <p>Escuela de Idiomas</p> <p>Práctica Pedagógica</p>	
Production book formats	
Nombre de los docentes en formación	Enrique Gil - Laura Hernández
Nombre del tutor	María Eugenia Rojas
Grado	9 - 02
Número de clase	14
Fecha:	13/07/22

1. Identify the parts of the literary script

EXT. CAFE - DAY

In the midst of a metropolitan city, a small café radiates its simplicity.

INT. CAFÉ - DAY

The café is gleaming with morning light and hush voices. A young man, JACK, 24, is seated in a corner, writing on his laptop.

A WAITRESS walks to Jack's table

WAITRESS

Coffee?

JACK

(with a smile)

Yes... thank you.

Jack looks back at the laptop screen, and writes a quote under his "untitled document."

Technical script

eq. #	S hot. #	Content	Shot	Angle	Sound and foleys

LOCATION RECCE

Production Details: A2 MUSIC VIDEO	Producer COLETTE WHITE
------------------------------------	------------------------

Details of Location HOME	Address ICKENHAM
-----------------------------	---------------------

IMAGES



<p><i>Advantages of location</i> INDOOR LIGHTING ELECTRICITY</p>
--

<p><i>Location Considerations (problems, timings, permission etc)</i> SOUTH FACING, IF NOSUN THEN DARK</p>
--

SCRIPT ASSESSMENT		
Short film's name:	Date:	Day/Night _____ Int/Ext
Production name	Scene:	Page:
Cast:	Clothing:	Description of the scene:
Make up:	Props:	

Location		Description of the place:

Storyboard template

Planning the filming of the promotional film















Universidad Industrial de Santander

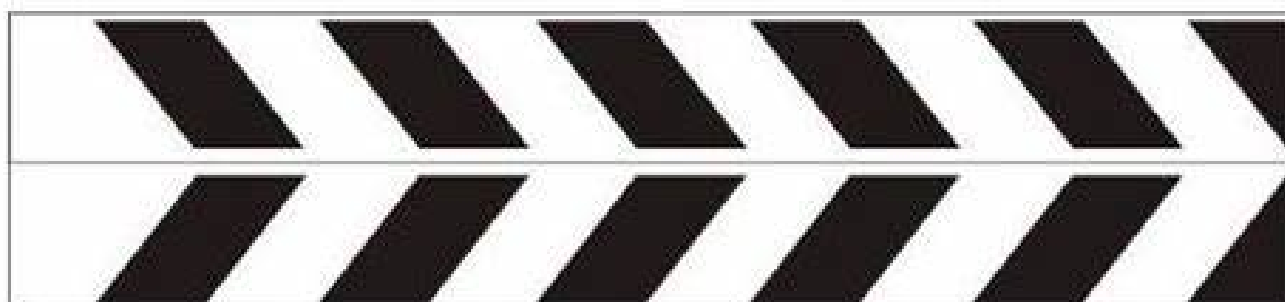
Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

Formato de claqueta

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	32
Fecha:	22/09/2022



PRODUCCION

TITULO

ESCENA

PLANO

TOMA

Match the right definition	
<ul style="list-style-type: none"> ● Location recce ● Technical Script ● Script assessment ● literary Script ● Shooting schedule ● Storyboard 	<ul style="list-style-type: none"> ● Viajar a una ubicación para evaluar las condiciones del lugar en donde se va a grabar el film. ● Analizar y hacer un listado detallado y organizado de todos los elementos necesarios para poder producir una escena del guión literario. ● Es la transcripción en planos cinematográficos de las escenas definidas en el guión literario. ● Es un documento que contiene una historia pensada para ser narrada en imágenes y sonido. Es el primer paso para realizar una película. ● Es el objetivo a cumplir por parte de todo un equipo. Indica en cuantos días y cómo se va a organizar el rodaje para llevar a cabo el guión. ● Conjunto de viñetas que utilizan los directores de cine para representar de manera gráfica cómo quieren que se vean cada una de las escenas de su proyecto.



Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

WARM-UP: Production process

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	23
Fecha:	14/09/2022

Fill in the name of each phase with the info below.

Production phases	
Name	Description

Phase 1:	Etapa en la que “ideamos” el proyecto audiovisual.
Phase 2:	Se sale con las cámaras a las diferentes localizaciones y producimos nuestro vídeo
Phase 3:	Realizamos la edición de vídeo. Incluimos la corrección de color, inclusión de efectos, añadir los títulos de crédito, gráficos en movimiento, y todo lo necesario para darle forma a nuestra producción audiovisual

Pre production - Production - Post production



Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II



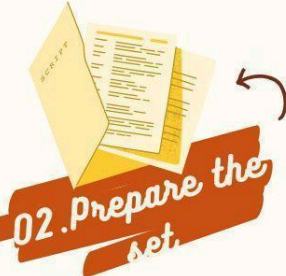
FILM WORKFLOW

Here are the steps that you need to consider while filming your videos

01. Organize the team



El director llama a todos a prepararse para grabar en el set. Se delimita un tiempo para eso (ejemplo: 10 minutos)



02. Prepare the set

El set se prepara con la información escrita en el guión

03. Actors



Los actores se preparan en el set para empezar a grabar

04. Starts the sequence



Justo antes de empezar

1. Silence on set

El director solicita a todo que guarden silencio en el set para empezar a grabar.

2. Sound ready?

El director solicita al ingeniero de sonido que empiece a grabar

3. Camera ready?

El director solicita al director de fotografía que empiece a grabar

4. Announcement

El director indica el nombre del cortometraje, la escena, y la toma a grabar

Al finalizar la toma se grita ¡Corte!

Appendix I: Language workshops

 	
<p>Universidad Industrial de Santander</p> <p>Instituto Promoción Social de Piedecuesta</p> <p>Escuela de Idiomas</p> <p>Práctica Pedagógica</p>	
Vocabulary	
Nombre de los docentes en formación	Enrique Gil - Laura Hernández
Nombre del tutor	María Eugenia Rojas
Grado	9 - 02
Número de clase	14
Fecha:	13/07/22

Personal pronouns

singular	1 st person	I	yo
	2 nd person	You	tu, usted
	3 rd person	He	él
		She	ella
plural	1 st person	We	nosotros (as)
	2 nd person	You	ustedes
	3 rd person	They	ellos, ellas

Common verbs

To be (Ser)
 To have (Tener)
 To do (Hacer)
 To say (Decir)
 To get (Obtener)
 To make (Crear)
 To go (Ir)
 To know (Saber)
 To take (Tomar)
 To see (Ver)
 To come (Venir)
 To think (Pensar)
 To look (Ver)
 To want (Querer)
 To give (Dar)

To use (Usar)
To find (Encontrar)
To tell (Decir)
To ask (Preguntar)
To work (Trabajar)
To seem (Parecer)
To feel (Sentir)
To try (Intentar)
To leave (Dejar)
To call (Llamar)

Common nouns

Time (Tiempo)
Person (Pesona)
Year (Año)
Way (Camino)
Day (Dia)
Thing (Cosa)
Man (Hombre)
World (Mundo)
Life (Vida)
Hand (Mano)
Part (Parte)
Child (Niño)
Eye (Ojo)
Woman (Mujer)
Place (Lugar)
Work (Trabajo)
Week (Semana)
Case (Caso)
Point (Punto)
Government (Gobierno)
Company (Compañía)
Number (Numero)
Group (Grupo)
Problem (Problema)
Fact (Hecho)

Common places**Bar**

where drinks, especially alcoholic drinks, and sometimes food, are served.

Bookstore / Book shop

You can buy books and magazines here.

Bus station

to travel by bus you go to the bus station.

Café

This is where you can buy a cup of coffee.

Church

A religious place of Christian worship

Cinema / Movies

where you can see movies.

Service station

where motor vehicles are refueled with gas or petrol, serviced, and sometimes repaired. It is also called a filling station, or a gas station.

Gym

place where you can do exercises to keep fit (gymnasium.)

Hairdresser

If you want to cut your hair, you may go here.

Hospital

a place for ill people when they need an operation or when someone is going to have a baby.

Hotel

a place that provides lodging and usually meals and other services for travelers
greengrocer's

where you can buy fruit and vegetables

Grocer's, Grocery store

where you can buy foodstuffs and various household supplies

Jail, Prison

where criminals are sent by a judge.

Library

You can buy or borrow books here.

Mall

a large, often enclosed shopping complex containing various stores, businesses, and restaurants

Museum

a place where objects of historical, artistic, or scientific interest are exhibited, preserved, or studied.

Parking lot:

where you can park your car.

Pharmacy / Drugstore:

a place where drugs are sold

Police station:

the headquarters of a unit of a police force, where those under arrest are first charged.

Post office:

a place where postage stamps are sold and other postal business is conducted.

Pub:

(British English) a place where you can buy a beer or other types alcoholic drinks

Park:

a public area kept in its natural state and usually reserved for the enjoyment and recreation of visitors where children can play or you can walk your dog.

Restaurant:

you can eat something in a restaurant

School:

where children learn.

Supermarket:

A large self-service store that sells food, drinks, and household items.

Preposition of place

Las preposiciones de lugar o preposiciones de lugar, nos permiten decir con exactitud el lugar dónde se encuentran las cosas.

In: Dentro de, en el interior

Mary is in the hospital.
María está en el hospital.



At: En, al lado de, junto a

Carlos is at home.
Carlos está en casa

On: Encima de, sobre

The food is on the table.
La comida está en la mesa.



Next to: Al lado de

The cat is next to the couch.
El gato está al lado del sofá.

Between: Entre

My school is between the library and the hospital.
Mi colegio está entre la biblioteca y el hospital.

Behind: Detrás

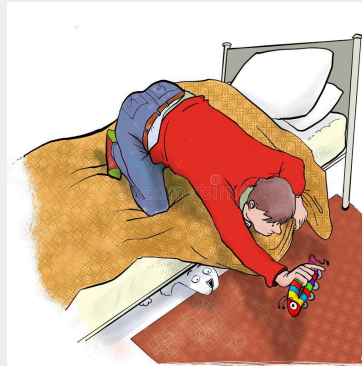
The glasses are behind those dishes.
Los vasos están detrás de esos platos.

In front of: Enfrente de

She is sitting in front of me.
Ella está sentada enfrente de mí.

Under: Debajo de

The dog is under your bed.
El perro está debajo de tu cama.

**Above:** Encima de

The clock is above the chair.
El reloj está encima de la silla.

Below: Por debajo de

We are walking below the bridge.
Estamos caminando por debajo del puente.



I get up



I take a shower



I get dressed



I have breakfast



I go to work



I start work at 9



I have lunch



I finish work



I arrive home



I have dinner



I watch TV



I go to bed

Describe
YOUR
typical day



Present Simple

Use the simple present to express the idea that an action is repeated or usual. It can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

How to Form the Simple Present

In the simple present, most regular verbs use the base form, except in the third-person singular (which ends in -s).

Example:

First-person: I write
 Second-person: You write
 Third-person: He/she/it writes (note the -s)



When do I use it?



#1 Permanent actions or states

- a) The sky is blue
- b) The apple is red
- c) Bucaramanga is the capital of Santander

#2 Repeated Actions or routines

- a) I go to school
- b) Maria do the homework
- c) Fabian plays football



#3 Give instructions or directions

- a) Do your homework!
- b) Write a story!
- c) Create a group!



Let's practice!

Fill in the spaces with the correct form of the verb in simple present tense.

- 1) I (be) _____ sixteen years old.
- 2) Tommy (live) _____ at 107 Pine Lane.
- 3) Juana (cooks) _____ dinner for her family.
- 4) They (eat) _____ lunch at 12:00.
- 5) Nina (takes) _____ medicine when she is sick.
- 6) I (like) _____ chocolate.
- 7) He (drives) _____ a nice car.
- 8) We (want) _____ to see a movie tonight.
- 9) Mr. Anderson (teach) _____ chemistry at Hill High School.
- 10) They (study) _____ English at school.
- 11) I (want) _____ to go home now.
- 12) Bill and Calicia (drive) _____ to the mountains every year. every year.
- 13) We (eat) _____ pasta once a week.
- 14) It (snow) _____ here in December.
- 15) When Dax (take) _____ a shower, he (wash) _____ his hair with shampoo.

JOBS



an electrician



a gardener



a mechanic



a bus driver



a hairdresser



a construction worker



a baker



(GB) a bricklayer
(US) a mason



(GB) a pump attendant
(US) a gas station attendant



(GB) a dustman
(US) a garbage man



(GB) a postman
(US) a mailman



an architect



a cleaning lady



a cook



a photographer



a pork butcher



a waiter



a waitress



a dentist



a salesman



an actress



an artist



a doctor



an engineer



a pastrycook



a fireman



a housewife



a nurse



a pilot



a policeman



a cashier



a painter



a secretary



a singer



a vet(erinary)



a soldier



a carpenter



a businessman



a detective



a plumber



a surgeon



a writer



a farmer



a spy



a lawyer



a judge



a journalist



a teacher



a delivery boy

Likes and dislikes

‘Like’ is a very versatile regular verb in English and can be used to express preferences.

- I like going to the movies.

You can also use it in the negative with ‘do not’:

- I don’t like going to the movies.

And to ask other people questions about their preferences

- Do you like going to the movies?

EXERCISE:

Write 2 things that you like and 2 things that you don’t like



Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

BELLWORK: Preposition of place (IN, ON, AT)

Nombre de los docentes en formación

Laura Hernández, Enrique Gil

Nombre del tutor

Maria Eugenia Rojas

Grado

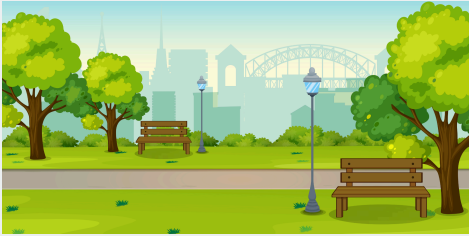
902

Número de clase

19

Fecha:

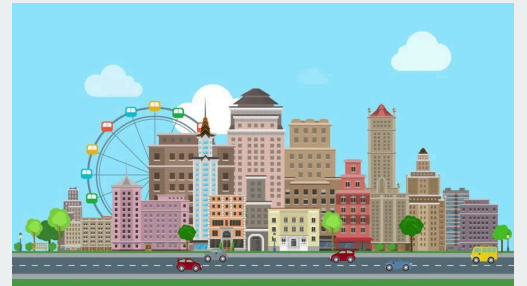
04/08/2022



_____ the park



_____ home



_____ Bucaramanga



_____ the street _____ the bridge _____ school

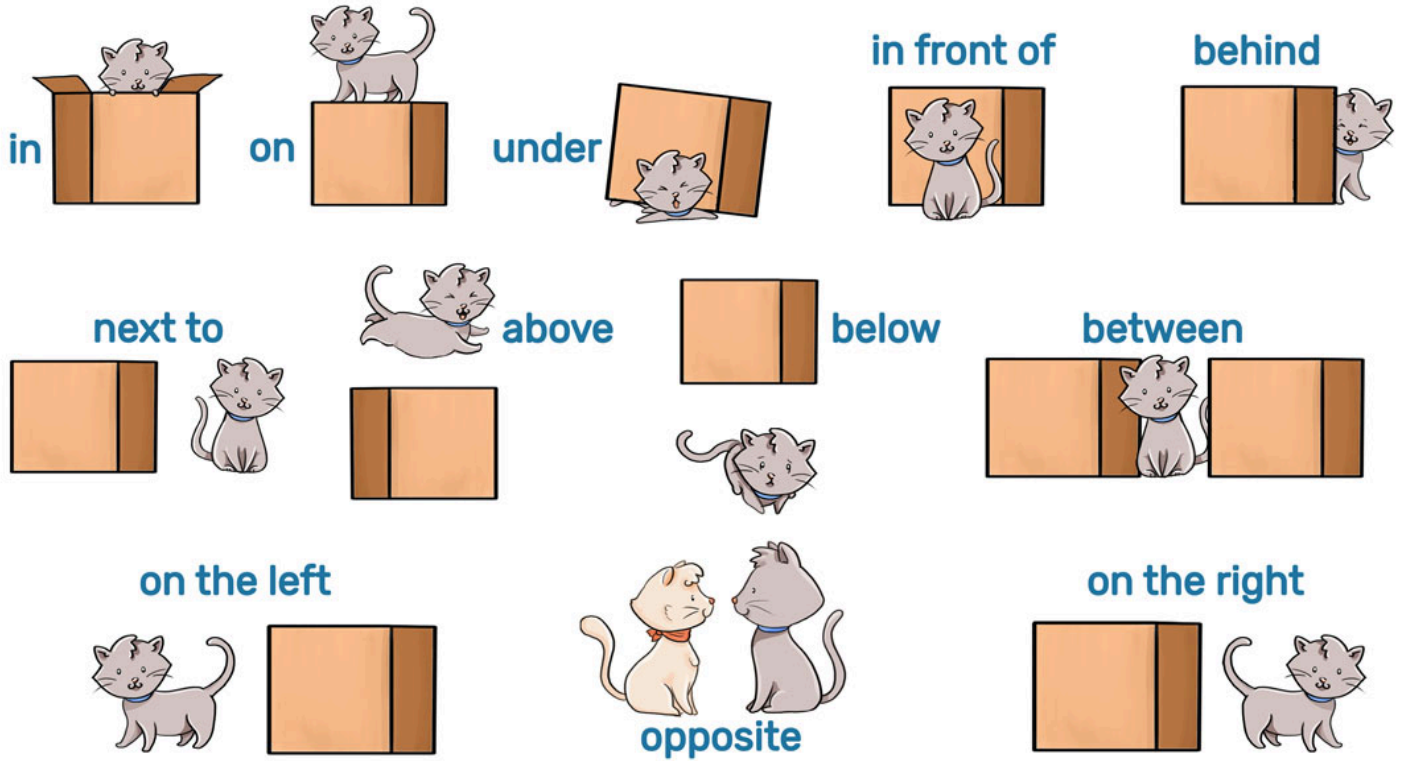


Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

Preposition of place

Nombre de los docentes en formación	Laura Hernandez, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	19
Fecha	04/08/2022

Prepositions of place





Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

PRACTICE: Preposition of place

Nombre de los docentes en formación	Laura Hernandez, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	19
Fecha:	04/08/2022

A) Use the correct preposition of place to complete the sentences.

(in, on, under, next to, in front of, behind, above, below)



- The radio is on the table.
- The lamp is next to the sofa.
- The curtain is in front of the window.
- The notebook is on the table.
- The ash tray is on the table.
- The bicycle is on the floor.
- The television is on the wall.
- The coat is on the door.
- The radio is on the table.
- The curtain is in front of the armchair.
- The notebook is on the ash tray.

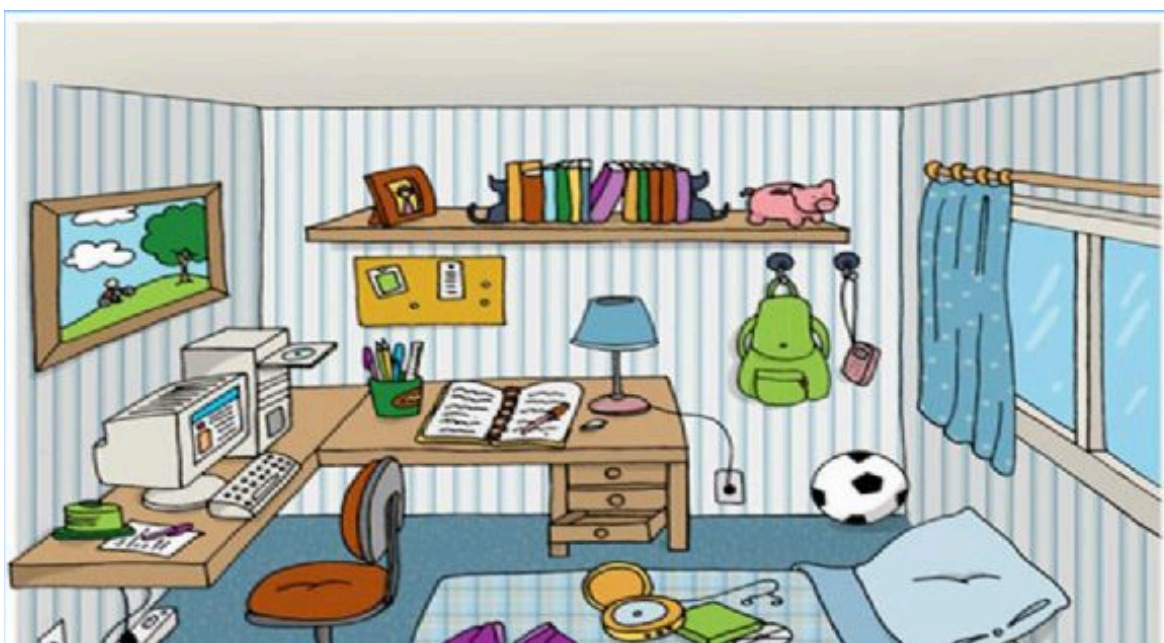


Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

THERE IS - THERE ARE

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	21
Fecha:	11/08/2022

WHAT DO YOU SEE IN THE PICTURE?





Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

PRACTICE: THERE IS - THERE ARE

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	21
Fecha:	11/08/2022

1.- COMPLETE WITH THERE IS / THERE ARE

- 1.- a t-shirt on the bed
- 2.- two books on the Floor
- 3.- a scarf on the floor
4. Four pictures on the wall
- 5.- Many books on the shelves
- 6.- a book on the bed
- 7.- a laptop on the floor
- 8.- some papers on the floor



2.- ANSWER THE QUESTION USING

Yes, there is / No, there isn't / Yes, there are / No, there aren't



Are there any eggs in the fridge?

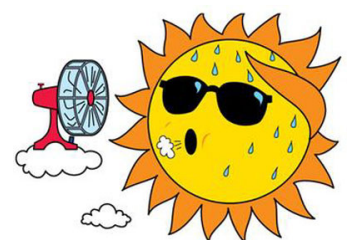


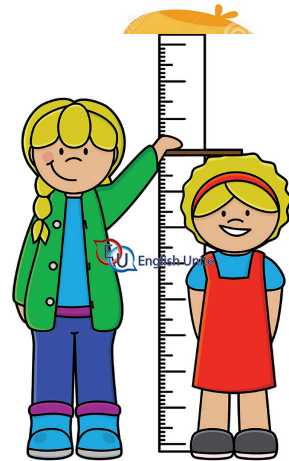
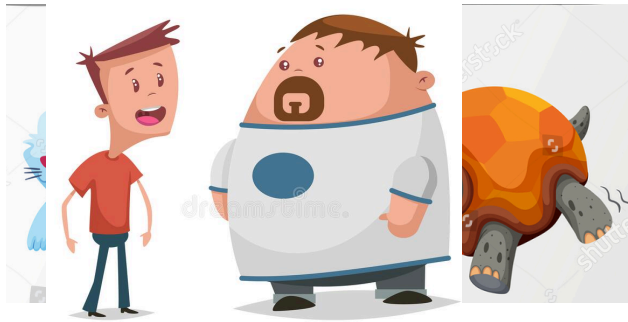
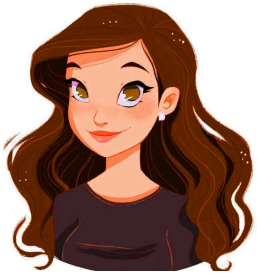
Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

WARM-UP: ADJECTIVES

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	23
Fecha:	18/08/2022

Look at the chart and write next to the picture the correct adjective





Big	Old	Sad	Cold	Beau tiful	Fat	Stro ng
Hot	Tall	Fast	Shor t	Clea n	Thin	Youn g
Hap py	Wea k	Ugly	Slow	Smal l	Dirty	♡

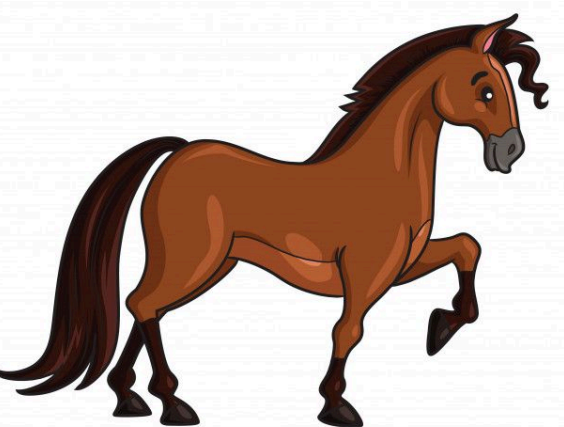


Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

WORKSHEET: ADJECTIVES

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	23
Fecha:	18/08/2022

1) Write sentences to describe the image

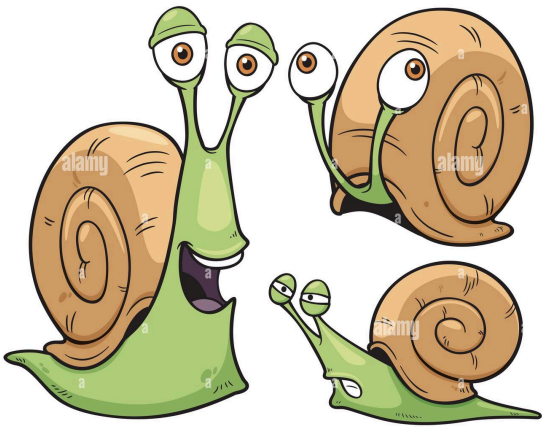


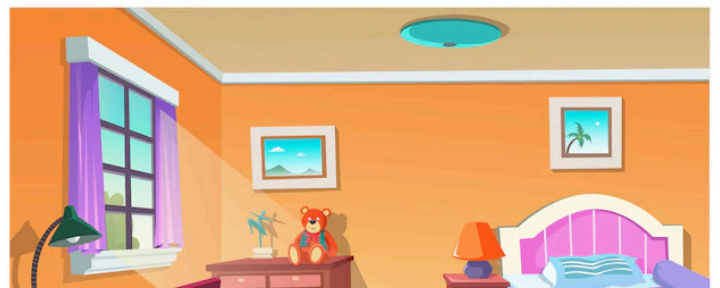
The horse is

The house is _____



The snails are





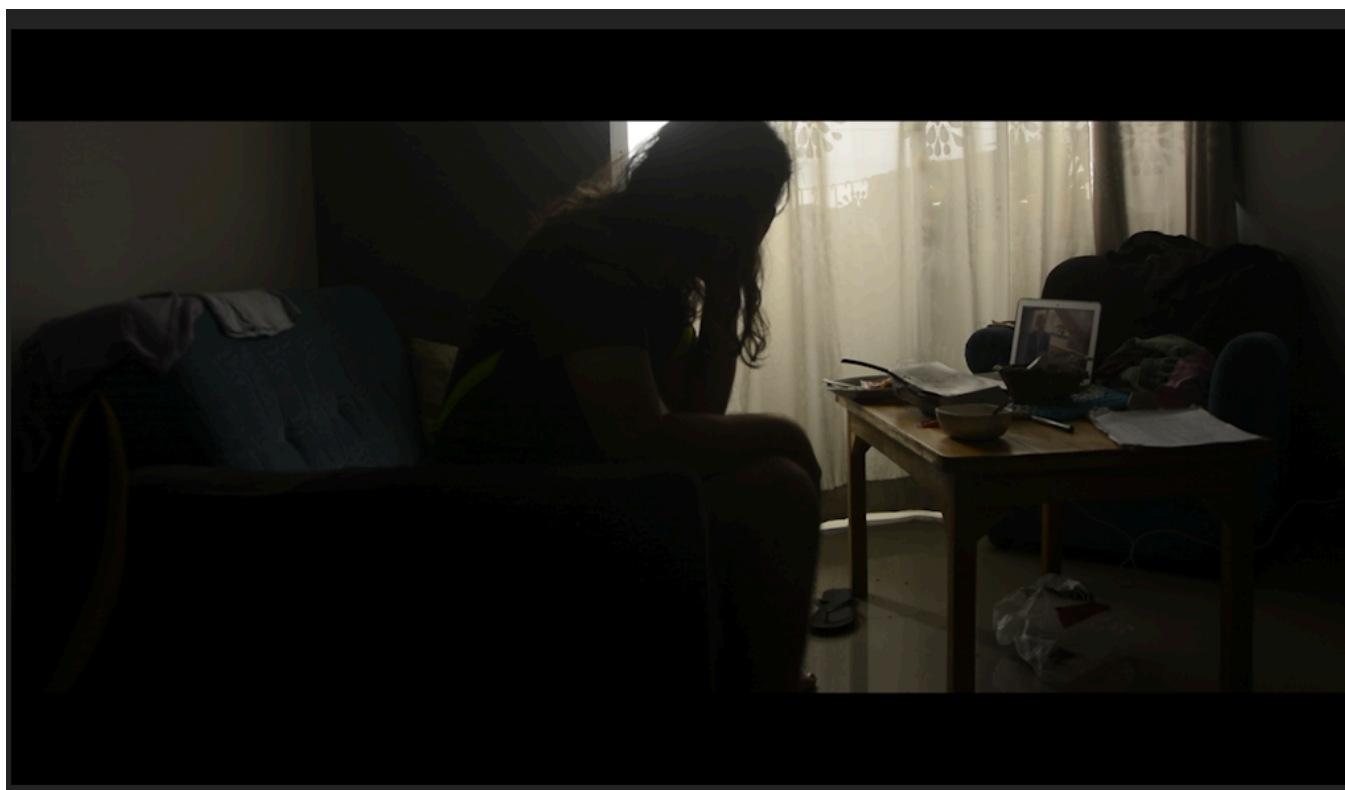
The bedroom is _____



Universidad Industrial de Santander
 Instituto Promoción Social de Piedecuesta
 Escuela de Idiomas
 Práctica Pedagógica II

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	35
Fecha:	29/09/2022
Nombre del estudiante:	

Description of a scene



Description

In this scene, the main character is in a small room at his home. He sits on a blue sofa. Also, he touches his face in a hopeless and sad way.

There are two couches, one old table, and one computer and there is a curtain in the background that lowers the light in the room.

Activity

Choose one of the scenes of your own short film and describe it as it is shown in the example



Universidad Industrial de Santander
Instituto Promoción Social de Piedecuesta
Escuela de Idiomas
Práctica Pedagógica II

Nombre de los docentes en formación

Laura Hernández, Enrique Gil

Nombre del tutor

Maria Eugenia Rojas

Grado

902

Número de clase

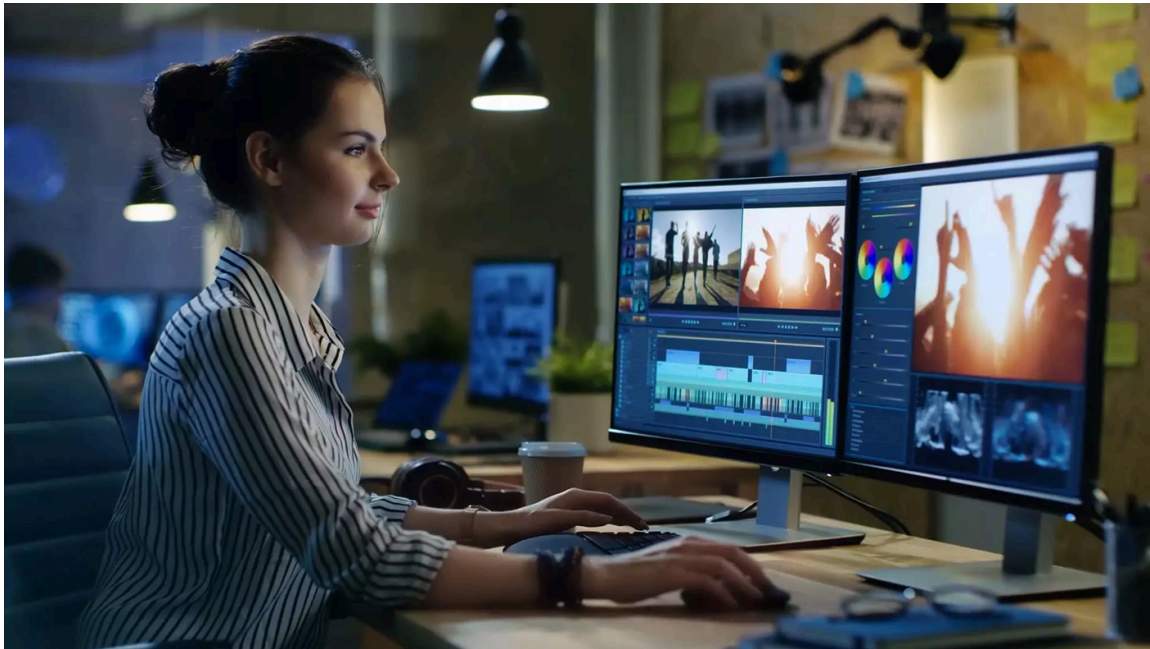
35

Fecha:

29/09/2022

Nombre del estudiante:

Present continuous



Present simple? Present continuous? How does it work?

Look at the image and let's describe it

Present simple	Present continuous
<div data-bbox="383 1402 712 1770" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Facts</p> <p>Habits</p> </div>	<div data-bbox="935 1402 1403 1808" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Something that happens right now, in the moment, or that is currently happening</p> </div>

<p>She is Maria</p> <p>She is an Editor</p> <p>She is from Colombia</p> <p>She works at RCN</p> <p>She has to edit the episodes of a TV show</p>	<p>She is editing a new episode</p> <p>She is working at the office</p> <p>She is mixing audio and video</p>
--	--

Do you remember the roles and the functions?

Role	Function
Director	<p>Organize the team</p> <p>Coordinate the group</p>

Sound Engineer	Record the audio Design the foleys
Editor	Edit the video Mix audio and video
Director of photography	Film the shots Create a good visual environment
Producer	Ask for permissions Produce a short film
Scriptwriter	Write the story Create the script

First of all, describe yourself in simple present:

What is your name?

What is your role?

Where are you from?

Where do you study?

What do you have to do?

Now, let's see present continuous

Casos

1. Describir acciones que ocurren en el momento exacto en que se habla o escribe.

Example: I am giving a new explanation

2. Establecer contextos. Hablar de situaciones generales, personales o sociales, que ocurren en la actualidad.

Example: You are filming an important project

Estructura

Afirmativo	Sujeto + verbo to be + verbo en gerundio (ing) + complemento
Negativo	Sujeto + verbo to be + not + verbo en gerundio (ing) + complemento
Interrogativo	Verbo to be + sujeto + verbo en gerundio + complemento

Conjugación en present continuous (film)		
Afirmativo	Negativo	Interrogativo

<p>You are filming a short film</p>	<p>You are not filming a short film</p>	<p>Are you filming a short film?</p>
--	--	---

Taking into consideration your class project and your role, answer:

<p>Useful vocabulary</p>
<p>Organize the team - Record the audio - Edit the video - Film the shots - Create a good visual environment - Mix audio and video - Design the foleys - Coordinate the group - Ask for permissions - Produce a short film - Write the story - Create the script</p>

What are you doing right now?

1)

2)

3)

Pick one of your project partners

1) **What is his/her name?**

2) **What is his/her role?**

3) **What is he/she doing?**

Para el que se le olvidó cómo era el verbo to be (SER O ESTAR)

	Subject	"be"	Contraction
Singular	I	am	I'm
	you	are	you're
	he she it	is	he's she's it's
Plural	you we they	are	you're we're they're



Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	35
Fecha:	29/09/2022
Nombre del estudiante:	

Worksheet: Present continuous

Present continuous

Describes something that happens right now, in the moment, or that is currently happening

Example: We are working on an important project. Its name is “Short time” and it portrays the stories (real and imaginary) told by a group of young Colombians with voices that want to be heard.

Tip Español-Inglés

El uso del “-ing” en Inglés, se asemeja al uso del “-ando, -endo” del

Español

Example:

1) I am doing my homework

Yo estoy haciendo mi tarea

2) She is writing the story

Ella está escribiendo la historia

Work is pairs

Describe your role and your function using present simple and present continuous. Then, discuss with your partner about your role.

Useful vocabulary

Role	Function
Director	Organize the team Coordinate the group
Sound Engineer	Record the audio

	Design the foleys
Editor	Edit the video Mix audio and video
Director of photography	Film the shots Create a good visual environment
Producer	Ask for permissions Produce a short film
Scriptwriter	Write the story Create the script

Vocabulary reminder
Partner: Compañero

Work in pairs

- 1) Choose one partner from your production or from another productions and ask him/her the following questions:

What is your name?

What is your role?

What is your function?

- 2) Prepare a short introduction about yourself.

- 3) Then, prepare a report to the classroom using third person (he/She)



What is his/her name?

What is his/her role?

What is he/she doing?

Example:

- 1) My name is Laura, I am General producer, I am asking for permissions and producing a web series.
- 2) Her name is Laura, She is General producer, She is asking for permissions and producing a web series.

	
<p>Universidad Industrial de Santander</p> <p>Instituto Promoción Social de Piedecuesta</p> <p>Escuela de Idiomas</p> <p>Práctica Pedagógica II</p>	
Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	35
Fecha:	29/09/2022
Nombre del estudiante:	
Warm up: Present continuous	

Describe the images

Example



What is he doing?

(Play)

(Guitar)

He is playing the guitar



What is he doing?

(Film)

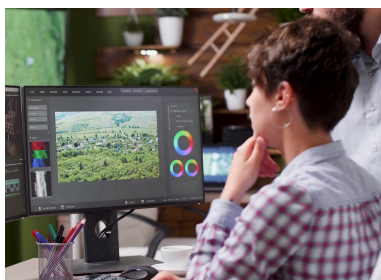
(Video)



What is he doing?

(Record)

(Audio)



What is she doing?

(Edit)

(Video)



What is she doing?

(Write)

(Story)



Universidad Industrial de Santander

Instituto Promoción Social de Piedecuesta

Escuela de Idiomas

Práctica Pedagógica II

Nombre de los docentes en formación

Laura Hernández, Enrique Gil

Nombre del tutor

Maria Eugenia Rojas

Grado

902

Número de clase

35

Fecha:

29/09/2022

Nombre del estudiante:

Bellwork: Present continuous practice

Look at the image and describe. What are they doing?



JOSHUA

Describe the image using present continuous

Useful vocabulary

Film, Direct, Produce, Act, Record,

Short film, Audio, Crew, Video

1)

2)

3)

4)

Example: Laura is producing the short film

Appendix J: Workflow scheme

Workflow



Appendix K: Shooting schedules

September 14th, 2022

Días de rodaje

- 24 y 25 de septiembre
- 1 y 2 de octubre
- 8 y 9 de octubre

"Short time"



→ Es un seriado web que retrata las historias (reales o imaginarias) narradas por un grupo de jóvenes colombianos con voces que quieren ser escuchadas.

→ Pre-production (15 Sep)

→ Production Sep 21 - Oct 13

→ Post-production Oct 19 - Nov 3

Appendix L: Survey

 	
Universidad Industrial de Santander Instituto Promoción Social de Piedecuesta Escuela de Idiomas Práctica Pedagógica II	
Nombre de los docentes en formación	Laura Hernández, Enrique Gil
Nombre del tutor	Maria Eugenia Rojas
Grado	902
Número de clase	35
Fecha:	03/11/2022
Nombre del estudiante:	Enrique Gil, Laura Hernandez
Recolección de datos: Encuesta	

Instrucciones:

A continuación encontrarás una serie de preguntas relacionadas al proyecto de clases que realizaron para la materia de inglés. En la parte de abajo encontrarás 3 posibles respuestas; 1) Siempre, 2) A veces, 3) Nunca.

Por favor, lee atentamente cada pregunta y responde sinceramente marcando con un círculo la respuesta que convenga de acuerdo a cómo te sentiste en el proyecto de clases. Con esta encuesta nos ayudarás a entender mejor qué hicimos bien y que podemos mejorar como profesores, especialmente en el desarrollo de los trabajos en equipo.

1) ¿Te sientes seguro de expresarle a tu grupo cómo te sientes?

Siempre

A veces

Nunca

2) ¿Crees que tus compañeros de equipo se sienten seguros de expresar al equipo cómo se sienten?

Siempre

A veces

Nunca

3) ¿Sientes que tus compañeros de grupo están comprometidos con el proyecto de clases y con sus roles?

Siempre

A veces

Nunca

4) ¿Te sientes comprometido con el proyecto de clases y con tu rol?

Siempre

A veces

Nunca

5) ¿Tu equipo de trabajo respeta el rol de cada miembro?

Siempre A veces Nunca

6) ¿Cada miembro cumple con sus funciones asignadas?

Siempre A veces Nunca

7) ¿Crees que tus compañeros de clases se sienten satisfechos con su equipo de trabajo?

Siempre A veces Nunca

8) ¿Te sientes satisfecho con tu equipo de trabajo?

Siempre A veces Nunca

9) ¿Crees que tus compañeros de clases se sienten aceptados por su equipo de trabajo?

Siempre A veces Nunca

10) ¿Te sientes aceptado por tu equipo de trabajo?

Siempre A veces Nunca

11) ¿Confiabas en que tus compañeros de grupo supieran trabajar ordenadamente en el proyecto de clases?

Siempre A veces Nunca

12) ¿Crees que tus compañeros de grupo saben tomar decisiones importantes en equipo?

Siempre

A veces

Nunca

13) ¿Confías en tus compañeros de grupo?

Siempre

A veces

Nunca

14) ¿Sientes que tus compañeros de grupo confían en ti?

Siempre

A veces

Nunca

15) ¿Sientes que tus compañeros te aceptan con respeto y reconocen tu rol?

Siempre

A veces

Nunca

16) ¿Tus compañeros escuchan y toman en cuenta tus ideas en el proyecto?

Siempre

A veces

Nunca

17) ¿Escuchas y tomas en cuenta las ideas que tus compañeros sugieren para el proyecto de clases?

Siempre A veces Nunca

18) ¿Crees que tu proyecto de clases se realizó tomando en cuenta las opiniones de todos los miembros del equipo?

Siempre A veces Nunca

19) ¿Sientes que has compartido buenas experiencias con tu equipo durante el proyecto de clases?

Siempre A veces Nunca

20) ¿Consideras a tus compañeros de equipo como amigos?

Siempre A veces Nunca

21) ¿Has vivido alguna experiencia con tus compañeros que consideres valiosa o importante?

Siempre A veces Nunca

Si la respuesta es “siempre” o “aveces”, menciona brevemente 2 ejemplos

Appendix M: Data analysis

Mean (Average). For a set of n observations (x_1, x_2, x_i), the mean (μ) is calculated as the sum of all the values divided by the total number of values in the dataset (n). Expressing the formula:

$$\mu = \frac{\sum x_i}{n}$$

μ is the mean

$\sum x_i$ represents the sum of each individual value in the dataset

n is the total number of values in the dataset

Following those steps in the “Do you feel safe expressing your feelings to your teammates?” dataset, we have:

$$\mu = \frac{3+13+4}{3}$$

$$\mu = \frac{20}{3}$$

$$\mu \approx 6.67$$

Mode. It is the value that appears most frequently in a dataset. In “Do you feel safe expressing your feelings to your teammates?": "Never" appears 3 times, "Sometimes" appears 13

times, and "Always" appears 4 times. So, the mode is "Sometimes" because it appears more frequently than the other values.

Media. As mentioned before, it is the middle value of a dataset when it is ordered from least to greatest. Having that in mind in the given dataset: "Never": 3, "Sometimes": 13, "Always": 4. First, we arrange the values in ascending order: 3, 4, 13. Since there are three options, which is an odd number, the median is the middle value, in this case "Always": 4.

Standard deviation. Mathematically, It is calculated as the square root of the variance. The variance is the average of the squared differences between each value in the dataset and the mean of the dataset.

$$S = \sqrt{\frac{1}{N-1} \sum_{i=1}^N (\chi_i - \underline{\chi})^2}$$

S is the standard deviation

N is the total number of values in the dataset

χ_i represents each individual value in the dataset

$\underline{\chi}$ represents the mean of the dataset.

Regarding the "Do you feel safe expressing your feelings to your teammates?" dataset, we have:

$$S = \sqrt{\frac{1}{3-1} [(3 - 6.67)^2 + (13 - 6.67)^2 + (4 - 6.67)^2]}$$

$$S = \sqrt{\frac{1}{2} [(- 3.67)^2 + (6.33)^2 + (- 2.67)^2]}$$

$$S = \sqrt{\frac{1}{2} [13.4689 + 40.0689 + 7.1289]}$$

$$S = \sqrt{\frac{1}{2} \times 60.6667}$$

$$S = \sqrt{30.33335}$$

$$S \approx 5.51$$

So, as a summary of the data analysis

“Spirit” results

Spirit (Scored by 3-point Likert scale)	Median	Mode	S
Emotional safety (Do you feel safe expressing your feelings to your teammates?)	Always (4)	Sometimes (13)	52
Emotional safety (Do you think your teammates feel safe expressing their feelings to the team?)	Always (4)	Sometimes (13)	52
Group boundaries (Do you	Always	Sometimes	3.

feel your teammates were committed to the class project and their roles?)	ays (7)	etimes (9)	27
Group boundaries (Did you feel committed to the class project and your role?)	Som etimes (7)	Alw ays (13)	6. 53
Group boundaries (Did your team respect each other's roles and functions?)	Alw ays (6)	Som etimes (12)	5. 06
Group boundaries (Did each member fulfill their assigned tasks?)	Alw ays (5)	Som etimes (7)	2
Sense of belonging (Are you satisfied with your team?)	Som etimes (7)	Alw ays (11)	5. 52
Sense of belonging (Do you think your classmates feel satisfied with their team?)	Alw ays (4)	Som etimes (13)	5. 52
Sense of belonging (Do you think your classmates feel accepted by their team?)	Alw ays (6)	Som etimes (13)	6. 16

Sense of belonging (Do you feel accepted by your team?)	Alw ays (6)	Som etimes (14)	7. 07
---	-----------------------	--------------------	--------------

“Trust” results

Trust (Scored by 3-point Likert scale)	Medi an	Mod e	S D
(Trust among Members) Did you trust your group mates to know how to work orderly on the class project?	Alw ays (6)	Som etimes (9)	3
(Trust among Members) Do you trust your group mates?	Alw ays (5)	Som etimes (11)	3. 79
(Trust among Members) Do you feel that your group mates trust you?	Alw ays (4)	Som etimes (15)	7. 37
(Decision-making Capacity) Do you believe your groupmates can make important	Alw ays (5)	Som etimes (11)	3. 79

decisions as a team?			
----------------------	--	--	--

“Trade” results

Trade (Scored by 3-point Likert scale)	Medi an	Mod e	S D
(Validation of ideas by the group) Do your teammates listen to you and take into consideration your ideas for the project?	Som etimes (9)	Alw ays (11)	5. 86
(Validation of ideas by the group) Do you listen to others and take into consideration the ideas they suggest for the class project?	Som etimes (7)	Alw ays (13)	6. 51
(Association and interaction among members) Do you feel that your teammates accepted you with respect and recognized your role?	Som etimes (8)	Alw ays (10)	4. 16

(Social bargaining to achieve goals) Do you think your classroom project was carried out taking into account the opinions of all team members?	Alw ays (5)	Som etimes (11)	3. 79
--	-----------------------	---------------------------	--------------

“Art” results

Art (Scored by 3-point Likert scale)	Medi an	Mod e	S D
Do you consider your teammates your friends?	Som etimes (7)	Neve r (8)	1. 53
Have you lived any experience with your classmates that you consider important?	Neve r (7)	Som etimes (8)	1. 53

This data analysis scheme provides a comprehensive overview of the item and facilitates the identification of students' perceptions of the sense of community in the classroom through the survey applied.

Appendix N: Semi-structured interview

Preguntas

¿Qué tal te pareció el proyecto de clases?

¿Cómo te sentiste trabajando en equipo en este proyecto de clases?

¿Crees que hubo un sentido de competencia entre las productoras?

¿Qué tanta confianza tuviste con los miembros de tu equipo?

¿Confiabas en que tu equipo supiera cómo organizarse y tomar decisiones?

¿Crees que tu proyecto de clases se realizó tomando en cuenta las opiniones de todos los miembros del equipo?

¿Crees que tu y tus compañeros de trabajo aceptaron su rol con respeto y compromiso para empezar a trabajar en equipo?

¿Viviste alguna experiencia con tus compañeros de grupo que consideres valiosa o importante?

Leyenda

a) Seguridad emocional

b) Límites

c) Sentido de pertenencia

a) Orden

b) Capacidad para tomar decisiones

a) Validación de ideas por el grupo

b) Asociación entre los miembros del grupo

c) Experiencias compartidas

Appendix O: Data preparation

https://docs.google.com/spreadsheets/d/1h1N5T4I13jy0D41_VXvmVrCMWIHScRb4b6g1dO_CYhc/edit?usp=sharing

Appendix P: Final product

https://drive.google.com/drive/folders/1ahGjYFQr6kW2M1y0UnCTSo3ae_EdR3eR?usp=sharing

Appendix Q: Survey comparison

https://docs.google.com/document/d/1fv-4XYgaVTAmqVp6mmdOekBAhkbeOMKO_TaQPsmMV5I/edit?usp=sharing