

Analysing Students' Perceptions about English Language Learning in a Community-Based
Classroom Project

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Resumen

Título: Analizando las percepciones de los estudiantes sobre el aprendizaje del inglés en un proyecto de aula basado en la comunidad*

Autor: Manuel Alejandro Lamus Bravo**

Palabras Clave: Pedagogías basadas en la comunidad, Aprendizaje por proyectos, Proyectos de aula basados en la comunidad, Enseñanza basada en la indagación.

Descripción:

Crear un ambiente apropiado para el aprendizaje del inglés es la base para lograr resultados significativos. Las perspectivas de los estudiantes hacia una asignatura podrían ser cruciales para obtener mejores desempeños y las pedagogías tradicionales fallan a la hora de mejorar la motivación y la actitud de los estudiantes. Este proyecto de investigación acción analiza las percepciones de los estudiantes al cambiar la metodología en la clase de inglés, de una metodología tradicional basada en libro de texto a una metodología basada en el desarrollo de proyectos de aula enfocados en la comunidad como fuente de contenidos de aprendizaje. Los estudiantes tuvieron la oportunidad de participar en el proceso de toma de decisiones sobre la manera de llevar a cabo su proyecto de aula y sobre los procedimientos de evaluación. El rol del profesor cambió, siendo más un facilitador del proceso de aprendizaje que un instructor de lengua. Después de analizar la información recolectada por medio de entrevistas a grupos focales, notas de campo de las observaciones y notas reflexivas del diario del profesor investigador, se concluyó que las perspectivas de los estudiantes sobre el aprendizaje del inglés fueron favorables al usar un proyecto de aula basado en la comunidad. Su motivación fue tal que algunos estudiantes continuaron trabajando en sus proyectos incluso después de que el año escolar terminara.

* Trabajo de Grado

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Abstract

Title: Analysing Students' Perceptions about English Language Learning in a Community-Based Classroom Project*

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Key Words: Community-based pedagogies, Project-based learning, community-based classroom project, inquiry-based teaching.

Description:

Creating an appropriate environment for English language learning is the basis to achieve meaningful results. Students' perspectives towards a subject could be crucial to obtain higher performances in terms of language proficiency, and traditional pedagogies fail to improve students' motivation and attitude. This action research project analysed students' perceptions when changing the methodology in the English language class from a text-based traditional methodology to a project-based methodology that focused on their own community as the content provider. Students had the opportunity to participate in the decision making process about the way to carry out their own classroom project and the evaluation procedures. The role of the teacher changed, being a facilitator of the learning process rather than a language instructor, and the classes were student-centred rather than teacher-centred. After analysing the data collected through focus interviews, field notes in which the observations were recorded, and reflective notes recorded in a teacher journal, it was concluded that students' perceptions regarding English language learning were favourable when using the Community-based classroom project. It was evidenced in their commitment and engagement during the pedagogical intervention. Their motivation was such that some of the students continued working on their project after the school year ended.

*Bachelor Thesis

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Introduction

In order to improve pedagogical practices, reflection is a must. It must be a continuous and endless process in any research carried out in the educational field, being action research an appropriate method to analyse issues regarding learning and education. Regarding English language learning there have been carried out several researches worldwide. Maybe most of them about how to improve language skills implementing certain learning strategies or methodologies, taking into account specific difficulties perceived in the classroom. However, few researches have been made regarding students' perspectives about those methodologies. Some of these methodologies focus on the outcomes and aim to improve them by changing methods and test the results at the beginning and at the end of the implementation in order to establish if there is a meaningful improvement. Students' opinions and perceptions have not received enough importance and they should be considered relevant during the planning process because their attitude and towards learning depends on what they think and feel.

When analysing the unfavourable results of my students in the exams, I realised there was an opportunity of improving my pedagogical practices. There were students that during the class seemed to understand, but they did not do well in the exams. Also, there were some students that did well in the exams, but, after some time, when asking them about something taught before, they did not remember it well. I had changed the teaching strategies, but there was no significant change in students' learning. Therefore, I decided to analyse students' perspectives to determine the possible causes. No method or strategy would work by itself without taking into account the learners' perspective.

This research project aimed to analyse students' perceptions of English language learning while implementing a community-based classroom project (CBCP) that not only would educate students

integrally, but also would change the pedagogical approach from the traditional one that I had used so far for a more comprehensive one.

Before the implementation, students' perceptions regarding English language learning, school and education were characterised by applying a questionnaire. Then, the CBCP was designed collaboratively with the students and implemented during the last 2 terms of the academic year in a group of ninth graders of a public school of the metropolitan area of Bucaramanga Santander. Data was collected through observation during the classes and recorded in field notes. A teachers' journal was filled with reflective notes after every single class. After the implementation, there were carried out interviews to focus groups to determine the impact of using CBCP in students' perceptions about learning.

After coding, categorising and analysing the data, it was found that the implementation of CBCP influenced positively students' perceptions about learning. They felt they learn more by using classroom projects related to the community than with the traditional methodologies that focus on the results in exams. When they are evaluated in that way, they just focus on passing the exams regardless of learning. When students' opinion are taken into account they work committedly regardless of the grade and could go beyond teacher's expectations. They feel more motivated and engaged in the classes and change their attitude about learning. There were also found some other impacts of CBCP in developing some skills that will be useful for students' lives such as language skills, social skills, ICT skills, team work skills.

Some recommendations are given at the end for those teachers interested in implementing or researching about CBCP.

1. Analysis and formulation of the problem

Xavier Aragay (2015) says that the traditional educational system is a system devised in the nineteenth century, organised in the twentieth century and that is no longer useful for the twenty-first century. He is an expert in the transformation of education and the management of educational change in one of his lectures. The way of educating has undergone transformations throughout history, generated from the concept of education most accepted at the time. In the 21st century, it has opted for a comprehensive educational model, based on the development of skills rather than content learning. New concepts have been added to the pedagogical practices such as: learning styles (Smith & Kolb, 1996; Fleming, 2014; Riechmann, 1974; Barbe, Swassing, and Milone, 1979; Munford, 1997; Kolb, 2015), multiple intelligences (Gardner, 1993), emotional intelligence (Goleman, 1995), and other aspects that were not taken into account decades ago and that are related to the human being rather than the disciplinary knowledge. However, in some schools, traditional methods and educational models in which students learn passively from the teacher while sitting for hours at their desks continue prevailing, studying diverse topics that are not given a contextualisation or usefulness in the students' lives. In addition, students never participate in the choice of topics and activities to be developed.

Students rarely have the possibility of modifying the curriculum established by the educational system, and teachers adapt their classes to the topics proposed by the government because these contents will be evaluated in standardized tests that evaluate not only the students, but also the teachers and the schools. That contradicts Freire's words (1970) for whom the content should not be an imposition, but a representation of what the individuals want to know more about.

It is difficult for a student to feel totally involved in the development of a topic when his opinion has not been taken into account for the selection of it. In my opinion, no matter how hard the teacher tries to prepare the most interesting classes, based on what he considers to be an attractive and, at the same time, significant topic, the teacher will not be able to capture students' attention as long as they did not participate in the planning of the contents. Hence the validity of the words of Xavier Aragay in another of his lectures where he states that it is not enough that a teacher wants to teach, the most important thing is that the student feels protagonist of learning and really apprehends. The teacher may have a good attitude and motivation to teach, but if the student does not correspond with the same level of motivation, the teacher's efforts may be in vain.

To avoid the frustration of trying to prepare didactic classes with meaningful content that does not motivate students, it is convenient to understand Freire's (1970) words:

Authentic education is not carried on by "A" for "B" or by "A" about "B," but rather by "A" with "B," mediated by the world. A world which impresses and challenges both parties, giving rise to views or opinions about it. These views, impregnated with anxieties, doubts, hopes, or hopelessness, imply significant themes on the basis of which the program content of education can be built.

This implies going out of the mould and changing certain paradigms where the teacher is the one who knows and who imposes the topics that the student must learn and where the focus is based more on content than on the human being to be educated.

Some countries have decided to change paradigms and mentalities regarding how they should be educated, which has required them to leave the comfort zone and has allowed them, after many years of research and effort, to improve the quality of education. Finland has been one of the standard bearers of change in education. In its latest educational reform implemented in schools

as of August 2016, according to the Finnish National Agency for Education (Curriculum reform 2016, n. d.), this country proposes a different way of teaching, called phenomenal education (Phenomenal based learning, n.d.).

One of the main changes has been the interdisciplinary teaching of subjects that contrasts with the traditional way of teaching through subjects. Based on central themes, a holistic curricular analysis and development is made from all the disciplines that converge to that theme. However, this curriculum does not have to be standardized. Another particularity of this educational model is that schools and teachers can modify and adapt the curriculum according to the needs and local situations of each municipality. Students go from being passive learners to being active participants not only in the planning processes of the classes, but also in the evaluation processes of their own learning. Taking into account that teachers are free to choose the best way to teach, it is possible that some people consider this model as an incorrect way to improve education since it relies on the subjectivity of the teacher to choose what he or she thinks is the best way to educate. This has been one of the challenges that Finland has had to face and that will have to face any society that tries to build an educational model that goes beyond the current paradigm. In my case, the change of the traditional way of teaching might involve criticism and discontent on the part of some other teachers and parents that learnt with the traditional approach and that considered it the appropriate one.

Another fundamental aspect of an educational model is evaluation. The way to evaluate has always fallen short when measuring the quality of education. The point of reference worldwide is the PISA tests created by the OECD where only competencies in science, reading and mathematics are evaluated. Can the level of quality of education be reduced only to the development of these capacities? Where do they evaluate the artistic and athletic abilities of the students? Are not the

values and other capacities of the human being part of an integral education? Regrettably, the countries have gone along with the standardisation of the curricula and the evaluation mechanisms proposed by the OECD. So much so that governments, including Colombia, have focused efforts to improve educational quality only by proposing as a goal the improvement of such tests results.

Colombia has not fared very well in the PISA tests. In the results of 2015, our country was below the OECD threshold (PISA results, 2015). In its concern to improve the results in this test and in the national tests, SABER, the Ministry of Education has created superficial strategies such as "E-Day" (Decree 0325. February 25, 2015). The main objective of the E Day is the improvement of the results in the SABER tests. The Ministry of National Education (MNE) compels the secretaries of education, and they, in turn, compel the principals of the schools, who transmit the message to the teachers. In my particular case, and taking into account the three schools in which I have worked so far, when the principal of the school talks about improving the quality of education, he or she refers only to the results of standardized tests, with which the government measures the quality of the school and teachers. In the case of obtaining bad results in these tests, the teachers are the only blamed by parents, school directors and MNE. It is rarely thought about the underlying problem of evaluating educational quality with standardized tests, as if the complexity and diversity of the human being could be standardized and measured based on it.

Paradoxically, Finland has never worried about the results of these standardized tests. In fact, they were the first surprised to occupy the first place in the first PISA results. Their way of evaluating learning has become a metacognitive process for students. Exams have been eliminated and replaced by new and better ways to measure progress and the training process. In order to formally evaluate learning, "a couple of national exams when young people leave school at age 18 are enough" (Plitt, L., 2013). In Finland, exams within the school to measure knowledge or

competences are not applied because they focus more on the process than on the results; they give more relevance to the human being than to the marks or the results of the exams. Exams that, from my short teaching experience, fail to accurately assess students, who focus only on getting high marks and passing the school year. I have had many students who, even when they perform well in evaluations, forget what they "learned" for the exam after taking it. I consider it convenient to focus students' attention on the importance of learning and overall improvement over the qualification and the numerical result.

In my experience as an English learner and in my work as a teacher of English, I have been able to realise that motivation is a very important factor in the rapid and effective development of communicative and attitudinal competences. Those students who voluntarily attended the courses that I taught, either because they knew the importance of learning English for their lives or because they were motivated by a trip abroad, etc., performed much better than the others; they learned in a meaningful way the topics of the class and managed to develop their communicative competence in the long term. The other students who had no motivation because they were forced by their parents to attend classes on Saturdays, had great difficulty learning English and when they did, they did so just for the exam and after it, they forgot everything or remember few things.

In the schools where I have worked, the curricular structure of the foreign languages is most of the times decontextualized and the assessment process often consists of final exams that students fear about. In addition to the curriculum and the assessment process, the methodology of the teacher is, in my opinion, another important factor in the motivation of students. Al Noursi (2013) corroborated that student motivation does affect student learning and, in addition, that the negative attitude of some students can be modified by the strategies used by the teacher. This means that

the strategies used by the English language teacher can make students with a negative attitude begin to increase interest in learning.

The importance of motivation for students' learning is such that the OECD itself has focused on it by investigating and analysing the attitude of students from countries that take the PISA test to see possible causes of low results and to promote policies that improve their educational system. Among the analyses carried out, they were able to conclude that in those countries where the students stated that the school is useful, they had high results in reading tests. They also concluded that the relationship of the students with the teacher is fundamental to express the usefulness of the school and to improve its concept on education; when students notice that the teacher is interested in their welfare, that he is fair and he listens to them, students have a tendency to improve their concept of education and learning. As expected, the socioeconomic background of the students and the familiar or affective problems play a fundamental role in the performance of the tests and in their motivation towards learning. According to that analysis, there is a relationship between students' conception about learning and their learning itself. Those students that performed better in the PISA test usually have a better conception about learning.

Summing up all the discussion above, there is a necessity to leave traditional approaches on teaching and education to be coherent with the current context. The new approach or methodology must motivate students to learn, making them feel they are truly learning. This motivation implies considering students opinions when choosing the content and designing the way it will be developed. Also, the assessment procedures must be formative and have to focus on the process, looking for students' metacognition and overall improvement rather than evaluating students' outcomes after a pedagogical intervention. Besides, English language competence must be developed while teaching values.

Consequently, a methodological strategy that distances from traditional education; that can make students participate more in decision making, that can be assessed in different ways, and that permits the creation of spaces of interactions among the students and between the teacher and the students, is a classroom project. It is used by one of the leaders of education worldwide, Finland, which bases the educational system on learning the phenomena through projects and different student-centred methodologies.

In a project, students could participate in the choice of the topic to work during the classes, as well as the way to carry this out. They can choose a topic they like related to their communities and feel engaged while raising awareness about the local problems and cultural or local assets. This engagement should change their conception about learning and impact the development of their English language competence significantly. Also, the assessment procedures could be different from the traditional ones.

For this research project, the teacher-researcher observed a group of ninth graders for one month and could identify a low motivation of most of the students towards the English language class. Their negative attitude and low responsibility have been evidenced in some of the activities done during the classes. For example, when the teacher proposed an activity, some of them showed an apathetic face; most of them asked the teacher to use Spanish instead of English, and even when they understood the activity they had to do, some of them preferred to do something different. In the first classes, when the students were asked to introduce themselves using some prompts written on the board with basic vocabulary and grammatical structures, most of the students had great difficulty to express themselves. Therefore, they were asked to write in a piece of paper basic information to introduce themselves, but there were lots of mistakes in their outcomes. Among the

three groups of nine graders, this is the one with the most unenthusiastic attitude towards the class and, in general, the group that shows the least proficiency in the exercises carried out so far.

From the previous analysis, a research question arises: to what extent do the design and implementation of a community-based classroom project impacts students' perceptions about language learning in a group of nine graders in a public school in Santander? There are some directive questions that this research should answer: what is the student's initial perception about English language learning? What information about their perspectives and background can be useful to collect for further analysis? After characterising the students, the classroom project will be designed and implemented. As discussed before, students will participate in the design. The next directive question that this research should answer is: how can a classroom project be designed collaboratively with the students in order to improve their perceptions about English language learning? After the implementation of the classroom project, students' perceptions about English language learning should be assessed to determine the impacts: how can a classroom project be evaluated regarding its impacts in students' conception about English language learning?

2. Project rationale

This research work intends to use an alternative methodology which implies getting rid of traditional approaches in which the student is a passive learner of decontextualized content, chosen and planned without their participation, and that does not correspond to students' individual needs or the municipality's issues and culture.

The current standardised educational system does not correspond to the students' interests and needs; it focuses mostly on learning disciplinary content and developing few competences; the topics and the common traditional methodologies may not be attractive or interesting for them; the evaluation procedures only assess that content and few competences. For example, in English language test of the SABER exam, the listening and speaking skills are not evaluated in spite of they are important. A student-centred methodological strategy must be used instead of the teacher-centred approach, giving students the opportunity to participate in the choice and design of the topics to be taken and making them feel more engaged and interested in their own learning and integral formation.

Project-based learning focused on the community could impact positively students' perceptions about learning and increase students' motivation and engagement in their language learning process while increasing their awareness about their own community assets and problems. Projects, also, allow students to work collaboratively, make decisions, solve problems, and improve their English language proficiency in real context situations.

The results of this research project will be useful to understand the impacts in students' perceptions about English language learning when using a methodology based on a community-based classroom project designed collaboratively with them.

3. Objectives

3.1. General objective

To determine to what extent a community-based classroom project impacts students' perceptions about English language learning in a group of ninth graders in a public school in Santander, Colombia.

3.2. Specific objectives

3.2.1. To characterise students' initial perceptions of English language learning, school and education.

3.2.2. To collaboratively design a community-based classroom project.

3.2.3. To evaluate how a community-based classroom project impacts students' perceptions of language learning.

4. Literature review

Language learning and language teaching have changed through the years greatly influenced by theories of learning and linguistics. Initially, "the traditional approaches to language learning gave priority to grammatical competence as the basis of language proficiency" (Richards, 2006, p. 4). Even nowadays, there are some teachers who give a lot of emphasis on grammar instruction and

based their assessment mostly on the correct outcomes from their students. This grammatical instruction can be carried out based on two different methods. The first method used historically was the deductive, in which “the teacher presents learners with a set of grammatical rules, offers explicit explanation of those rules, and then provides opportunities for learners to practice them” (Kumaravadivelu, 2003, p. 183).

Grammar learning is a difficult task in any language, especially if we consider Rutherford (1987, cited in Kumaravadivelu, 2003) words. He says that the most brilliant linguists cannot fully generalise and formulate rules of English syntax correctly, then no teacher and learner can teach or learn them fully. The complexity of grammar implies a huge challenge for students who are asked to master those grammar rules very precisely. It could be said that no language teacher can master the language he teaches fully. Despite that, some teachers want their students to do so. Chomsky, one of the most relevant critics of behaviourism in language learning, asserts that “one does not learn grammatical structure of a second language through “explanation and instruction” for the simple reason that no one has enough explicit knowledge about this structure to provide explanation and instruction” (1970, cited in Kumaravadivelu, p. 183). There is a need of establishing the specific grammar necessary for pedagogical purposes, which is called by Kumaravadivelu (2003, p. 184) “pedagogical grammar” and that, according to him, “has been selected and simplified to meet the needs of L2 learners”.

Among the needs a L2 learner may have, grammar is, of course, one of the aspects to be taught. However, there are other elements which are also important, but that could be omitted in a full-grammar learning environment. Continuing with Kumaravadivelu (2003, p. 184), deductive language approach “encourages very little teacher-learner interaction and almost no learner-learner interaction that is necessary to create an environment conducive to self-discovery”. Even in the

case in which a learner can use a rule correctly in a class, it does not mean that he can use it for communicative purposes; when a rule is learnt deductively, there is a tendency of the learner to not think about it, which might lead to a superficial knowledge rather than the understanding of the rule (Kumaravadivelu, 2003).

To avoid that superficial construction of knowledge, an approach appeared to help learners discover the patterns of the language instead of learning the rules prescriptively. This approach is called *grammaring*, which “focuses more on reasoning than on grammar rules” (Diane Larsen-Freeman, 2000, cited in Kumaravadivelu, 2003. p. 177). This inductive method of grammar learning implies not only an understanding of what the grammatical rules are, but also a cognitive development in the learners since it “activates intuitive heuristics and stimulates their working hypotheses [...] about the L2 system as a whole” with the guidance of the teachers that select linguistic features to be recognised by students, who connect the known to the new (Kumaravadivelu, 2003, p. 185).

There is no doubt about the importance of grammatical competence in L2 learning, but, as Richards says (2006, p. 3), “it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication”. This is an issue that worries L2 teachers nowadays. I agree with Richards’s statement, considering more relevant being able to communicate in the target language rather than knowing its rules. Nevertheless, it would not be prudent to eliminate grammar teaching completely, particularly if the learners are adults, inasmuch as they tend to prefer explicit rules instruction, so they can analyse them to practice and correct their mistakes (Kumaravadivelu, 2003).

In both cases of grammar instruction the focus is the same; in spite of they approach grammar rules in different ways, deductively and inductively, they are based on a traditional method that “with its generic set of theoretical principles and classroom techniques offers a limited and limiting perspective on language learning and teaching”, as Kumaravadivelu (2003, p. 42) states. He additionally suggests that “there is an imperative need to move away from a method-based pedagogy to a postmethod pedagogy”. This last pedagogy is a broader concept that overcomes the limitations of the first one because it “includes not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures but also a wide range of historical, political and sociocultural experiences that directly or indirectly influence L2 education” (p. 34).

Kumaravadivelu (2003, p. 34) suggested a way of contextualising a postmethod pedagogy looking at it three-dimensionally as a pedagogy of particularity, practicality, and possibility. Each parameter is described by him as follows:

The parameter of particularity seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities. The parameter of practicality seeks to rupture the reified role relationship by enabling and encouraging teachers to theorize from their practice and to practice what they theorize. The parameter of possibility seeks to tap the socio-political consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation.

Kumaravadivelu's conceptualisation of this new pedagogy encourages a change of paradigm, constructing a macro-strategic framework that “seeks to transform classroom practitioners into

strategic thinkers, strategic teachers, and strategic explorers who channel their time and effort” (2003, p. 42). Students develop their cognitive competence as well as the critical thinking skills. The linguistic elements are analysed as they “arise incidentally in lessons whose overriding focus is on meaning or communication” (2003, p. 193).

The understanding of language learning and teaching passed from the reductionist grammar approach to a communicative language teaching (CLT) that appeared in the 1970s and 1980s as an alternative for the traditional language teaching approach (Richards, 2006). Contrary to traditional approach in which “errors were to be avoided through controlled opportunities for production” (p. 4), CLT is “tolerant of learners’ errors as they indicate that the learner is building up his or her communicative competence” (p. 13). The development of the communicative competence is, therefore, the main goal of CLT, which sets some principles about that goal and includes some aspects of language knowledge (Richards, 2006).

This communicative competence is currently the one that English teachers are supposed to develop in their students and includes the following aspects of language knowledge mentioned by Richards (2006, P. 3):

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).

Besides the different concept towards errors, CLT likewise has other characteristics that are worth to mention. It emphasises language learning through real communicative context where the different skills (speaking, listening, reading, and writing) are linked, and integrated according to Kumaravadivelu (2003), letting students induce or discover grammar rules as they are arising in the communication process that implies real life situations in which learners may have to get information they do not possess: information gap (Richards, 2006). That information must be meaningful in order to enhance students' motivation and participation, which means that the content must be "relevant, purposeful, interesting, and engaging" (Richards, 2006, p. 22).

The roles of the participants change and the class focus shifts from a teacher-centred approach to a student-centred approach; the learners need a more active and participative role, and the teacher is now a monitor and "facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning" (Richards, 2006, p. 23). Part of this reflection suggests necessarily that the teacher must understand learners' errors as opportunities of learning rather than something to avoid.

That role shifting obliges teachers to go out of their comfort zone, trying out different alternatives to improve their teaching; to transfer their "power" to their students, who become more comfortable with listening to their classmates instead of their teacher while they carry out cooperative activities; and to understand the diversity of their students in terms of learning styles, strengths, and needs. The teacher is not the only knowledge possessor anymore and becomes a co-learner who has to make an effort to develop students' awareness of learning and learning strategies (Richards, 2006).

Since the learning process turns into a metacognitive process, it focuses on learning process instead of learning outcomes; the move from product-oriented to process-oriented instruction, as Richards (2006) affirms. He also states that learning is viewed “as a lifelong process rather than something done to prepare students for an exam” (2006, p. 25). However, in the whole world there is a remarkable tendency to focus on outcomes in standardised tests. Teachers are asked –and assessed – to improve students’ results in these tests that go against the theory of L2 learning and learning in general. That is probably the reason why teachers are reluctant to change the paradigm proposed by postmethod and communicative language teaching theories. Those who try to go against the product-oriented system have to deal with another difficult challenge; to rebuild or adapt the standards and suggested curriculum according to students’ lives and interests, and make them learn through collaborative work, exploring issues outside the classroom and sharing it with their classmates, while the teacher makes an effort “helping students to understand the purpose of learning and developing their own purpose” (Richards, 2006, p. 24) that not necessarily fits with the standards and external tests.

Although it has lots of benefits for students, for instance, “their motivational level is likely to increase”, “they can learn from hearing the language used by other members of the group”, not only from the teacher, and “they will have the chance to develop fluency” (Richards, 2006, p.20); there is always a risk of not achieving the expected results in standardised tests when using this kind of approach. Language learning is not taken as a separate subject, but as an activity that promotes holistic learning that must be integrated in the curriculum as suggested by Richards (2006); evidencing students’ interests as well as the context where they live and “connecting the school with the world beyond” (p. 24). It is called by him as “the social nature of learning”; he considers that “learning is not an individual, private activity, but a social one that depends upon

interaction with others” (p. 25). Complementing this viewpoint of cooperative learning, Kumaravadivelu (2003, p. 204) states that “language communication is inseparable from its communicative context. Taken out of context, language communication makes little sense”. Expanding this concept, he asserts that “communicative appropriateness depends on the social, cultural, political, or ideological context that shape meaning in a particular speech event” (p. 212). How can a teacher adapt a curriculum and connect standards with the students’ context?

For Kumaravadivelu (2003), a meaning must be negotiated and contextualised in order to “reconcile form and function with communicative needs and social context” (p. 216); the classroom activities must take into account the situational context as well and must reflect the natural use of language. It encourages teachers to avoid choosing contents from syllabus designers and textbook writers because that input would be decontextualized and meaningless for the students that cannot finally internalize it.

For Vygotsky (cited in Lantolf and Thorne, 2006, p. 203), “internalization resides in the uniquely human capacity to imitate the intentional activity of other humans”, but as explained by Lantolf and Thorne (2006, p. 203), “imitation [...] is not understood as the mindless mimicking often associated with behaviourism”. That “imitation plays an important role in language acquisition” (2006, p. 204), being language use one of the means of mediation that along with the process of internalization form the basis of Socio Cultural Teaching (SCT). Lantolf and Thorne (2006, p. 207) expand Vygotskian theory that establishes that human learning has a socio cultural nature, and connects it with L2 learning where “intentionally designed learning environments can stimulate qualitative development changes”. These learning environments have to be related to students’ realities. As said by Kumaravadivelu (2003, p. 239), “no classroom is an island unto itself. Every classroom is influenced by and is a reflection to the larger society of which it is part”,

which means that there must be recognised “the broader social, political, historical, and economic conditions that affect the lives of learners and teachers [...] in order to make L2 learning and teaching socially relevant” (p. 239), affecting classroom aims and activities.

Therefore, it is necessary to bring culture and society to the classroom and the best way is “by treating learners as cultural informants” (Kumaravadivelu, 2003, p. 273), encouraging them to participate and empowering them to share their own knowledge. The approach to learning that involves learners in such a process of enquiry is called Enquiry-Based Learning (EBL). EBL fits well with CLT; both promote social interaction and collaborative work, and both focus on lifelong learning. Additionally, it “can improve the student experience, with enhanced recruitment, satisfaction and retention” (Kahn and O’Rourke, 2005, p. 2). There are other characteristics mentioned by Kahn and O’Rourke next:

- Engagement with a complex problem or scenario, that is sufficiently open-ended to allow a variety of responses or solutions.
- Students direct the lines of enquiry and the methods employed.
- The enquiry requires students to draw on existing knowledge and identify their required learning needs.
- Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence.
- Responsibility falls to the student for analysing and presenting that evidence in appropriate ways and in support of their own responses to the problem.

Besides the development of communicative skill, EBL a range of abilities needed in after-school life. Those abilities are also mentioned by Kahn and O’Rourke (2005, p. 2):

- The modern economy places a premium on the ability to create knowledge; open enquires allow the development of this skill and other key transferable skills.
- Leadership skills in managing complex enquiries and projects are particularly important in employment.
- The focus on enquiry helps in synthesising learning, which can be an issue in modular and inter-disciplinary programmes; enquiries typically cross 'boundaries'.

Nonetheless, these abilities are not just developed automatically. At the beginning “the facilitator needs to take a more active role in the process until and appropriate level of trust has been achieved” (Kahn, O'Rourke, 2005, p. 9). During the process of enquiring the facilitator has the challenge of finding “effective ways to support students [...] so that the enquiry is able to yield effective outcomes”. As said before, the main focus of those approaches that contradict the traditional pay a paramount attention in the process rather than in the product, but if the student does not get the planned outcome, they may feel discouraged and frustrated. The facilitator has to learn when and how to intervene so that the intervention is balanced; “too much tutor intervention and the EBL process is stifled, too little facilitation and the students may feel anxious or unsupported” (Kahn, O'Rourke, 2005).

Assessment must be rethought as well considering that it must be carried out not at the end of the process, when the product is finished, but during the process, “especially when the large majority of learning occurs outside the classroom” as Gibbs (1999, cited in Kahn and O'Rourke, 2005, p 9) notes. In the same way, this assessment “facilitates the conduct of enquiry, and also align with the achievement of the desired learning” as Biggs (1999, cited in Kahn and O'Rourke, 2005, p. 9) emphasised, as well as the abilities to be developed. As assessment evidence, there could be used the different outcomes obtained during the process.

In EBL, “the curriculum is thus structured by a series of problems, rather than, for example, a systematic presentation of subject content” (Kahn, O’Rourke, 2005, p 3). That curriculum should contain strategies for creating critical cultural consciousness in the L2 classroom that, according to Kumaravadivelu (2003, p. 285), “offers immense possibilities for teachers as well as learners to explore the nuances of cultural and subcultural practices in a meaningful way”. What is more, he emphasises the importance of creating critical cultural consciousness in the L2 classroom taking into account the communicational globalization, asserting that it “is not an option but an obligation”.

This process of critical cultural consciousness attempts “to bring the learner’s home community into the classroom experience”, becoming “a tool for self-reflection and self-renewal” for students who “become motivated and empowered” (Kumaravadivelu, 2003, p. 273). It could be said that it encourages critical thinking development because students have to face real life challenges. These thinking skills are treated by Richards (2006) as synonyms of higher-order thinking skills when explaining the development of creative thinking in CLT. However, as said by Ennis (1985, p. 45), “critical thinking is a much clearer concept than the currently popular higher-order thinking skills” proposed in Bloom’s taxonomy. This “taxonomy is not accompanied by criteria for judging the outcome of the activity”. Meanwhile, as Ennis (1985) states, “critical thinking is a practical activity” that can be assessed and evidenced because “is reflective a reasonable thinking that is focused on deciding what to believe or do”.

Richards (2006) emphasises the development of the learners’ autonomy through CLT. This could also be related to critical thinking because autonomy is about what to do about their own learning process and what to believe when carrying out the self-assessment process. In Kumaravadivelu (2003) postmethod, there is a close relation with critical thinking when applying

heuristics in language learning and teaching, the teacher and the students are constantly making decisions about what to believe or do next. Lantolf and Thorne (2006) SCL theory has to do with critical thinking as well, since the learner has to reflect upon their society and culture, or what is called “critical cultural consciousness” by Kumaravadivelu (2005, p. 273).

Critical thinking is mentioned in Conley's (cited in Larmer, Merfendoller, & Boss, 2015) study as one of the skills needed to succeed entry-level college courses, along with other skills such as analytical-thinking skills, problem-solving skills, etc. These skills are also mentioned by employers when they are asked about the skills needed to succeed in the workplace, adding some other relevant skills such as: teamwork skills, effectively communicative skills, and the ability to innovate and create (Larmer, Merfendoller, & Boss, 2015). All these skills are developed in CLT, EBL and SCT. Consequently, a combination of these approaches can lead to a meaningful learning environment in which students can develop their communicative competence and the critical thinking skills that is highly important when they graduate from school. How can I combined these approaches into one pedagogical experience?

“In general, the starting point and stimulus for learning can be an intriguing problem, and interesting case-study or a ‘real life’ project” (Kahn and O'Rourke, 2005, p. 6). A project in which students work collaboratively in small groups solving real life problems that are brought to the classroom by them. Project-Based Learning (PBL), as Larmer et al (2015, p. 6) affirm, “a good project brings it all together like nothing else can”. As they say “in PBL done well, students not only find themselves needing to use college –and career-readiness skills; they are explicitly taught them, assessed on them, and asked to reflect on their growth in them” (p. 6). PBL prepares students for life in general where they have to think critically and work cooperatively to solve problems, assessing their outcomes and performances in order to improve the results.

5. Research background

5.1. International reference

Prasad Devkota, S., Raj Giri, D., & Bagale, S. (2017). Developing 21st century skills through Project-based learning in EFL context: challenges and opportunities. *The Online Journal of New Horizons in Education*, 7(1), 47-52. Retrieved from <https://www.tojned.net/journals/tojned/articles/v07i01/v07i01-07.pdf>

This paper characterises the 21st century learners and talks about the important of developing some skills that are relevant nowadays. It also characterises the role of a teacher in PBL. It was carried out in Nepal and the participants were five English language teachers. This research will be useful because provides the challenges and opportunities of using PBL.

5.2. National reference

Rincón J. & Clavijo-Olarte A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. *Colomb. Appl. Linguist. J.*, 18(2), pp. 67-82.

This research project was carried out in Bogotá, Colombia, and has the goal of transforming the way students relate to the community in order to create local knowledge. This research was useful because includes some key elements that were used in this research project. They are: community-based pedagogies, classroom inquiry, and the usage of ICT in EFL learning. It also used formative ways to assess language learning, different from exams; they used the students' outcomes written in blogs and the oral presentations to evaluate language learning. Besides, it mentions the importance of community-based pedagogies (CBP) to "reconcile the curriculum with the real life of students"; the inquiry-based learning to develop social awareness and critical thinking skills.

5.3. Local reference

Bolaños, F., Florez, K., Gómez, T., Ramirez, M., & Tello, S. (2018). Implementing a community-based project in an EFL rural classroom. *Colomb. Appl. Linguistic. J.*, 20(2), pp. 274-289.

This research project was carried out with a group of nine graders in a rural area of Santander. A community-based classroom project was used as an alternative for traditional pedagogies. Finding that integrating the community in the curriculum empowers students to learn and reflect upon their own learning process, developing other skills and facilitating students' participation and inquiry. It highlights the importance of using project-based learning as a complement of community-based methodologies. Some of the data collection instruments used by them were taken into account in the development of this research project. Their findings and results encourage any teacher interested in a comprehensive approach of education to use CBCP as the right path to start.

6. Methodology

6.1. Methodological approach and research design

Researching in a classroom setting implies focusing on specific problems or difficulties in order to be solved. It is a great way to improve pedagogical practices as well as students' enhancement of competences, skills, learning, behaviour, etc. The solutions that could be founded or proposed based on the results of a research cannot be generalised or implemented uncritically in other classrooms with different students and circumstances. Due to the pragmatic approach of the issue

analysed in this project, the research process to be used will be Action Research (AR) and the methodological approach will be the qualitative.

Burns (1999) defines action research grounded in the social context of the classroom and the teaching institution, and focuses directly on issues and concerns which are significant daily in teaching practice. The issues or concerns seen in the classroom chosen for the implementation of this project may not be the same as others; the students, the classroom, the school, the town, the context in general is different. Action Research understands investigation as highly context sensitive which makes the researcher learn and understand teaching from his own reflective experience.

Specifically in language teaching, Action Research is recommended by lots of researchers. Richards (2006) states that one of the characteristics of a communicative approach to language teaching is the role of the teacher as co-learner, being action research the most suitable way to investigate his own classroom. Taking into account that in the implementations of this project a communicative based approach will be used, action research appears to be the appropriate research methodology to be used. Kumaravadivelu (2003, p. 11) says that “reflective teachers constantly attempt to maximize their learning potential and that of their learners through classroom-oriented action research and problem-solving activities”. Continuous reflections is needed during the whole process of action research that, due to the cyclical approach, will permit a deep analysis of the issues object of investigation.

6.2. Phases of the research project

Three phases were established to carry out this project. The first phase aimed to achieve the first specific objective of characterising the students according to the parameters chosen. Then, the second phase consisted of designing and implementing collaboratively the classroom project. Finally, the information gathered during the whole process was analysed in order to evaluate the impacts of the classroom project in students' conception about English language learning. The action research allows the teacher researcher (TR) to make decisions during the process according to the data obtained and the critical reflection that covers the whole process of investigation. As mention by Burns (1999) the reflection is a key and boundless resource in action research that was present during all the phases proposed as shown in the following diagram.

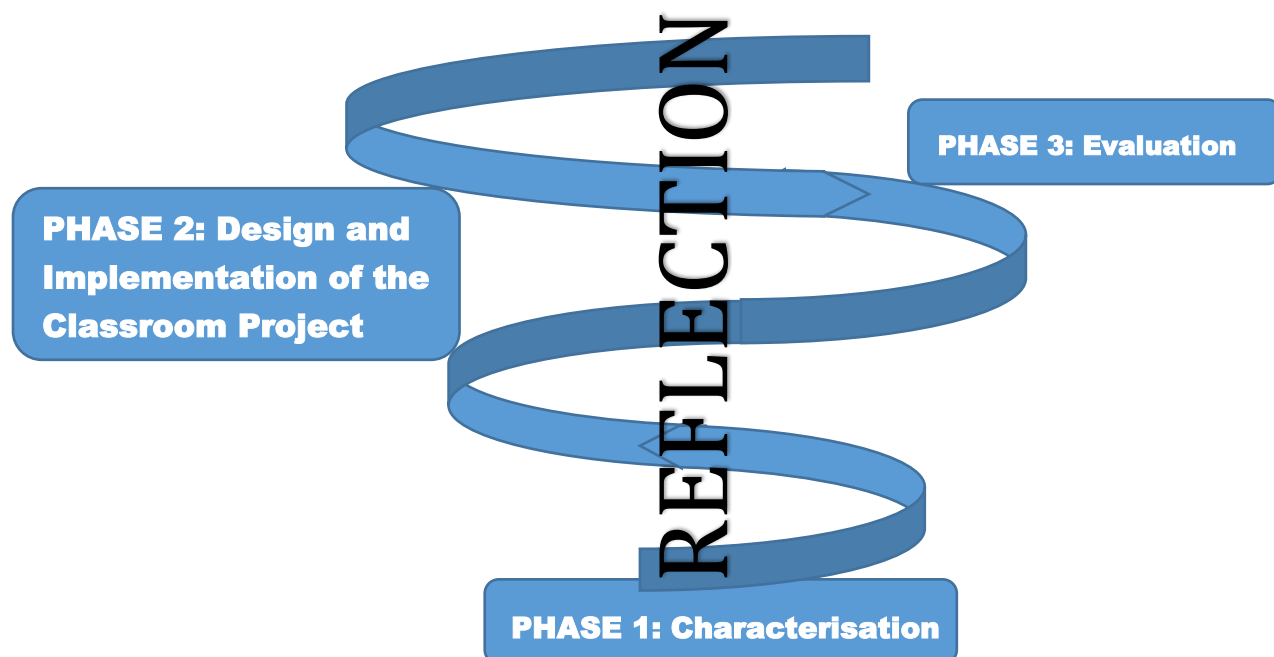


Figure 1. Methodological phases of the research project: This figure shows the phases used in this research project.

6.2.1. First phase: characterisation. A questionnaire was applied with the participants in order to characterise their thoughts and perceptions regarding English language learning and school. It was made in Google Forms and applied to 31 students. The questions were related to their thoughts about education and school in general; about English language learning and its relevance in students' lives; about evaluation and methodological procedures; about their motivations and attitude towards the English language class; and about the teacher. The questions were chosen or adapted from questionnaires seen in other research works during the literature review and it was pre-tested first in another group of students to find out if there were some inconsistencies and fix them.

6.2.2. Second phase: classroom project design and implementation. The design and implementation of the classroom project was always negotiated with the students. Most of the times the students made the last decision about what to do in their classroom projects, and the teacher mediated to facilitate the decision making process. The design and implementation process of the classroom project is described in depth in the section 8. Pedagogical intervention.

6.2.3. Third phase: evaluation. During the design and implementation of the classroom project, the teacher-researcher observed all the important issues that occurred in the classroom and record them as field notes. Then, after each class the observations were read and a teacher journal entry was written with reflections about the issues observed. At the end of the implementation and after the presentation of the final product by each one of the teams focus groups interview were carried out, being each team a focus group. There were seven interviews since there were seven teams participating in the project (5 students per team). The filed notes, the teacher journal and the interviews were analysed in a Software called Atlas ti. It allows the researcher to open written

documents and code fragments of text. It also permits to associate codes, categorise them or create family codes among all the documents reviewed and systematise the data analysed.

6.3. Data collection methods

6.3.1. The observational data collection techniques. Participant observation. It “involves entering the research context and observing oneself as well as others in that context. The researcher becomes a member of the context and participates in its culture and activities”, Burns (1999, p.82).

Burns also mentions some reflective tools for action research data collection that can be a “useful way of finding a clearer focus for the research in the initial stages”. They are: (1) field notes, which are descriptions of events in the research context; (2) Diaries or journals, which contain reflections and interpretations of what happened in the classroom; (3) Audio and video recording, considered by Burns like a “technique for capturing in detail naturalistic interactions and verbatim utterances”.

With the observations it was pretended to gather context information that may clarify or justify some issues for the teacher journal, which was contrasted with the data collected through the interviews. The observation was carried out during the first two phases of the project.

The teacher researcher used field notes during all the classes to record descriptions of issued that he considered important for further analysis. The observations were recorded initially in audio because it was more practical and less time consuming, especially during the classes where the teacher has few time to write any note. Then, after the classes the TR transcribed the recordings and made an entry in the field notes. Also, some reflective notes were recorded to analyse the field notes and other data collected.

6.3.2. The non-observational techniques for data collection. Interviews and discussions. Defined by Burns (1999, p.117) as “face-to-face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people’s perspectives”. The interviews and discussions will be carried out when the teacher-researcher needs to clarify any conjecture obtained from the observations or from students’ outcomes in the target language. The interviews were recorded and were carried out during the third phase.

Questionnaires and surveys. Defined by Burns (1999, p.117) as “written sets of questions used to gain responses in non-face-to-face situations; questions are usually focused on specific issues and may invite either factual or attitudinal responses. A questionnaire was used in the first phase of the research project to characterise students’ conceptions and attitude towards education, English language, assessment procedures, methodology, and school.

6.4. Participants

The participants of this project belonged to a group of ninth graders of a public school from a town located in the Metropolitan Area of Bucaramanga, Santander, Colombia. The students of this school belong to different social strata: 1, 2, 3 or 4. The teacher researcher joined the school on May 2018 as their English language teacher and their group manager. From the three groups of nine grade, this was the one with less English proficiency according to the exam results they had when the teacher-researcher arrived. Also, it seemed that their attitude towards the English class was the worst compared to the other two groups. There were few students that understood what the teacher said in English and most of the times they asked the teacher-researcher to speak in

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Spanish. Their lack of commitment in the activities was also evidenced in some of the activities carried out at the beginning.

They have ages between 13 and 16 as shown in Figure 2. Most of them are 14 years old.

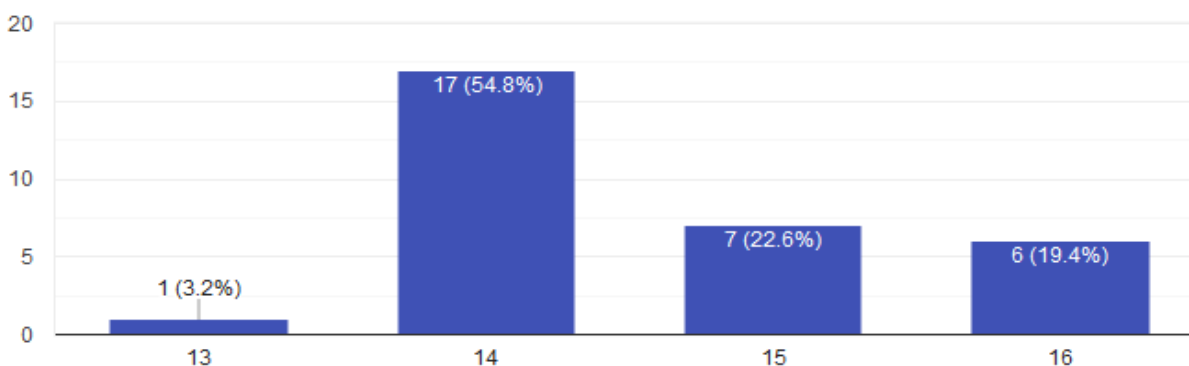


Figure 2. Ages of the participants

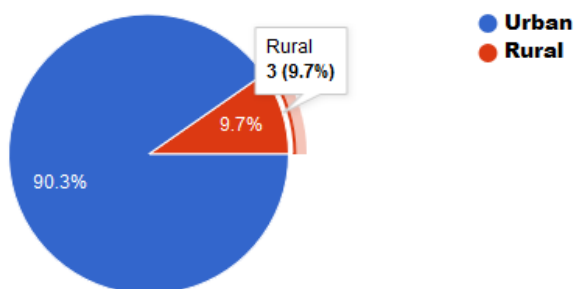


Figure 3. Participants' place of living

90.3% of the students live in the urban area and only 3 students live in the rural area. Most of the students belong to the social strata 3, 61.3%

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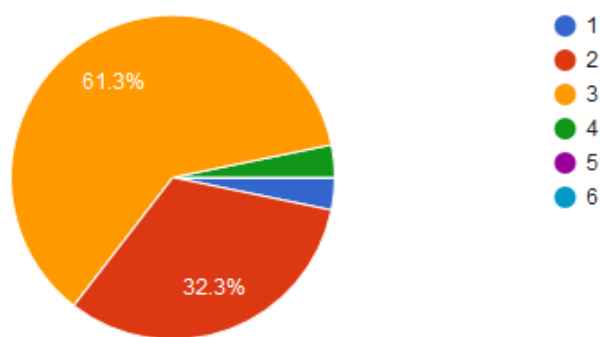


Figure 4. Participants' social strata

There are only 2 students who live with somebody that speaks English at home.

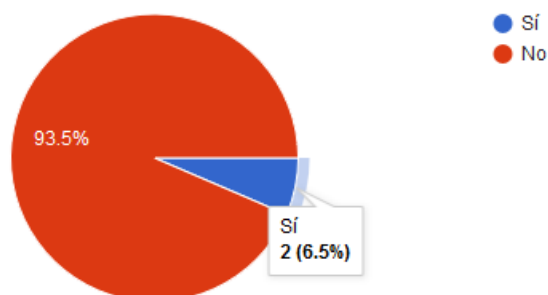


Figure 5. Students living with English language speaker

None of the students are taken an English course outside the school at the moment. 74.2% of them haven't taken any course and 25.8% took a course, but they didn't continue it.

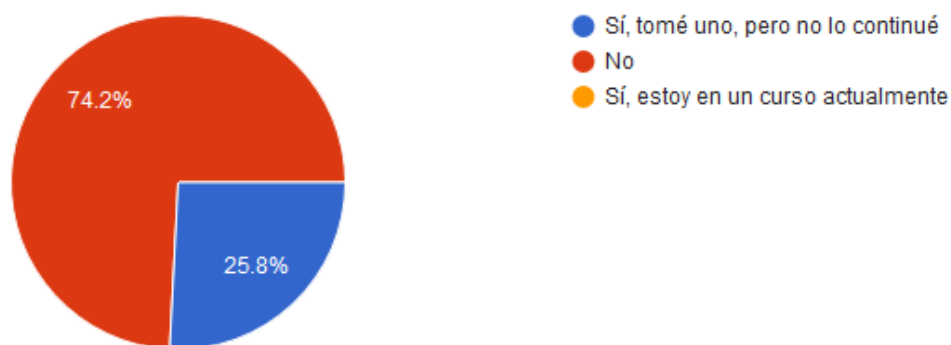


Figure 6. Participants taking English courses

7. Ethical considerations

The rights of the people involved in this research will be protected according to legal ruling 8430 of 1993 that regulates researching with human beings and law 1581 of 2012 that establishes the general regulations for personal data protection. The identity and dignity of the subjects of investigation will be protected. An informed consent will be given to the students and their legal representative with the information of the project, the data that will be collected from them following the format provided by the CEINCI (ethical committee) of the Universidad Industrial de Santander.

8. Pedagogical intervention

8.1. Presentation of the research project to the students chosen as participants and their parents.

First of all, a brief presentation of the research project was made to the students with the purpose of informing them about the classroom project they will carry out if they agree to participate in the research project. Students were told about the objective, purpose, data collection methods and methodology to be used during the implementation of the research project. They were also told the ethical considerations to make sure their identities and rights would be protected. Since all the students agreed with it, a meeting with their parents was arranged.

In the parent's meeting, the research project was presented and the classroom project was described in broad terms. The parents that attended to the meeting agreed and signed the consent form. The consent forms of the parents that did not attend were sent with their children. They read the forms, signed and sent them to the teacher researcher (TR).

8.2. Introduction of the research project, arrangement of the teams and topics selection.

The TR explained in depth the research project and the classroom project. Students were told about the guidelines for arranging the teams, proposing and choosing the topics, and determining the classroom projects objectives and procedures.

At the beginning the teacher made a reflection about the importance of working in teams to learn collaboratively and develop team-work skills. The teacher also explained the difference between working as a team –in which every single member must fulfil their duties to achieve a shared goal—and the common conceptions students have about working in groups –in which most of the times only some members of the group do everything and the others do not do their part.

The number of students per team was negotiated with the students. They proposed numbers from four to eight and after the negotiation with the teacher they decided to have teams of only five people to avoid some students to delegate their duties in the rest of the team. There were six teams of five people and one team of six students.

When the teams were arranged, a brainstorm of possible topics for the classroom project was made. The only restriction they had was that the topic must be related to their own community. Students raised their hand and provided many options and the teacher wrote them all on the board. When any of the options was related to another already said by other student the teacher asked the students if it could belong to the other and the decision was negotiated and made by all the class. Among the topics proposed by the students each team had to choose one of them. Due to the fact that some teams wanted the same topics, the teacher proposed choosing them randomly. Since there were seven teams, the numbers from one to seven were written in small pieces of paper and they were put inside a bag. One member of each team picked one of the papers and the team that

got the number one chose firstly, then the team that got the number two, and so on and so forth. This process was also negotiated with the students and they agreed doing in that way. Students chose topics in turns as shown below:

- Team A (TA): Agriculture
- Team B (TB): Sports
- Team C (TC): Traditional food
- Team D (TD): Environment
- Team E (TE): Social problems
- Team F (TF): Tourism
- Team G (TG): Representative people

The team that chose social problems was advised by the teacher to choose a specific social problem, but they insisted that they wanted to work with more than one because the municipality had many.

8.3. Inquiry process

Students were asked to conduct an inquiry about the topics chosen in order to know more about it. They discussed in teams the assignments each team member had to fulfil for next class. The teacher just mentioned different ways of collecting information and each team decided which of them to use and which team member should do it. Some of them search in the net, some others asked their relatives or acquaintances about the topic, some students went to some authorities of the municipality to ask them about it, some made surveys in the streets, etc.

Students were told that they had to commit with the team that consisted of fulfilling the assignment established by the team after discussion. They filled a format with their names, the

assignment to be done for next class and their signature. (See Appendixes). Students were asked to upload the evidences of the inquiry process to Edmodo individually and before next class. The purpose of uploading individually the evidences was that every single member fulfil their duties with the team and the teacher would know who was contributing to the team and who wasn't.

8.4. Objective and methodology selection

The next class the students discussed about what they found in the inquiry and then decided the objective of their classroom project. Taking into account the information gathered, the students had to determine the purpose of their project and how to present it (the final product). Also, they chose the methodology or procedure to achieve that goal. They discussed in their teams what to do and the teammate in charge of each activity. The teacher gave them feedback during the process giving them different options and the students always had the final say concerning the decision.

8.5. Establishment of evaluation procedures for the class.

The students were asked about how they would like to be evaluated. They proposed different options and the teacher wrote them on the board. The students gave arguments in favour or against each one of them. The teacher made questions to elicit the reasons why they considered those evaluations methods as the appropriate ones and all the class decided whether they agreed or not with them.

The evaluation methods chosen by the class were:

- The assignment uploaded to Edmodo with the evidences of the inquiry.
- Oral presentation with the progress of their classroom project.
- Self-evaluation

- Co-evaluation

The TR said that there should be a way to evaluate the accomplishment of the classroom project. Therefore the teacher proposed that the final product of the classroom project must be another grade. He also said that it should be shown in an online source (webpage, blog, etc.) and that it should evidence the achievement of the classroom project objective. The students agreed with including this as an evaluation method.

8.5.1. First assignment: evidences of the inquiry process. Students were asked to upload to Edmodo the evidences of the activities they agreed to do in their teams. They had to upload images with a description of what they did or short videos evidencing the fulfilment of the assignment. Most of the teams decided to carry out surveys or informal interviews in the neighbourhoods of each one of the members.

8.5.2. Oral presentation with the progress of their classroom project. The teacher-researcher decided to negotiate the guidelines of the oral presentation with the students. The teacher started speaking in English, but he had to use Spanish at the end to allow all the students to participate in the brainstorm. Firstly, the teacher-researcher asked the students which parts or elements an oral presentation should have. The students participated giving different opinions that were written on the board and the students made the decision about which of them to include, choosing 8 elements. Then, the teacher asked the students to provide English phrases or expressions for each one of the elements. For example, the first one was 'greet the audience', so the students provided lots of expressions to greet. Then, they provided expressions to introduce the team members. They did the same with the other 6 elements. At the end they had enough expressions to create their own presentation. They just had to decide in their teams which of the phrases written on the board they wanted to use to create their oral presentation.

The students presented their classroom project proposals and their classmates and the TR gave them feedback. Most of the opinions or suggestions given by the audience were related to the objectives, which may be difficult to achieve, or related to what to do next with the information gathered in the inquiry process. Other suggestions had to do with things the audience considered missing in the presenters' project or details that should be changed to achieve the goal. After the oral presentations, the teams got together to decide what to do with the feedback given by their classmates (given in Spanish) and teacher.

8.5.3. Self-evaluation and co-evaluation. There was established the criteria for the self-evaluation and co-evaluation. The teacher elicited students opinions by asking some questions regarding what students considered important to be evaluated during the development of the classroom project. After the brainstorm, argumentation and decision, the students chose 8 criteria for the self-evaluation and co-evaluation: attitude, creativity, attendance, responsibility, punctuality, organization, respect, team work. The students had to discuss and determine what is to have a good attitude, creativity and to be responsible, punctual, organised, respectful, etc.

Then, the self and co-evaluation formats were made by the students. Most of them used a Linkert questionnaire with an affirmation about each one of the criteria and 5 scales (always, almost always, sometimes, few times, never) to mark with an X in front of each criterion. Most of them used the same format for self and co-evaluation, but in the self-evaluation, it was written in first person singular and in the co-evaluation was written in third person singular, to refer to a teammate.

At the end of the term the teams got together to carry out the co-evaluation. Also, each student had to fill the self-evaluation individually according to the performance. The teacher decided to carry out both the self-evaluation and the co-evaluation orally immediately after the interviews.

8.6. Final product preparation

During this part of the implementation the students work collaboratively outside the classroom to collect relevant data to be edited and uploaded inside the classroom. The activities were monitored by the teacher during the classes and students receive the feedback needed related to English language, the ICT (Information and Communication Technology) resource they were using or the classroom project itself.

8.6.1. Community mapping. During the inquiry process that the students carried out during the first part of the classroom project, just after choosing the topics for each team, they had to look for issues in their own communities to decide what objective they wanted to achieve with their classroom project. Since, according to the students, they have not carried out a project before in any other subject, the students were confused about what to do, where to go and how to collect the data. The teacher-researcher (TR) asked some questions about possible ways to collect that data and the answers came from the students. They proposed to make questions to their neighbours and the teacher asked them some ways to record the answers. Some students said that they could use surveys, other said that interviews recorded in video could be another good option. The teacher also asked them about who to ask the questions. Taking into account that the topics were different, some students said that for their projects they should interview people that could be considered authorities regarding that topic. Other students said that their topic was general and they could ask anybody in the street and that the survey could be better than the interview. Other students said that they wanted to start asking their relatives about the topics and then they wanted to ask their neighbours.

The TR asked the students about other ways to collect data looking for possible issues to work in their projects. One student said that they could see the problems by themselves without asking

anybody. Then, the TR introduced the observation as a way of collecting data, but he told the students that just observing is not enough to collect the data and that there should be a way to record the observations. Therefore, the TR asked them about how they think the data could be recorded. Most of the students said that the best way was using their mobile phone to take pictures, record videos or record audios. The TR reminded them that they could also take notes as a way to record the observations and that there must be descriptions of what they perceive. He also told them that they could also write reflective notes with their opinions. After the discussion, each team decided which instrument they would use and the purpose of each one. Also, the students decided what questions should they asked regarding the information they wanted to obtain. The TR did not intervene much in the question making process of this part because the idea was to let the students explore their community and look for issues to design their classroom projects.

As said in the section 13.3 the students had to upload the evidences of their inquiry process individually to Edmodo and they signed an agreement with their teams to do the task arranged by the team.

The inquiry process and the contact with the community was carried out during the whole implementation of the classroom project. The students kept collecting data and analysing it during the rest of the project.



Figure 7. Students went to the community to gather information about their topics.

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They brought the data in Spanish most of the times because that is the way in which they received it from the community. However, sometimes the students translated it before the class and they asked the teacher to help them correcting their texts. In the following Figure some evidences of the data brought to class are shown.

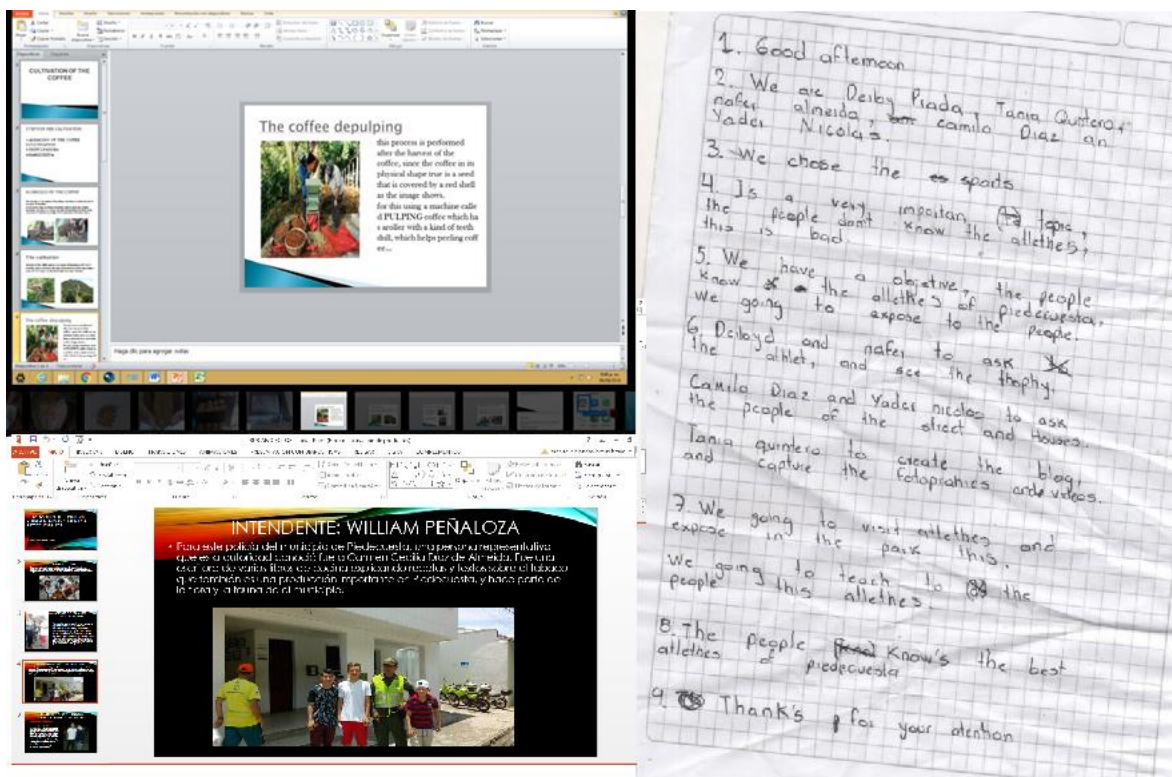


Figure 8. Evidences of the information gathered in their communities and brought to class in English or Spanish.

8.6.2. Data analysis. The students in their teams decided what data collect taking into account the objectives of their classroom projects. They also decided where to collect it and how, after choosing the best instrument from the ones discussed in class. They assigned a task for every single member of the team and they agreed to bring the information to the classroom and share it with the team. That discussion was made in their mother tongue due to the current English proficiency they had and also because all the information collected from their community was provided in

Spanish. They shared the findings and showed the evidences with the other team members and they made a decision about the next steps. The TR always monitored the activities; sometimes the students called him and sometimes the teacher approached a team to ask them about what they were doing. The TR used maieutics in order to elicit answers or solutions from the student's themselves. Most of the times the questions were related about the activities they were planning to do; the teacher asked them if those activities were helping them to achieve any of the objectives proposed.

8.6.3. Final product preparation: English production. The productive process consisted of writing in English the information they wanted to share with the English speaking community worldwide in an online source. To avoid just translation from L1 to L2, the TR established the condition of avoiding using Google Translator because students tend to write everything in Spanish and obtain the English translation with just a click. During the classes carried out in the English Lab the students only could use webpages like www.wordreference.com or www.linguee.com. They were monitored by the teacher that passed by their seats or through a software installed in all the computers that allows the teacher to watch what they are doing.

At the beginning it was difficult to give them feedback because all the topics were different according to the topic chosen by each team. It was personalised and specific regarding the question made by the students about how to write a certain sentence or about a mistake made by them in a written text.

However, after realising the practicality of having a share English language topic for all the teams and after noticing that most of them were describing people and places, the TR decided to propose them an instruction of how to describe people and places that facilitated the written production process.

Firstly, the students that were working with describing people payed attention and the students working with describing places kept working on their tasks.

The TR made a chart on the board with some categories and asked questions to elicit adjectives for each one of the categories. The students had already learnt how to describe physical appearance and that made it easier to elicit vocabulary from them. Nevertheless, they did not know many adjectives to describe characters or personality.

Age	Height	Body	Hair	Skin	Eyes	Colors	Characters	Other

Figure 9. Example of brainstorm chart wrote on the board

Then, some written descriptions of people were taken from the Internet and shared with the students through Edmodo. The teacher asked some questions about the descriptions given and the students used the texts as a guidance to write their own descriptions.

Sencondly, the students that were describing places payed attention and the others kept working on their projects. The TR asked some questions about adjectives they know to describe a place. The students participated, and it was realised that they knew many adjectives. However, they had difficulty to write a paragraph. Then, the TR proposed them to write the description of the school

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all together. It was written on the board some connectors were highlighted. A written description of a touristic place was shared with the students through Edmodo and they used it as a guidance to write theirs.

			
<p>Steve, college student: Well, I am tall and athletic. I play different sports: basketball, football, and soccer. I have brown hair and hazel eyes. My friends say I am friendly and nice. I am very open. I love discussing interesting ideas and meeting new friends.</p>	<p>Julie, journalist: I am small, but I am strong! Sometimes I am shy around people I do not know. With my friends and family, I am very outgoing. My mom says I have a pretty smile. Do you agree? She also likes my long, curly brown hair. My favorite color is blue, and I am always optimistic. I am youthful, but I am an old soul.</p>	<p>Claudia, artist <small>(Claudia was unavailable, so her friend Vivian talks about her):</small> Claudia? Oh, she is special! I like her spontaneous nature. She is young, exuberant, and lively; she is slim and active. She often wears colorful clothes. Do you see her picture? She wears a green shirt and her favorite jeans! She has a creative mind: students love her passionate outlook on life.</p>	<p>Walter, doctor: I am nearsighted, so I wear glasses. I am well built; I have a dark complexion and black, wavy hair. I am focused and driven. I am not lazy! I am very patient. I work long hours, but I am never bored at my job. It is so interesting! I do not want a boring life. I am energetic and I want to be successful.</p>

Figure 10: Readings taken from the internet shared with the students by Edmodo.
https://englishparadela.blogspot.com/2017/01/describing-people_30.html

Finally, there were some teams that needed specific feedback about things that they wanted to add that were not in the previous instruction. The teacher always tried to make some language issues clear and shared them examples of what they wanted to do. There was a team that worked with oral production. They wanted to create a Youtube channel, and they needed feedback about pronunciation. The teacher taught them how to know the pronunciation of a word in Wordreference and they used it whenever they have a doubt. The students that had conducted interviews were the ones that needed more feedback because they had to translate interviews from English into Spanish to write the subtitles in a video. In those cases, the teacher helped them to use online resources like Wordreference or Linguee to know the appropriate word to be written in the subtitles.

At the end of the fourth term, the teacher realised that there were many teams working with places and asked them to give directions to go to those places. Since there were not enough time to give the instruction in the classroom, the TR created a Digital Learning Object (DLO) about how to give directions. However, due to the class loss in the last term because the anniversary of the school and the Institutional week, some students could not do the activity related to giving directions. The DLO can be found in <https://manulamus.blogspot.com/>

8.7. Final product presentation

The students showed the teacher their final products (webpages, blogs, YouTube channels, etc.) before the interviews. The teacher pretended being a foreigner looking for information about the topic of each team and the students should answer some questions related to the information shown. Then, each team had to say whether they think the objective was achieved or not.

8.8. Phases of the pedagogical intervention in tables.

The pedagogical intervention was organised in some tables to make it easier to see the objectives, actions taken and the outcomes during all the steps carried out. Also, the work in the community and the classroom are differentiated.

The first 3 phases of the pedagogical intervention were the same for all the teams and there were no contact with the community during them. The time is given in weeks, but it is not cumulative, sometimes some phases overlaps others:

Table 1

The first 3 phases for all the teams of the pedagogical intervention

PHASE	COMMUNITY OBJECTIVE	ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
1 Presentation of the research project				To introduce the research project to students and parents to receive their approval to participate	Oral presentation with the most important aspects of the research project to students and parents.	Parents' consent	1 week
2 Selecting topics for inquiry				To arrange the teams and the topics for the classroom project	Monitoring the selection and decision making processes.	7 Teams: <ul style="list-style-type: none"> Team A (TA): Agriculture Team B (TB): Sports Team C (TC): Traditional food Team D (TD): Environment Team E (TE): Social problems Team F (TF): Tourism Team G (TG): Representative people 	1 week
3 Selecting evaluation procedures				To establish the evaluation procedures for the class.	Facilitating the decision making process.	Evaluation procedures selected: <ul style="list-style-type: none"> The assignment uploaded to Edmodo with the evidences of the inquiry. Oral presentation with the progress of their classroom project. Self-evaluation Co-evaluation Final product 	1 week

After receiving the parents' consent and choosing the topics for each team, the students started a classroom project which was different from the other teams in terms of issue and language usage. That implied a personalised instruction during some of the phases for each team regarding the English they needed. The community mapping phase (phase 3) was different for all the teams and it is shown below.

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Table 2

Phase 4 for the Team A (TA): Agriculture

TEAM A (TA): AGRICULTURE							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> • Informal questions to relatives about the main agricultural products of Piedecuesta. • Design and application of a survey to ask people the main agricultural products of Piedecuesta. • Going to an acquaintance's farm. 	<ul style="list-style-type: none"> • The results of the survey about the main agricultural products of Piedecuesta • Pictures of the main agricultural products of Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 3

Phase 4 for the Team B (TB): Sports

TEAM B (TB): SPORTS							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> • Search the internet looking for important sportspeople from Piedecuesta. • Asking their relatives about important sportspeople from Piedecuesta. • Asking people in the streets about it. 	<ul style="list-style-type: none"> • A list of some sportspeople from Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 4

Phase 4 for the Team C (TC): Traditional food

TEAM C (TC): TRADITIONAL FOOD							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> • Informal questions to relatives about the most traditional dishes of Piedecuesta. • Asking people in the streets about the most traditional restaurants in Piedecuesta. 	<ul style="list-style-type: none"> • A list of traditional dishes from Santander, since they did not find a traditional dish created in Piedecuesta specifically. • A list of restaurants of traditional food in Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 5

Phase 4 for the Team D (TD): Environment

TEAM E (TE): SOCIAL PROBLEMS							
COMMUNITY				CLASSROOM			
PHASE	OBJECTIVE	ACTIONS TAKEN	OUTCOMES	OBJECTIVE	TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> Asking their relatives about the most common social problems in Piedecuesta. They visited the most crowded public places in Piedecuesta to see social problems by themselves Asking people in those places about common social problems. 	<ul style="list-style-type: none"> Pictures and some common social problems in Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 6

Phase 4 for the Team E (TE): Social problems

TEAM D (TD): ENVIRONMENT							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> Informal questions to relatives and people in the streets about important environmental places in Piedecuesta. Asking people in the streets about common environmental problems in Piedecuesta. 	<ul style="list-style-type: none"> A list of important places in terms of environment. A list with the most common environmental problems in Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 7

Phase 4 for the Team F (TF): Tourism

TEAM F (TF): TOURISM							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> Asking their relatives and some people in the streets about the most representative touristic places in Piedecuesta. Searching the net about the most traditional touristic places in Piedecuesta. 	<ul style="list-style-type: none"> Some pictures taken from the internet. A list of touristic places in Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

Table 8
Phase 4 for the Team G (TG): Representative people

TEAM G (TG): REPRESENTATIVE PEOPLE							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
4 Community mapping	To gather information about the topic chosen.	<ul style="list-style-type: none"> • Informal questions to relatives about the most representative people from Piedecuesta. • Asking people in the streets about the most representative people in the town. 	<ul style="list-style-type: none"> • A list of some representative people in Piedecuesta. 	To confirm the topics they had selected and collect more information from the community related to each topic in order to identify issues.	Guidance and instruction about data collection instruments.	Selection of an issue to focus in the classroom project.	3 weeks

After the community mapping carried out by each team, there were four phases that were the same for all of them. They were: phase 4, classroom project proposal; phase 5, preparation of oral presentation of classroom project proposal; phase 6, oral presentation with the progress of the classroom project; phase 7, adjustment of the classroom project. These phases are shown below:

Table 9
Phases 5, 6, 7, and 8 of the pedagogical intervention

COMMUNITY				CLASSROOM			
PHASE	OBJECTIVE	ACTIONS TAKEN	OUTCOMES	OBJECTIVE	TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
5 Classroom project proposal	To determine the objective and the methodology of the classroom project taking into account the issues identified.			Monitoring the decision making process.		• A written text with the objectives and the activities to be done in order to achieve them.	1 week
6 Preparation of oral presentation of classroom project proposal	To write the script of the oral presentation of the classroom project proposal.			LANGUAGE INSTRUCTION: <ul style="list-style-type: none">• Greetings• Expressions to start an oral presentation• Expressions to introduce people• Verbs in past form to talk about what they did in the inquiry process.• Future forms: to talk about the activities they planned to do in order to achieve the objectives.• Expressions to finish an oral presentation.		• A written text with the things they say in the oral presentation	1 week
7 Oral presentation with the progress of the classroom project.	To present the classroom project proposal to the class			Giving feedback about language use and about the classroom projects.		• The oral presentation	1 week
8 Adjustment of the classroom project	To decide the next steps taking into account the feedback received.			Monitoring the decision making process.			1 week

During phase 8, final product preparation, the work done in the classroom and the feedback given differ from one team to the others depending on the information they wanted to show in their webpages. This phase is shown in different tables for each team as follows:

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Table 10
Phase 9 for TA

TEAM A (TA): AGRICULTURE							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> Interview with a farmer who explained the production process of the coffee. Internet search about the 3 agricultural products chosen. 	<ul style="list-style-type: none"> A video with the interview with the farmer. A word document with the information searched in L1. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage with the 3 main agricultural products of Piedecuesta: tobacco, blackberry and coffee.	5 weeks

Table 11
Phase 9 for TB

TEAM B (TB): SPORTS							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> Interview with a Yoreli Rincon's father. She is a professional footballer born in Piedecuesta. An interview with a gym trainer. 	<ul style="list-style-type: none"> A video with the interview with the gym trainer. A written interview with Yoreli's father. Pictures with Yoreli's father. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage narrating the interview with Yoreli's father and a description of the video in which they interview the gym trainer.	5 weeks

Table 12
Phase 9 for TC

TEAM C (TC): TRADITIONAL FOOD							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> A survey asking about the most traditional dishes of Piedecuesta Informal interviews asking about the most traditional restaurants in Piedecuesta Asking relatives about recipes of a Piedecuestan traditional dish. 	<ul style="list-style-type: none"> A word document with the description of some traditional dishes from Santander, since they did not find one traditional dish from Piedecuesta A video with a recipe narrated by a student's grandmother in L1. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage with the description of some traditional dishes from Santander and a video presenting one traditional dish from Santander.	5 weeks

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Table 13
Phase 9 for TD

TEAM D (TD): ENVIRONMENT							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> • Pictures from some relevant places from Piedecuesta. • An interview with a street cleaner. 	<ul style="list-style-type: none"> • A document with the description of the places photographed • A video with the interview with the street cleaner. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A Youtube video presenting the relevant places described and another youtube video with the translation of the interview with the street cleaner as subtitles in English.	5 weeks

Table 14
Phase 9 for TE

TEAM E (TE): SOCIAL PROBLEMS							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> • Photos and videos of public places where some social problems are evidenced. • Informal interviews with people in the street asking about the most common social problems of the town. 	<ul style="list-style-type: none"> • A video presenting some social problems seen. • A word document with a summary of the answers obtained in the interviews. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage with a description of some common social problems of Piedecuesta and descriptions of some photos with evidences of social problems.	5 weeks

Table 15
Phase 9 for TF

TEAM F (TF): TOURISM							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> • Asking their relatives about most important touristic places of the town. • Asking people in the streets about the most traditional touristic places of Piedecuesta. • They visited the Bird's zoo of Piedecuesta. • Pictures from different touristic places of Piedecuesta. 	<ul style="list-style-type: none"> • A written description of the zoo and the animals found there. • A written description of some well-known touristic places from Piedecuesta. 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage presenting some well-known touristic places of Piedecuesta and the description of some pictures taken in the Bird's zoo.	5 weeks

Table 16
Phase 9 for TG

TEAM G (TG): REPRESENTATIVE PEOPLE							
PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation	To gather relevant information from the community to achieve the objective proposed.	<ul style="list-style-type: none"> Asking people in the streets about representative people from Piedecuesta. A letter asking for an appointment with the mayor of the town. Internet search about representative people from Piedecuesta 	<ul style="list-style-type: none"> A word document with the description of some representative people from Piedecuesta. An audio recording with an interview with the mayor of the town. A Picture with the mayor of the town 	To elaborate the final product for the classroom project	Giving personalised feedback about language issues taking into account what the students want to show in their webpage.	A webpage with some representative people from Piedecuesta and the description of the video with the mayor of the town.	5 weeks

After realising that having different topics in terms of English language learning was a difficulty, it was considered necessary to choose some topics that were common for some teams to give a general instruction about them, taking into account the few time left. That instruction still belongs to the phase 9, final product preparation.

Table 17
Phase 9 for all the teams

PHASE	OBJECTIVE	COMMUNITY ACTIONS TAKEN	OUTCOMES	OBJECTIVE	CLASSROOM TEACHER'S ACTIONS IN THE CLASSROOM	OUTCOMES	TIME
9 Final product preparation				To give instruction about specific language topics.	<ul style="list-style-type: none"> Brainstorm with adjectives to describe people and places, Reading: describing people (physical appearance and character). Reading: La Quebrada Las Gachas: The Caño Cristales of Santander 	Descriptions of the places and people related to the topics of their projects.	2 weeks
				To give instruction about how to give directions in English from one place to another.	<ul style="list-style-type: none"> A Digital Learning Object (DLO) in a blog with vocabulary, instruction and activities about how to give directions in English. 	Some teams created videos or written descriptions with directions from one place to an important place for their projects.	

9. Analysis and results

9.1. Characterisation of students' initial perceptions

In the questionnaire applied in the first phase of the research project the aim was to know students opinions about the school, the English class, and some possible sources of motivation. The questionnaire was made in Google forms that provides graphics for a better analysis and 31 students answered the questions that were related to personal and background information that was presented above in the participants section of the methodology. There were some other questions related to their attitude and motivation towards the school and the English class; others about their willingness to learn English; others about their opinions regarding methodological strategies and evaluation procedures; and others about their opinions about working with projects, in teams, and with the community.

There was a set of questions that aimed to determine if there were some students that dislike school and education in general. In the previous school where I worked there were some students that did not want to go to school and they felt obliged. They also considered that school was not important for the life project they had in mind. They did not do well at school and they tended to misbehave to show their dissatisfaction. Therefore, I considered important to include some questions to know their opinions about school and education expecting them to be honest with their answers.

In general, the students showed knowing the importance of education in their lives. They affirmed that the school is important for their future as well as the English class. Nevertheless, there are few students that showed a lack of motivation towards school.

For example, 3 of them said going to school is boring and 13 neither agree nor disagree with it.

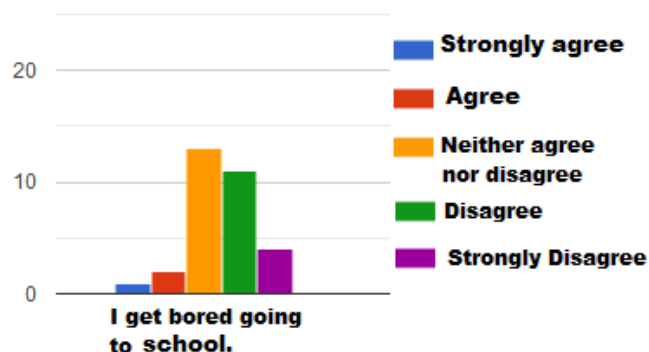


Figure 11. Students' attitude towards school

Maybe it could be related to the way of teaching at school. 20 students out of 31 said they get distracted during the classes because the way of teaching is not interesting.

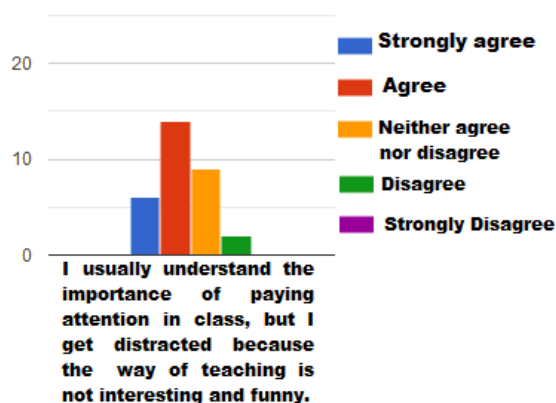


Figure 12. Students' attitude towards school

So, if most of them consider that the classes are not interesting, what could be their motivation to go to school? About 50% of the students said that achieving high grades and achieving the first places is the most important thing. 34% neither agree nor disagree and 16% do not consider the grade as something important.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

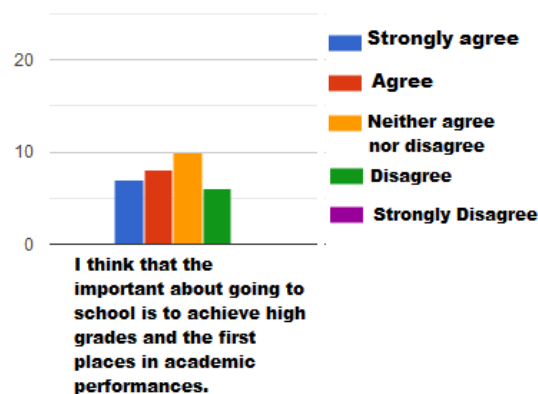


Figure 13. Students' motivation regarding school

Talking about the English language learning and the English class, that is the subject in which the research project will be carried out, there were some questions that aimed to know students' attitude, aptitude, willingness, preferences and motivations towards English learning. All the students feel they can learn English and any other language if they propose it. That would be a good advantage comparing with the previous groups I had in which some students said they were not good at learning English and that predisposed them negatively in class.

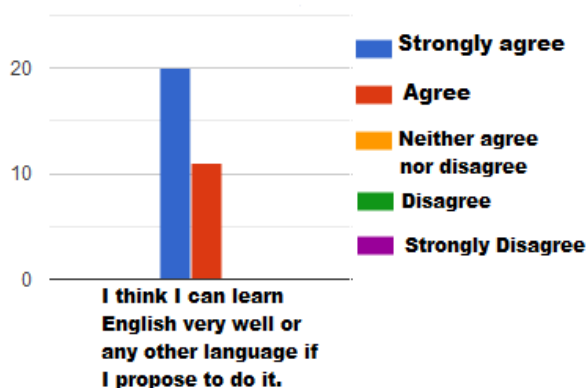


Figure 14. Students' perception towards English

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

6 students said they have had bad experiences in the English class that may cause a negative predisposition towards the class nowadays. That could be the reason some students showed a negative attitude in the first observations carried out by the teacher researcher.

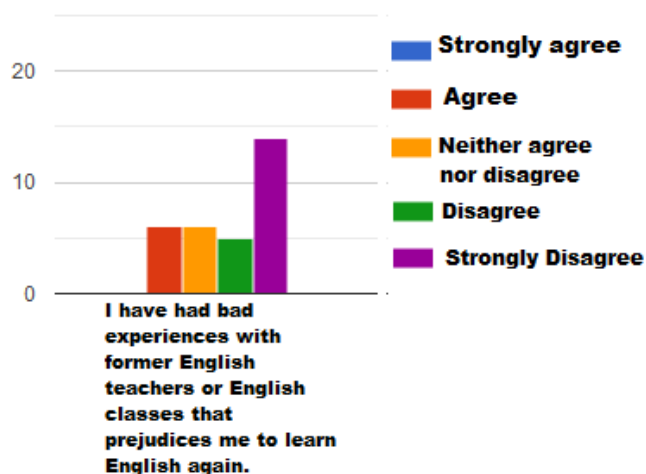


Figure 15. Students' attitude towards English

Despite they have had those negative experiences, the majority of the students said they like and feel motivated in the English classes and learning this language.

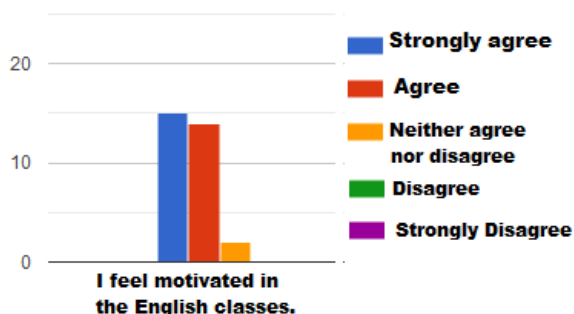


Figure 16. Students' motivation towards English

Also, most of the students know the importance of English for their future and that implies an extrinsic motivation towards English class.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

For example, 87% of the students consider that English is important to achieve their life project; 97% consider it will help their intellectual growth; 94% consider that it will serve to achieve higher academic goals; and 97% of the students consider that learning English will offer them more and better labour opportunities.

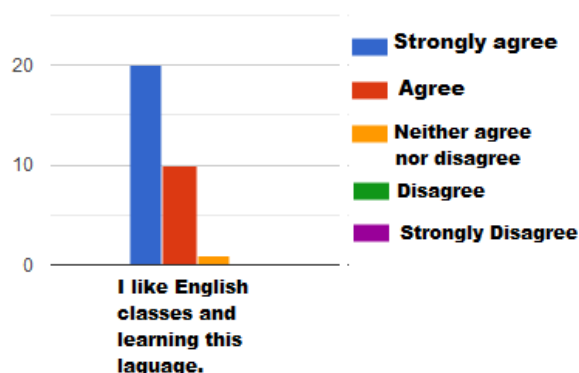


Figure 17. Students' attitude towards English

In general the majority of the students think that English is important for their future and that it helps them developing their intellectual capacities. That is a great difference with the previous students I had in another town in Santander; some of them consider that learning English would not be useful for their future and I think that could lead to a negative disposition towards the class that lessen their language learning.

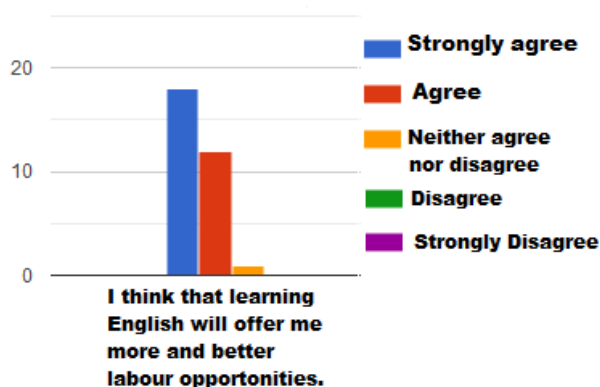


Figure 18. Students' motivation towards English

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

Other sources of motivation were searched in this questionnaire, different from the ones related to academic issues, and the results obtained were positive. For example, 97% would like to understand the songs and movies spoken in English without reading the subtitles; 97% of the students are sure about having the opportunity of traveling abroad; 84% like or would like to meet people from other countries and to be able to communicate with them.

Nevertheless, only 16% (5 students) of the students like the idea of relying on English if they travel to another country.

To know if some students dislike using English to communicate orally, some questions were made to establish causes of students' resistance to speak or rely on English when communicating with other people.

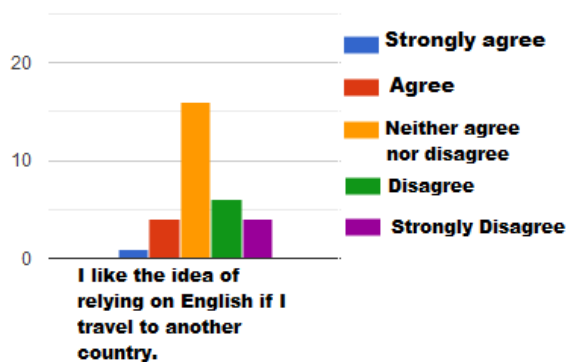


Figure 19. Students' attitude towards English

32% of the students said they feel afraid of participating in class orally because they think their classmates will laugh at them, while 23% do not think so and 45% neither agree nor disagree. It could be said that being afraid of making mistakes because others' reactions plays an important role in some students that do not feel comfortable using English orally.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

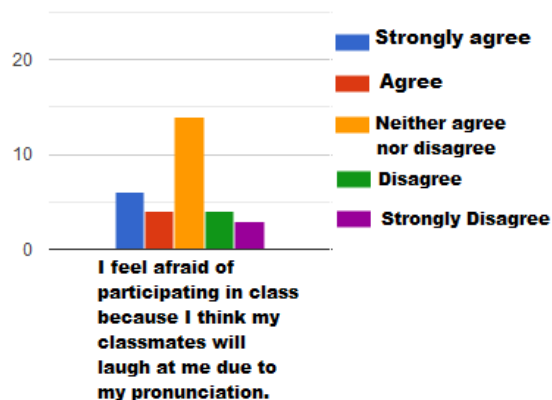


Figure 20. Students' attitude towards English

However, when students have practiced what they will say, it is supposed that they are sure about what they will speak and they may not be afraid of others' reactions. That was not the case of 58% of the students even when they have practice they feel resistance to speak in English.

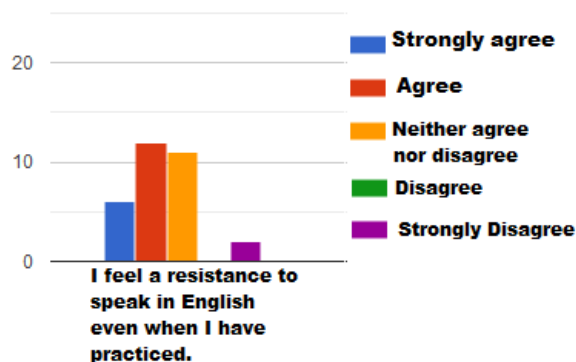


Figure 21. Students' predisposition to use English

Only 2 students said they feel comfortable using English orally when they have practiced what to say. In this case, shyness and things related to students' personality could be the reason why they have difficulty to use English. That is the case of on 23% of the students, they even have difficulty to start a conversation in their mother tongue as shown in Figure 22.

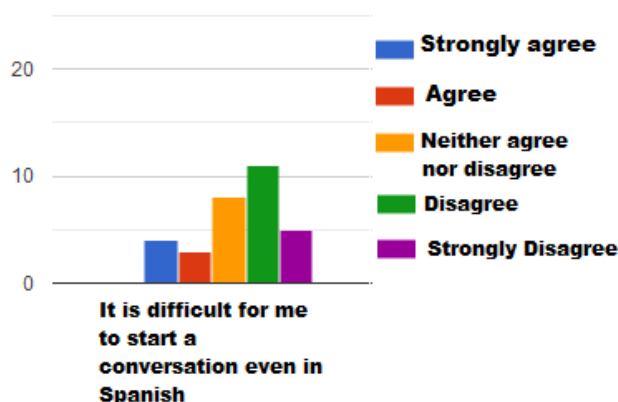


Figure 22. Students' social skills

Another important element of learning is evaluation. There were some questions of the questionnaire that aimed to know students' opinions about the most common evaluation procedures at school. The Exam has been the most used and the most common evaluation procedure in traditional education. Students are evaluated through exams since they are in primary school. As seen before, some of the students said they think that achieving high grades is the most important of going to school and that may be their source of motivation.

Therefore, if the grades are mainly obtained with the exams, students could tend to focus on performing well in them. A question was made to determine their opinion about the appropriateness of exams to measure learning. 29% of the students agree or strongly agree with exams as the best way to assess learning, 31% disagree (or strongly disagree) with it, and 40% neither agree nor disagree. Maybe some of the students who agree do so because that is the most common evaluation procedure that have been used and they feel comfortable with exams. Even more, if the exams are SABER-type tests that students may prefer, according to my experience, because tend to be easier than open-question tests or because it is easier to copy the answers from a classmate. Lately the principals of the schools encourage (or demand) teachers to use SABER-

type tests to prepare students for the test that determines the quality of the school and the access to higher education.

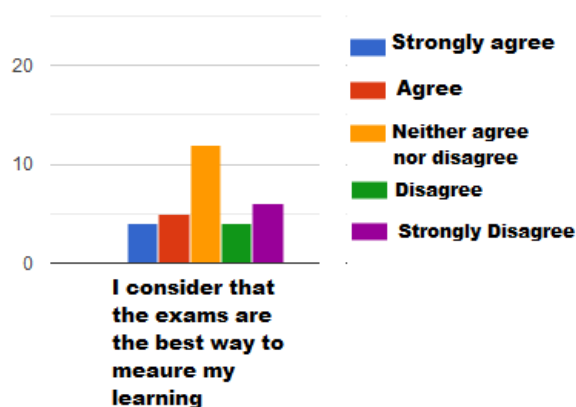


Figure 23. Students' opinions regarding evaluation

I know that for my own experience in public or private schools in which I have worked and for many colleagues who work in other schools.

In Colombian schools, it is common to use exams, especially those SABER-type tests in which the questions are multiple choice. The SABER test is a standardised test applied at the end of the secondary school. In the English language section students have to answer 45 multiple choice questions of reading comprehension, vocabulary and grammar domain. Students are usually prepared for this test since early years and they are used to answering them.

Asking about the appropriateness of this test for measuring students' capacities considering education as an integral process, 55% the students think that SABER-type test do not measure all their capacities as human beings. 23% of students' do think that they measure all their capacities and 22% neither agree nor disagree with it.

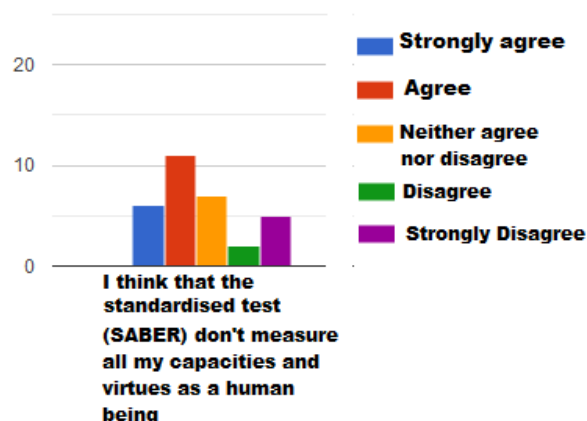


Figure 24. Students' opinions regarding evaluation

Those students that feel that a standardised test is not suitable to measure their skills may focus only in the skills evaluated on them. For example, in the English section their listening and speaking skills are not assessed. Students know that and they also know that they need the SABER test result to enter in the university. It could make them focus mostly in grammar, vocabulary and reading comprehension which are the only ones evaluated. They may think speaking, listening and writing are not important because they are not assessed at the end of the secondary school. Also, it could make them prefer grammar and vocabulary structure as well as reading comprehension activities.

There were some questions related to the learning approach and their preferences regarding the methodology. For example, 52% of the students feel more comfortable learning English through vocabulary and grammar instruction, which is the traditional way of learning a language and it is maybe the way they have learnt English so far. Also the content taught using this methodology fits well with the SABER test. Only 2 students disagree with that statement.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

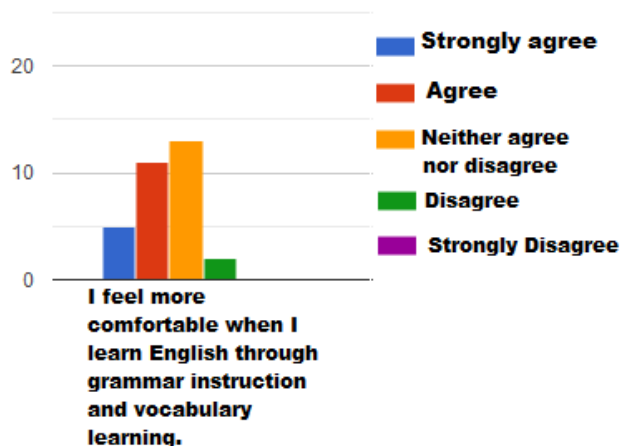


Figure 25. Students' learning preferences

Since reading comprehension is the other skill evaluated in the SABER test, and it is related to writing, there was a question that aimed to know their opinion towards reading and writing, 58% of the students consider that improving reading and writing skills is enough to succeed in life, while 23% do not agree with it. There could be three main reasons taking into account the results of other questions: the importance given to reading, and to some extent to writing, in the SABER test and the; the focus on reading and writing given in the previous English classes they have had; and the resistance some of them have to speak or produce oral outcomes.

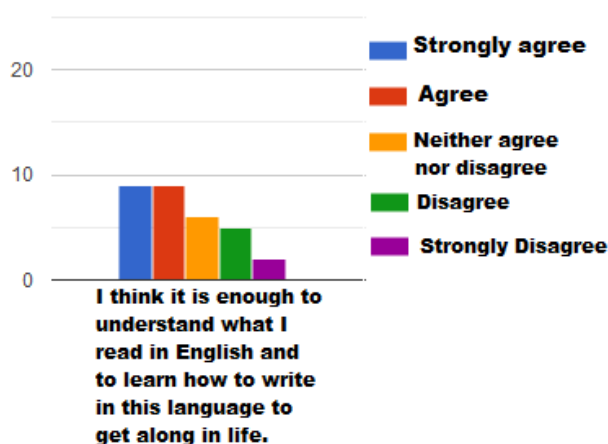


Figure 26. Students' learning preferences

However, another question was made to determine students' opinions about the purpose of learning a language beyond learning only grammar and vocabulary. I have found many students that are good at grammar and know lots of words, but they have difficulty to express themselves in a written or oral way. Therefore, if the students think the purpose of learning English is not just passing the exams and they think improving production skills is also important, they will have a better predisposition towards English. 87% of the students consider that being able to communicate with English speakers is the main purpose of learning it. To do so, one should develop all the language skills, including listening that is not evaluated in SABER test.

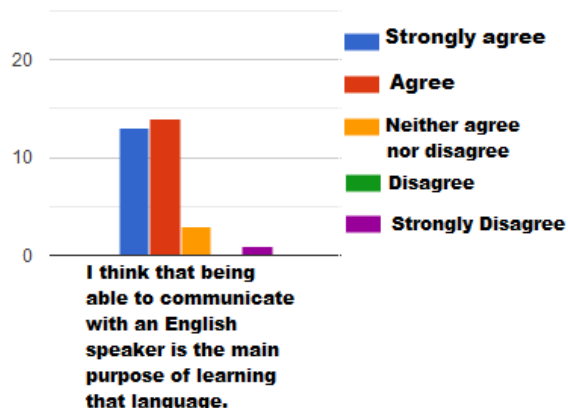


Figure 27. Students' opinion about purpose to learn English

The last set of questions were related to working with projects and with the community. Some of them to know their opinion about the importance of cultural learning and the weight given to it in the school; other questions were related to their preference about how to work, individually or in teams; and other questions about working with projects and making decisions about the content and methodology to be taught in the classes.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

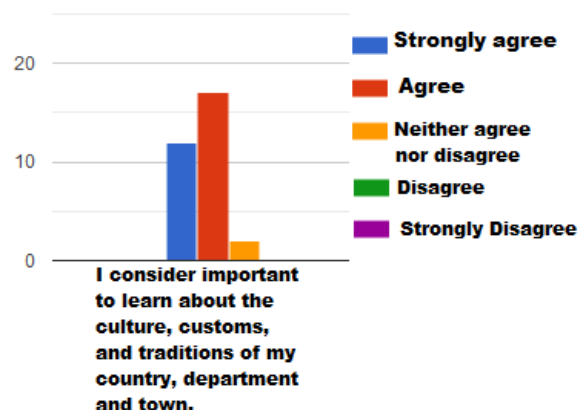


Figure 28. Students' opinion about cultural learning

94% of the students consider important to learn about their own culture, but most of them are not sure about the importance given to it in the different school subjects.

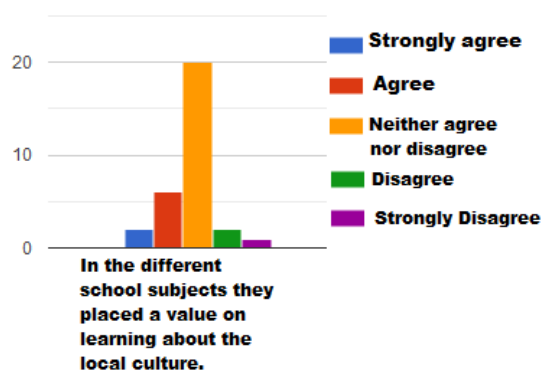


Figure 29. Importance given to cultural learning at school

Since the project was a community-based classroom project, knowing that the students think it is important to learn about their own culture was an advantage to achieve positive results in terms of motivation and conceptions about the usage of projects. Also, the fact that the 90% of the students like working with projects and 87% like working in a team.

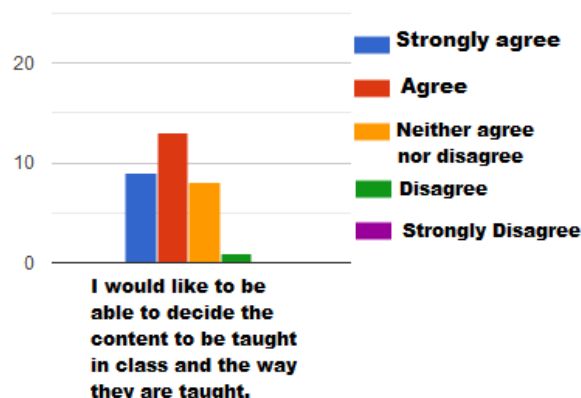


Figure 30. Students' preferences on decision making

71% of the students would like to be able to choose the content and the way it is taught in the classroom and during the development of the classroom project the students had the last word in most of the things, of course always with the mediation of the TR.

The teacher plays a significant role in the educational process of the students, not only in terms of language learning, but also in terms of integral development. The motivation and their conception could be also influenced by the actions and attitude of the teacher. For example, 81% of the students said they like a subject depending on the attitude of the teacher. Therefore, the teacher's role is an important factor to analyse when referring to students' conceptions about a subject at least in this group of students.

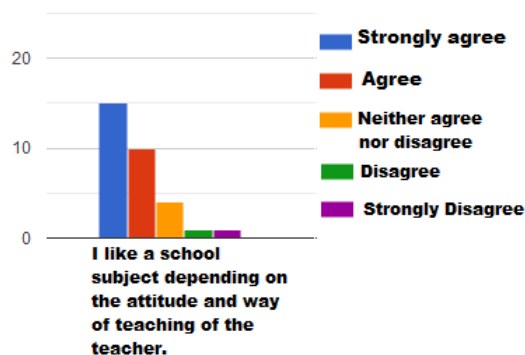


Figure 31. Students' opinions regarding the teacher

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

Finally, a question was made to determine the most relevant aspects that a teacher should have to be considered a good English teacher according to this group of students. The question was “From the following aspects which do you consider the most important in a good English teacher?” They could not mark 2 aspects with the same number. There were 5 aspects (English domain, methodology or the way of teaching, evaluation procedures or the way he/she evaluates, personality, to be patient and to be a good listener) and students had to mark in a scale from 1 to 5, in which 1 was the most important and 5 the less important (as shown in Figure 32).

¿De los siguientes aspectos cuáles considera que son más importantes en un buen maestro de inglés? No pueden haber 2 aspectos con el mismo número.

Description (optional)

Dominio del inglés *

	1	2	3	4	5	
Más importante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Menos importante

Forma de enseñar (metodología) *

	1	2	3	4	5	
Más importante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Menos importante

Figure 32. Screen shot from Google Forms of the question about the teacher

The aspect mainly chosen as the most important (scale 1) was “The way of teaching (Methodology)” with 38% and the second chosen was “To be patient and a good listener” with 32.3% (See Figure 33).

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

The aspects chosen as the less important were personality with 32.3% (see Figure 34) and the evaluation procedures or way of evaluating with 25.8%.

Forma de enseñar (metodología)

31 responses

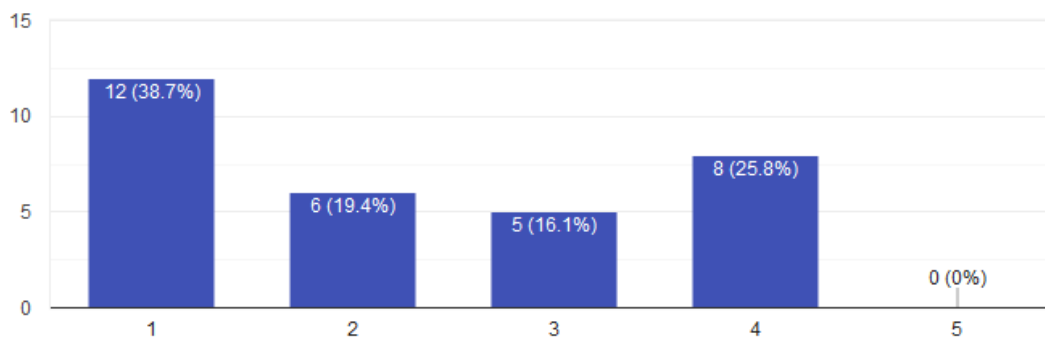


Figure 33. Methodology as the most important aspect in a good teacher according to participants

Forma de ser (personalidad)

31 responses

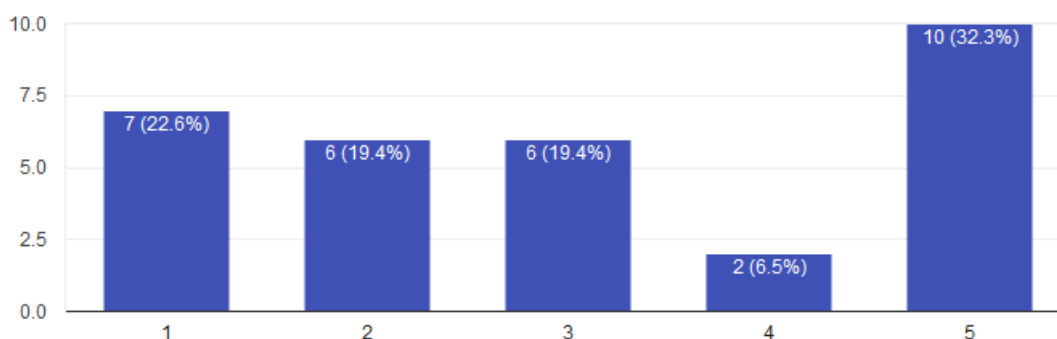


Figure 34. Personality as the less important aspect in a good teacher according to the participants.

In conclusion, before the implementation most of the students considered important education, school and English language learning for the lives. They consider that English would help them to improve their intellect and their opportunities to get a job in the future. However, some of them

say that sometimes the way of teaching at school is not interesting and for some of them the high grades and the academic performance is the main motivation in any school subject. All the students consider they have a good aptitude to learn English and any other language if they set their mind to it.

Regarding their attitude towards English learning, it could be said that they had a good attitude and motivation towards English language learning, few of them have had negative experiences in previous English classes or with former English teachers that may cause a negative predisposition towards the class. Despite most of them think that being able to communicate with English speakers is the main purpose of it, the majority feel comfortable with grammar and vocabulary instruction and think that developing reading comprehension and writing skills is enough to succeed in life. There are some students who find it difficult to express themselves orally because they are afraid of making mistakes and being teased by their classmates or because they are shy.

Concerning the methodology and evaluation, the majority of the students consider important to learn about their own culture, but most of them think in the school subjects, the cultural learning is not evidenced. Most of the students like working in teams and with projects and they would like to decide about the contents and the way they are taught. There is not consensus about the appropriateness of the exams as a good way to assess learning, but about half of the students consider that standardised tests do not measure all their capacities.

Finally, with respect to the teacher, students may like or hate a school subject depending on the teacher's attitude and teaching strategies. The aspects students think a good English teacher should have the most are: the way of teaching and to be patient and a good listener, while the aspects students are not relevant in a good English teacher are the personality and the way he/she evaluates.

9.2. Evaluation of CBCP impacts in students' perceptions about English learning.

During the last phase of the research project, evaluation, seven focus groups interviews, the field notes with 19 entries, and the teacher's journal with 20 entries were analysed. An open coding process was carried out using the software Atlas ti obtaining several codes initially. The software allows the researcher to select pieces of text from the files uploaded and assign open codes or codes from a list if it was already created. Also, it allows to colour or label the codes created, change their names, and write notes or memos about them.

There was written a description and a synthesis for each one of the codes after reading all the quotation generated for each one. Then, to narrow the process down and facilitate the categorisation some codes merged into others that were related. After that, the similar codes were coloured according to their similarities emerging some subcategories (or families in the Atlas ti). With the descriptions it was easier to create the subcategories that were also described and synthesised in a comment (all the codes with the quotations linked to them and the memos or comments are found in the annexes).

Then, the descriptions of each subcategory were read and some categories were created (or super families in Atlas ti). After another analysis of the codes and categories, it was generated a Network in the same software that permitted to have a graphic representation of the data and realised that there were still many codes. Therefore, another analysis of the codes and families was made in order to reshape it. The descriptions written were useful during this process because there were some codes that were related to the same issue and some of them merged into others. There were obtained the codes and families that are shown in the Figure 35.

Name	Grounded	Density	Author
Att_CBCP_ChOAtt~	12	0	Super
Att_TP~	4	0	Super
Attitude~	0	1	Super
Cmt_CBCP_EC~	9	0	Super
Cmt_CBCP_EvLoC~	49	0	Super
Commitment~	0	1	Super
Eng_CBCP_EvEn~	4	0	Super
Engagement~	0	1	Super
EvaCBCP~	23	0	Super
EvaTP~	6	0	Super
Fe_CBCP_Fre~	1	0	Super
Fe_CBCP_VG~	18	0	Super
Feelings~	0	1	Super
LoICTK~	8	0	Super
Mot_CBCP_EvM~	17	0	Super
Mot_CBCP_IEL~	1	0	Super
Mot_CBCP_ShOC~	5	0	Super
Mot_TP_DL~	4	0	Super
Motivation~	0	1	Super
Olm_CBCP_CL~	14	0	Super
Olm_CBCP_DGS~	3	0	Super
Olm_CBCP_DM~	8	0	Super
Olm_CBCP_ICTSD~	5	0	Super

Name	Grounded	Density	Author
Olm_CBCP_ICTSD~	5	0	Super
Olm_CBCP_LL~	19	0	Super
Olm_CBCP_MC~	13	0	Super
Olm_CBCP_ML~	4	0	Super
Olm_CBCP_SSD~	1	0	Super
Olm_CBCP_TW~	7	0	Super
Op_Neg_TP_LWsh~	9	0	Super
Op_Pos_CBCP_Bt~	13	0	Super
Op_Pos_CBCP_Cre~	3	0	Super
Op_Pos_CBCP_Di~	6	0	Super
Op_Pos_CBCP_Ea~	2	0	Super
Op_Pos_CBCP_Ent~	5	0	Super
Op_Pos_CBCP_Int~	4	0	Super
Op_Pos_CBCP_LM~	6	0	Super
Op_Pos_CBCP_Ni~	1	0	Super
Opinions~	0	1	Super
Other Impacts~	0	0	Super
Problems~	13	0	Super
Reflection~	4	0	Super
Students' Perspectives~	0	6	Super
TG~	23	0	Super
TR~	2	0	Super
TTI~	42	0	Super

Figure 35. List of codes in code manager of Atlas ti

Among the categories finally obtained there were some of them that belonged to students' perceptions, which is related to the objective that this analysis pretended to achieve, and some others that emerged but that were not related to it.

In the group of categories that belong to students' perceptions, there are: "Change of attitude in CBCP", "Commitment and engagement in CBCP", "Opinions and feelings about CBCP". This categories or superfamilies are shown below in the code's books in table 18. There are also the families or subcategories as well as the codes related to each one of them.

Table 18

Code's book related to students' perceptions

CODE	NAME	FAMILY	SUPER FAMILY
Att_CBCP_ChOAtt	Change of attitude from negative to positive during pedagogical intervention in CBCP.	Att_CBCP (Attitude towards CBCP)	Change of attitude in CBCP
Att_TP	Student’s attitude towards traditional methodologies.	Att_TP (Attitude towards traditional pedagogies)	
CBCP_DM	Decision making in CBCP	Fact_Imp_Att (factors that improve attitude and motivation)	
CBCP_TW	Team work skills in CBCP		
Mot_CBCP_IEL	English language itself as a factor of motivation.	Mot_CBCP Motivation towards CBCP	
Mot_CBCP_ShOC	Showing their own culture as a factor of motivation.		
Mot_CBCP_EvM	Evidences of motivation in CBCP		
Mot_TP_DL	Students’ motivation towards traditional pedagogies.	Mot_TP (motivation towards traditional pedagogies)	
Cmt_CBCP_EC	Evidences of commitment in CBCP.	Cmt_CBCP (Commitment in CBCP)	Commitment and engagement in CBCP
Cmt_CBCP_EvLoc	Evidences of lack of commitment in CBCP		
Eng_CBCP_EvEn	Evidences of engagement in CBCP	Eng_CBCP (Engagement in CBCP)	
CBCP_LL	Impacts in ss’ perceptions about language learning	Imp_SsPer_LL	
Op_Pos_CBCP_Cre	Student’s positive opinions about CBCP: it is creative.	OP_CBCP (Students’ opinions about CBCP)	
Op_Pos_CBCP_Di	Student’s positive opinions about CBCP: it is Dynamic or didactic		
Op_Pos_CBCP_Ea	Student’s positive opinions about CBCP: it is easy/easier		
Op_Pos_CBCP_Ent	Student’s positive opinions about CBCP: it is entertaining		
Op_Pos_CBCP_Int	Student’s positive opinions about CBCP: it is interesting		

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Op_Pos_CBCP_LM	Student's positive opinions about CBCP: they learnt more with it.	Opinions and feelings regarding CBCP
Op_Pos_CBCP_Ni	Student's positive opinions about CBCP: it is nice	
Op_Pos_CBCP_Bt	Student's positive opinions about CBCP: it is better than TP.	
Op_Pos_TP_LWsh	Student's negative opinions about traditional pedagogies.	Op_TP (Students' opinions about traditional pedagogies)
EvaTP	Students' opinions: Evaluation procedures in traditional pedagogies	Eva_TP (Students' opinions about Eva procedures in TP.
EvaCBCP	Student's opinions in CBCP	Eva_CBCP (Students' opinions about Eva procedures in CBCP.
Fe_CBCP_VG	Students expressed they felt good or very good with CBCP	Fe_CBCP (Feelings about CBCP)
Fe_CBCP_Fre	Students expressed they felt free with CBCP.	

Each category and subcategory will be presented and explained below, showing the evidences obtained from the data collected and the analysis conducted.

➤ Change of attitude in CBCP

This superfamily or category compiles the evidences of change in students' attitude and motivation during the CBCP. Taking into account the relation between the evidences of attitude and motivation it was decided to merge all sub-categories related to both issues into only one category called change of attitude in CBCP.

There were some fragments of data related to student's attitude regarding CBCP and some others related to traditional pedagogies. They were separated in two different codes, finding that the students who referred to the traditional practices, which focus on content and exam results,

shared a negative attitude towards them. They admitted that when using traditional pedagogies and methodologies based on working with worksheets or textbook they feel obliged to do the activities during the classes and they only care about passing the exam and the subject instead of learning the language. They recognised that after the exam they tend to forget most of what they studied and then they focus on other exams from other subjects. They also admitted that sometimes they copy the worksheets, instead of doing them, or even during the exams if they do not know the answers and the teacher is not looking at them. There are some evidences below taken from the report generated in Atlas ti.

P 3: COPIA INT_TC_5S_3MALE_2FEMALE_FOOD.rtf - 3:36 [TR: O la pregunta es, cuando s..] (35:46) (Super)
Codes: [Att_TP]

TR: O la pregunta es, cuando se hace con talleres y eso, ¿aprendo realmente?
SC1: No.
SC3: No, porque muchas veces uno lo hace copiando.
SC5: Porque le toca.
TR: ¿Y después de que pase la evaluación qué pasa?
SC3: Pues, no sé...
SC1: Queda sin aprender.
TR: O sea, ¿todavía nos acordamos de eso?
SC5: No, eso ya se va
SC4: Digamos, uno estudia como porque tiene que, digamos, pasar la materia.
SC3: Porque toca, porque tiene que pasar la evaluación.
SC4: No porque uno como que quiera y después como que se le olvida porque lo hizo obligatoriamente.

Regarding the attitude towards CBCP, there was seen that most of the students had a positive attitude during the whole process. However, there were some other students that started the process with a negative attitude and change it during the implementation of the classroom project as it is evidenced in the following quotations taken from the codes report of Atlas ti.

P 8: Copy FIELD NOTES.rtf - 8:32 [· SA5 started the self-evaluat..] (462:462) (Super)
Codes: [Att_CBCP_ChOAtt]

· SA5 started the self-evaluation. He admitted that at the beginning of the project he didn't help their team, but that in the second part he contributed and work well with their team.

The sub-categories related to motivation contain utterances related to CBCP and traditional practices. It could be said that most of them felt motivated with the implementation of CBCP because they expressed that in the interviews and because it was observed during the classes. The fact that some students continued working on their projects even after closing the school year and knowing that they passed the subject is an indicator of their motivation, it was not the grade and passing the subject as it is with the traditional pedagogies, as they admitted. However, there may be some students that say they felt motivated, but they did not demonstrate that in the practice. Their lack of commitment contrasts with their positive comments about CBCP. Nevertheless, some of these students have the same attitude in the other subjects. The cause could be beyond the implementation of the CBCP and may not be related to it.

It was seen that some students felt such motivation that they assured they carried out the project voluntarily and not for the grade. It was evidenced also in the observations because some students continue working even after the teacher gave them the highest grade. There were some students that kept working on the project even during Christmas time, so they were being honest about what they said. Since they chose the activities to carry out they did not feel obliged to do them. The factors that seem to motivate them the most were: the fact that the decisions were negotiated with them; the interaction with their classmates and with the community; knowing that all the things they were going to do would be seen by people from other countries and they wanted to show their community in the best way; the fact that the evaluation procedures were different and they did not feel the pressure of studying for an exam and failing the subject; the change of the “monotony” they were used to. There are some evidences shown below.

P 5: COPIA INT_TE_6S_6FEMALE_SOCIALPROBLEMS.rtf - 5:20 [R: Bueno, ¿qué sintieron usted..] (56:64) (Super)

Codes: [Mot_CBCP_EvM]

TR: Bueno, ¿qué sintieron ustedes... o cómo se sintieron ustedes al ser partícipes de la escogencia de los temas? O sea, que no llegara simplemente el profesor y dijera "el tema de la clase es éste, lo explico, les muestro unos ejercicios" sino que les pregunté qué querían ver en la clase de inglés.

SE5: Pues usted toma la opinión de uno como algo importante y eso lo hace sentir a uno como que uff.

SE6: Bien...

SE3: Lo hace sentir especial.

SE2: Y además de que uno también escoge lo que más le llama la atención. Porque, digamos, cualquier profesor puede escoger un tema y uno como que "uy no, eso tan aburrido"...

SE6: O sea, como que a uno no le gusta. Y pues como nosotros nos reunimos y hablamos y, pues, queríamos ese tema...

SE5: O que elija con quién estar también...

SE3: Sí...

SE5: También nos gusta.

P 9: Copy TEACHER JOURNAL.rtf - 9:41 [. Most of them were talking ab..] (73:73) (Super)

Codes: [Mot_CBCP_ShOC]

. Most of them were talking about sharing their community to the foreigners as the objective of the projects, so I established that the final product should be something they can upload to internet. The students agreed and I think it was accurate because it made them feel motivated

On the other hand, there were some evidences of low motivation when students talk about traditional practices. Their motivation is not to learn, but to pass the exam and not failing the subject. Some evidences are shown below.

P 6: COPIA INT_TF_5S_5FEMALE_TOURISM.rtf - 6:36 [. Porque es que los talleres s..] (28:31) (Super)

Codes: [Mot_TP_DL]

. Porque es que los talleres son como que más teoría...

SF5: Aburre más...

SF2: Aburre más. Entonces acá es como más interesante.

SF1: O sea, casi todas las materias dejan talleres y, pues, uno para estar comprando talleres y todo eso. Hay personas que no los pueden comprar. En cambio haciendo un proyecto uno puede adquirir más saberes de cosas que no sepa, aprende más, uno se motiva más a investigar, a traducir, y en el proceso que lo lleva a uno al producto final uno aprende bastante.

There were some factors that improved students' motivation during the implementation of CBCP. They were decision making and working in teams.

- Decision making skills development

Students also had the opportunity of developing decision making skills. They showed satisfaction with the fact that they could decide on the topics to be learnt in the class. That made them reflect and discuss about the decisions they wanted to make. There is no way to develop such skills if the teacher does not give them the possibility of making any decision at all.

P 7: COPIA INT_TG_5S_5MALE_REPRESENTATIVEPEOPLE.rtf - 7:11 [TR: Ok. ¿Cómo se sintieron ust..] (44:45) (Super)
Codes: [OIm_CBCP_DM]

TR: Ok. ¿Cómo se sintieron ustedes al tener participación sobre la escogencia de los temas? Es decir, que el profesor no llegó a la clase y les dijo “la clase que vamos a ver es ésta, el tema es éste y lo vamos a ver de esta manera”, sino que se les dio la posibilidad de que ustedes dijeran qué tema escoger y cómo trabajarlo. ¿Cómo se sintieron ustedes al ser partícipes del proceso de escogencia de los temas de la clase?

SG4: Pues, nos sentimos bien porque pudimos, o sea, sentirnos como... no tan a las reglas del profesor, sino que como nosotros más queramos o, digamos, así nos era más fácil para aprender que ni con un taller ni con una cosa así.

- Team work skills development

Some students pointed up the development of team working skills. They admitted having troubles in some moments, but they used dialogue to discuss the best option and made a decision that satisfied all the team. They proposed different ideas and become flexible to others' opinions in order to reach an agreement. There were also evidences of collaborative learning when some students with higher English proficiency or higher ICT Knowledge helped their classmates doing something related to the project. There are some evidences next:

P 1: COPIA INT_TA_5S_5MALE_AGRICULTURE.rtf - 1:22 [TR: Bueno, más compromiso. ¿Qu..] (173:177) (Super)
Codes: [OIm_CBCP_TW]

TR: Bueno, más compromiso. ¿Qué experiencia positiva tuvieron en el proyecto?

SA1: Que aprendimos bastante.

SA5: Mucho.

SA1: Trabajo en equipo.

SA3: Tanto en la cultura como en inglés.

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:2 [y, pues, también como lo de gr..] (10:10) (Super)

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Codes: [OIm_CBCP_TW]

y, pues, también como lo de grupo, ser unidos y comunicarse entre nosotros mismos para poder hacer algo, porque a veces es muy difícil como conectarse con las personas porque todos pensamos de forma distinta y llegar a un acuerdo es muy difícil... entonces, también manejar lo de grupo,

➤ Commitment and engagement in CBCP

This superfamily or category compiles the subcategories with codes that evidence students' commitment and engagement during CBCP. There was a code with the evidences commitment from some students and other code that gathers the evidences of lack of commitment.

During the development of the classroom project there were some moments in which students demonstrated commitment doing the activities or tasks planned as shown in the quotes below, taken from the codes report of Atlas ti.

P 8: Copy FIELD NOTES.rtf - 8:45 [· PS: TA went to the English L..] (513:513) (Super)
Codes: [Cmt_CBCP_EC]

· PS: TA went to the English Lab to work in their webpage and they sometimes asked the teacher for help or guidance. SA1, SA3 and SA4 came to the Lab despite they are already on vacation because only the students that failed a subject had to come this week and none of the fail any. SA5 and SA2 didn't come and his classmates said SA2 was working, but that he was in charge of editing a video at home.

P 9: Copy TEACHER JOURNAL.rtf - 9:28 [I felt really proud of TD. The..] (399:399) (Super)
Codes: [Cmt_CBCP_EC]

I felt really proud of TD. They have done an outstanding job with their project. They have gone beyond a school task and they are planning to go beyond the school year. It really motivates me to keep using projects, but of course trying to improve them year by year.

There were also some evidences of lack of commitment from some students, especially at the beginning of the CBCP. Some of them change their attitude as soon as they felt more engaged and were more responsible. There was one team that showed low commitment during most of the CBCP. They are the students that the other students did not want to include in their teams because they said there were not responsible and they did not want to have inconvenient with them. At the

end they finished their project, but just because they did not want to fail the subject. One of them failed the school year. There are some evidences shown below.

P 1: COPIA INT_TA_5S_5MALE_AGRICULTURE.rtf - 1:29 [SA5: Hicieron muchas... o sea, e..] (150:150) (Super)
Codes: [Cmt_CBCP_EvLoC]

SA5: Hicieron muchas... o sea, ellos hicieron más que yo obviamente; yo no hice nada y... pues, como sería muy justo que me colocara menos nota que ellos porque, claro, hicieron todo el trabajo, pues, yo me puse de acuerdo porque no es verdad, no hice nada. Entonces no me merezco una nota buena. Y así también va pasando ahorita con otra persona.

P 8: Copy FIELD NOTES.rtf - 8:6 [There are some students in tea..] (226:226) (Super)
Codes: [Cmt_CBCP_EvLoC]

There are some students in teams TA and TG that aren't working with their teams they are walking around the classroom.

Most students showed engagement during the development of the classroom project, especially when they advanced in the activities they had planned. There was such engagement in some students that even after the teacher gave them the highest grade in the project, promising not changing it, some teams continued working on it during vacations. There is even a team that continues with their project (a Youtube channel showing important issues from Piedecuesta) nowadays. Some evidences of students' engagement are shown below.

P 3: COPIA INT_TC_5S_3MALE_2FEMALE_FOOD.rtf - 3:33 [TR: O sea, ¿todavía nos acuerda..] (42:53) (Super)
Codes: [Eng_CBCP_EvEn]

SC1: En cambio con el proyecto uno va y...

TR: O sea que el proyecto lo hicieron voluntariamente...

SC5: Sí, o sea...

TR: No porque querían pasar...

SC1: Sí, porque las propuestas que nosotros hicimos eran voluntarias. Nosotros quisimos ir a entrevistar personas. Entonces nosotros nos sentíamos conformes al ir allá...

TR: ¿O sea que no se sintieron obligados de que les toca...?

SC4: Y además que usted nos dijo que si queríamos o no queríamos hacer los proyectos y nosotros dijimos pues que sí

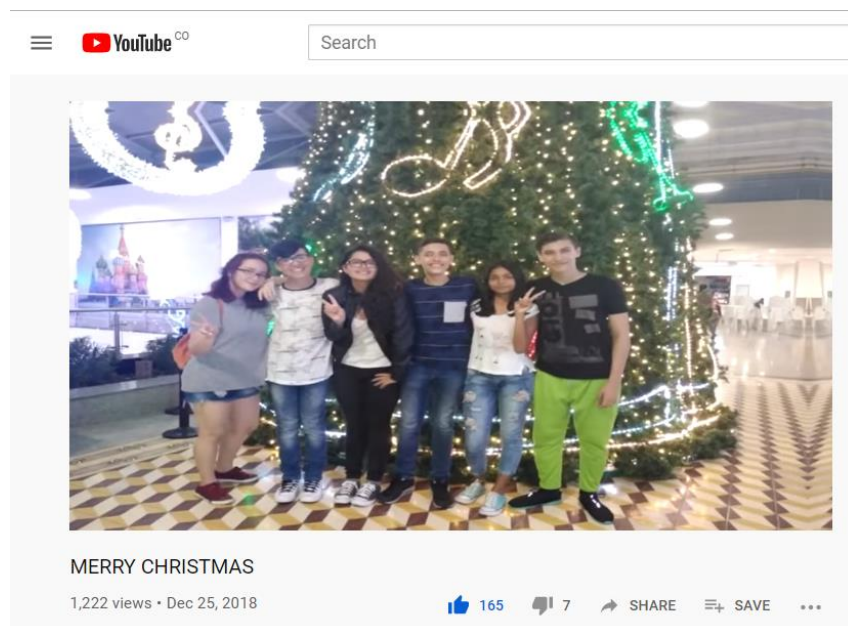


Figure 36. Students' gathered during Christmas to record a video for their Youtube channel. It can be found in their channel

➤ Opinions and feelings regarding CBCP

This superfamily or category compiles the sub-categories with the codes that evidence students' opinions and feelings obtained in the focus groups interviews. Despite some of them may be evidences of commitment, engagement, attitude, motivation, etc., it was considered important to analyse it separately since the objective is related to students' perceptions.

There are utterances in which students express that working with CBCP is creative, dynamic, didactic, easy, entertaining, interesting, nice, and making a comparison with the traditional methodologies they said that CBCP is better and they feel they learn more. There are some evidences shown below.

P 6: COPIA INT_TF_5S_5FEMALE_TOURISM.rtf - 6:25 [SF2: Pues me parece que es mej..] (47:49) (Super)
Codes: [Op_Pos_CBCP_Bt]

SF2: Pues me parece que es mejor porque uno puede, digamos, responder lo que sabe y no como que estresarnos para estudiar y que tales, sino lo que usted sabe, lo que usted aprendió, lo que usted entendió se lo dijo al profesor, y no como que nos estresamos en estudiar, estudiar y estudiar y, pues, contestar la evaluación y al final no terminamos

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como que entendiendo. Entonces como que usted le dice al profesor yo entendí esto, esto y esto, se me dificultó esto, fue muy complicado para esto, y así es como más libre y se entiende uno mejor con el profesor.

SF1: Y, digamos, al presentar una evaluación sí uno estudia, puede que estudie para la evaluación, que se prepare, pero lo que estudió lo aprendió sólo por ese día (...) mientras que así, una autoevaluación así uno se lo aprende y le queda para toda la vida.

SF4: O también es un cambio muy drástico porque, por ejemplo, en las evaluaciones escritas usted tiende, pues, a escribir así y, por ejemplo, si usted no sabe una pregunta o algo usted como que voltea a mirar a ver a quién le puede copiar o al revés las demás personas lo mismo con uno. En cambio si lo hacemos en la forma como lo hemos venido haciendo, como dice SF2, cada quien va respondiendo lo que sabe y no tiene que estar copiándole ni estar con las ideas de los demás.

Regarding the traditional practices, the students expressed negative opinions about them pointing up that they are monotonous, boring and repressive. They said they feel obliged doing the activities proposed in traditional methodologies and they just focus in passing the exams. Some evidences are shown below.

P 5: COPIA INT_TE_6S_6FEMALE_SOCIALPROBLEMS.rtf - 5:14 [TR: O sea, ¿ustedes dicen que ..] (41:46) (Super)

Codes: [Op_Neg_TP_LWsh]

TR: O sea, ¿ustedes dicen que cuando se trabaja, digamos, con talleres y evaluaciones ustedes estudian sólo para la evaluación?

SE3: Exactamente.

SE2: Exacto.

SE6: O sea, no es por aprender.

SE1: No es por aprender sino por pasar.

SE6: Es como por una monotonía.

In respect of evaluation procedures students evidenced the relevance they have in order to build a positive perspective of a methodology. It was decided to put those opinions about evaluation procedures separately because there were many quotations regarding this topic. This time once again there were negative opinions towards traditional evaluation procedures like the exam and positive opinions regarding the evaluation procedures used in CBCP, which were negotiated with the students. That was mainly the reason why none of the students expressed disagreement or dislike about evaluation procedures. Students admitted that when they study for an exam they only care about passing it. The fact that they chose the evaluation procedures also made the students be

more committed with the activities since they did not feel obliged. They said they were more honest when evaluating themselves or their classmates. In fact, some of them were so demanding with those classmates that were not responsible. They also said that with the exams they feel stressed or pressured. Many students assured that they tend to forget the topics evaluated in an exam after taking it.

P 7: COPIA INT_TG_5S_5MALE_REPRESENTATIVEPEOPLE.rtf - 7:13 [TR: Bien, en cuanto al proceso..]
(46:47) (Super)
Codes: [EvaCBCP]

TR: Bien, en cuanto al proceso de evaluación, que no se hicieron evaluaciones escritas como tal sino que ustedes mismos escogieron cómo querían ser evaluados, ¿qué podemos opinar al respecto?

SG3: Pues, de que así es más fácil porque más vamos conociendo cosas y menos tenemos que estudiarlas para que nos pregunten lo que hemos estudiado, lo que tenemos que estudiar para que nos pregunten, sino aprendemos cosas que nosotros mismos queremos, no por la obligación de responder unas preguntas y sacar un cinco, sino por adquirir más conocimiento de lo que quisimos escoger y de lo que queríamos investigar.

There were some codes with utterances in which students expressed their feelings regarding CBCP. Most of the feelings expressed were positive and it could be said that most of the students felt satisfied with CBCP. However, they highlighted mostly other things different from language learning when expressing their positive feelings. For example, learning about their own community was one of the things that made them feel good regarding CBCP. Also, the fact that they were going to share their own community to the English language community worldwide through an online source. They also mentioned they felt good working in teams and sharing with their teammates outside the classroom. One student said it was incredible to carry out the CBCP because they not only saw the information, but they lived it and that made him feel great. Some students felt good because they develop other skills like social skills (the shy students) or they learn things about ICT (editing videos or creating a blog or webpage). Another student said she felt very good because she did not feel repressed with the things the teacher wants (impose), but

they could choose the topics. Some students said they felt important or special when the TR asked their opinion about what to do and how to do it.

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:1 [Bueno, la primera pregunta que..] (9:13)
(Super)
Codes: [Fe_CBCP_VG]

SD3: Pues a mí me gustó todo lo que hicimos. No sé si mis compañeros también.

SD2: Sí.

SD1: Sí, también... Fue una bonita experiencia.

SD3: No lo hicimos tanto por la nota, sino porque también queríamos conocer más a Piedecuesta y como ayudar a mantener zonas limpias y poder investigar más de Piedecuesta.

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:6 [TR: Bien. ¿SD4, cómo te sentis..] (18:19)
(Super)
Codes: [Fe_CBCP_VG]

TR: Bien. ¿SD4, cómo te sentiste?

SD4: Muy bien. La verdad fue increíble hacer este proyecto porque aparte de las cosas que aprendimos también interactuamos más, o sea, personalmente y no, o sea, llevábamos la información nosotros... o sea, la veíamos... la vivíamos, no la veíamos. Entonces fue bacano.

All the codes and categories related to impacts in students' perceptions were organised in a network in Atlas ti as shown in Figure 37 below. There are from left to right the main category students' perceptions, the categories or super families, the subcategories or families, the codes and all the quotations for each one of the codes. In the program, when clicking in one of the text icons on the right, the software sends you to the file and line where the code was labelled.

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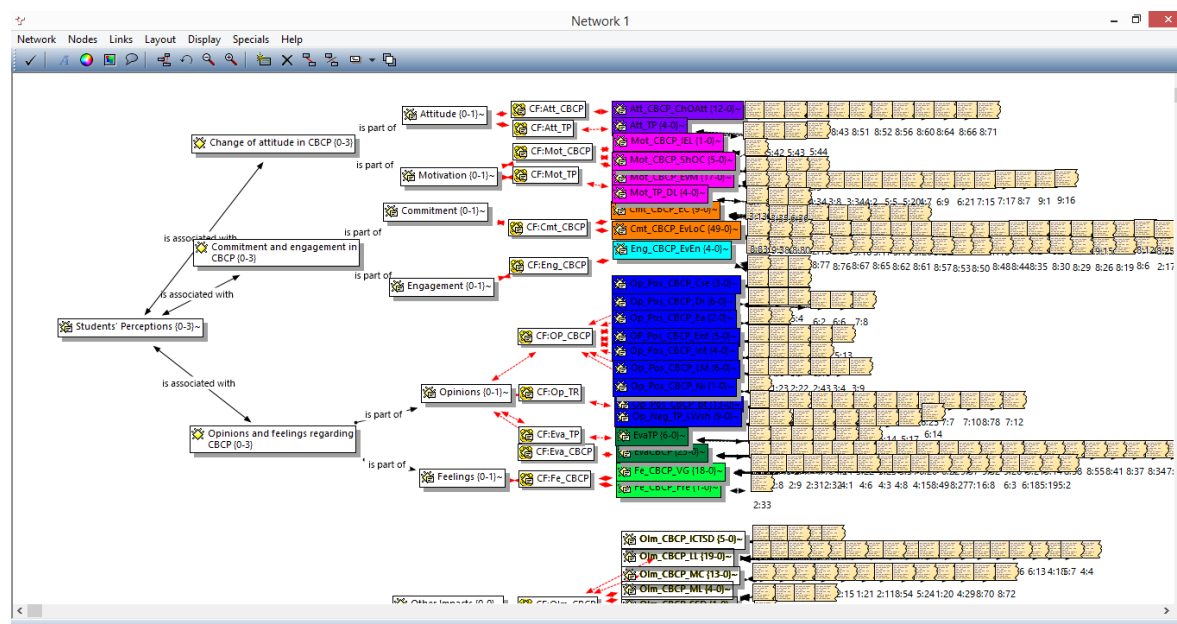


Figure 37. Network generated in Atlas ti with the categories, subcategories, and codes related to students' perceptions.

In the group of categories that do not belong to students' perceptions and the main objective of this research project, there are some emergent codes that were gathered in the category other impacts. They are shown in the code's book in table 19.

Table 19

Code's book with categories not related to students' perceptions.

CODE	NAME	FAMILY CODE	Name
OIm_CBCP_CL	Other impacts CBCP: cultural learning	OIm_CBCP	Other impacts of CBCP
OIm_CBCP_DGS	Other impacts CBCP: Development of general skills		
OIm_CBCP_ICTSD	Other impacts CBCP: ICT skills development		
OIm_CBCP_MC	Other impacts CBCP: metacognition		
OIm_CBCP_ML	Other impacts CBCP: meaningful learning		
OIm_CBCP_SSD	Other impacts CBCP: social skills development		

There were also some other codes and categories that were not related to the third specific objective that deals with impacts in students' perceptions regarding language learning in CBCP.

However, those impacts were coded and organised in a category called other impacts. There were also some other codes with problems or inconvenient faced during the implementation and codes related to teacher issues that were not put into a network, but they will be mentioned later in the limitations and recommendations.

There were evidences of impacts in relation to cultural learning, general skills development, ICT skills development, decision making skills, metacognition, social skills development, and team work skills development. This skills should be taken into consideration because they should be part in a comprehensive formation process or comprehensive pedagogical approach.

➤ Cultural learning

The cultural learning was highlighted by the students in the interviews. Students expressed that they learnt a lot of things from the community related to the topics they were working with. Whether they work with representative people, touristic places, agriculture, ecology, sports, social issues, traditional food all the teams learnt something they did not know about their own community and some of them said it was important for them to learn that. There are some evidences below:

P 1: COPIA INT_TA_5S_5MALE_AGRICULTURE.rtf - 1:24 [¿Qué experiencia positiva tuvi..] (173:177) (Super)
Codes: [OIm_CBCP_CL]

¿Qué experiencia positiva tuvieron en el proyecto?

SA1: Que aprendimos bastante.

SA5: Mucho.

SA1: Trabajo en equipo.

SA3: Tanto en la cultura como en inglés.

P 1: COPIA INT_TA_5S_5MALE_AGRICULTURE.rtf - 1:26 [TR: ¿Les parece interesante ap..] (178:184) (Super)
Codes: [OIm_CBCP_CL]

TR: ¿Les parece interesante aprender sobres su propio pueblo?

ALL: Sí, claro.

TR: ¿De qué me sirve a mí aprender sobre mi propio...?

SA4: Porque puedo presumir más mi pueblo.

SA5: No, o sea, no es por eso sino que...

SA1: Resaltar lo que tenemos.

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SA5: Es como a veces en octavo que usted dirá “uy, estoy viendo en matemáticas y estoy viendo el álgebra de Baldor, no sé para qué me va a servir después”, pues usted lo utiliza para, tal vez, usted en un futuro le vaya a salir algo así, y usted dice “no, es que no sé nada de esto”, y tal vez es mejor saber que no saber nada.



Figure 38. Students going to the communities to gather information about their topics.

➤ Social skills development

There were some students that are known for being introvert and shy who said they had difficulties at the beginning during the inquiry process when they had to interview people about their topic. However, they said it was easier to reach people in the streets and make questions after some attempts. Despite they felt uncomfortable at first, they did not feel obliged to do that because they chose those inquiry activities themselves. Some evidences are shown below:

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:13 [SB5: Yo al principio me sentí ..] (14:14) (Super)
Codes: [OIm_CBCP_DGS]

SB5: Yo al principio me sentí como con nervios, pero cuando íbamos a hacer las entrevistas y haciendo blogs, entrevistando a la gente, pues, fui ya como dejando el miedo y metiéndome más en el tema. O sea, lo que me gustó del tema fue que los deportes son como un medio para uno ejercitar su forma física, además de ser entretenidos.

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:5 [TR: ¿SD2, cómo te sentiste en ..] (16:17) (Super)
Codes: [OIm_CBCP_DGS]

TR: ¿SD2, cómo te sentiste en el proyecto?

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SD2: Pues bien porque aprendí nuevas palabras en inglés y como a socializar más con las personas acerca del proyecto que estábamos haciendo

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:28 [¿Y qué cosas rescatan ustedes ..] (69:70) (Super)
Codes: [OIm_CBCP_SSD]

¿Y qué cosas rescatan ustedes como positivas del trabajo por proyectos? O sea, listo, ya las dificultades en la pronunciación. ¿En cuanto a cosas satisfactorias ustedes qué podrían decir?

SD1: Ayudar a la comunidad.

➤ ICT skills development

There were some students that said they learnt how to create a blog, a webpage or learnt how to edit a video. They developed some ICT skills while doing the CBCP. There are some evidences below.

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:1 [SB1: eh, bueno, pues, nos sent..] (10:10) (Super)
Codes: [OIm_CBCP_ICTSD]

SB1: eh, bueno, pues, nos sentimos muy bien porque pudimos conocer varias cosas que no sabíamos, como por ejemplo, pues algunos no sabíamos cómo manejar un blog o algo así, y pues también buscamos la forma de cómo subir contenido y, o sea, tener algo para llamar la atención...

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:9 [TR: ¿SD5? SD5: Yo me la pasé s..] (20:21) (Super)
Codes: [OIm_CBCP_ICTSD]

TR: ¿SD5?

SD5: Yo me la pasé super bien. Fue super entretenido, también. Yo que también me metí en la tarea de editar los videos. Pues también aprendí bastantes cosas porque hace rato no lo hacía

P 5: COPIA INT_TE_6S_6FEMALE_SOCIALPROBLEMS.rtf - 5:38 [TR: ¿Y qué cosa positiva usted..] (164:165) (Super)
Codes: [OIm_CBCP_ICTSD]

TR: ¿Y qué cosa positiva ustedes, digamos, o algo gratificante que ustedes hayan tenido durante el desarrollo del proyecto?

SE3: Bueno, pues yo aprendí a editar videos y a hacer una página.

➤ Metacognition

Metacognition was also evidence during the CBCP. There were some moments during the interviews in which students reflected about their learning and formative process, admitting their

difficulties, mistakes or faults. Some of the reflections were made about their commitment and responsibility during the tasks they planned to do in their teams and others were about the topics they were working on in their projects. For example, the student who admitted he used to throw garbage on the streets, but he does not do it anymore after the interview they made to a cleaning auxiliary.

Also, during the self-evaluation students showed self-consciousness and were so demanding with themselves, as well as with their classmates in the co-evaluation. There were few students that did not take it seriously. Nonetheless, despite some of the descriptions given about their performance were so demanding all the students gave themselves a grade above 3.5 (the minimal grade needed to pass the subject). They recognise their mistakes, but also the things they did well. The mistakes highlighted were taken as things to improve in some of the cases. They used expressions like "I should improve my (punctuality)".

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:29 [TR: Ayudar a la comunidad, ¿qu..]
(71:82) (Super)
Codes: [OIm_CBCP_MC]

TR: Ayudar a la comunidad, ¿qué más?

SD3: Mejoramos también personalmente nosotros.

SD2: Sí.

TR: ¿Como en qué sentido consideras que mejoraron?

SD3: Pues en el pensamiento que teníamos antes como de botar la basura a la calle.

SD2: Como en la forma en que pensamos.

SD1: "Eso después lo recogen, dejémoslo ahí", pero no. Ahora, por lo menos uno va por la calle y veo un papelito y lo alzo, lo recojo y lo meto al bolsillo y lo guardo.

SD3: Pues, en general yo sí cambié esa parte de botar basura a la calle después de la entrevista que hice con la auxiliar de aseo.

TR: O sea tú botabas basura antes...

SD3: Sí.

TR: ¿Sí?

SD2: Sí.



Figure 39. Students interviewing a cleaning auxiliary.

The codes grouped in the family OIm_CBCP (Other impacts of CBCP) were organised in a network in Atlas ti with all the quotations linked to each one of them (see Figure 40).

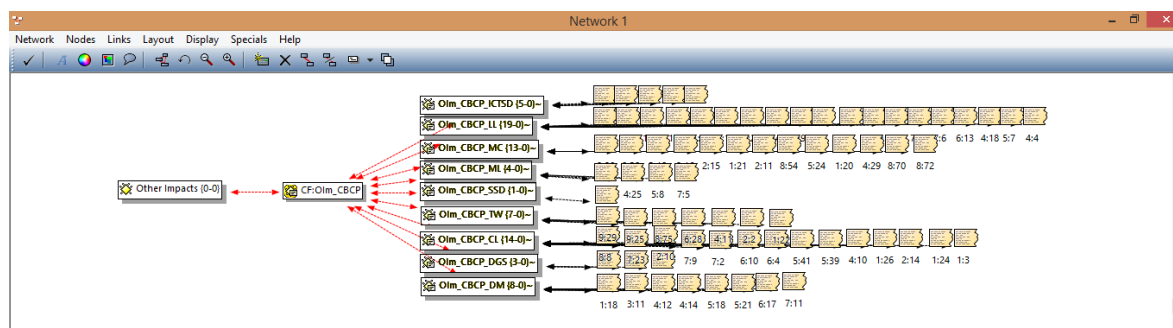


Figure 40. Network generated in Atlas ti with the category, subcategories, and codes related to other impacts of CBCP.

10. Conclusions

The main objective of this research project was to determine to what extent a CBCP impacts students' perceptions about English language learning. After a continuous process of reflection and analysis of the data collected, it can be concluded that the CBCP implemented in the group of nine graders of a public school in the metropolitan area of Santander impacted positively students' perceptions regarding language learning. CBCP improved students' attitude and motivation while developing their language skills and other general skills that will be useful for their future.

The first specific objective was to characterise students according to their perceptions about the school and the English language learning. Despite they initially showed a good attitude and willingness towards English language learning, which had been taught traditionally so far, they expressed and demonstrated satisfaction when using a classroom project related to the community instead of the traditional methodologies used before. Students affirmed that in the traditional methodologies they focus on passing the exams and the school subjects rather than in learning.

During the second phase that was related to the second specific objective: to collaboratively design a CBCB, most of students did their projects because they wanted to do a good job and learn more; they did not feel obliged to do the activities proposed in the CBCP, as they said themselves. There were some students that showed positive attitude during the whole process and some others changed their attitude during the implementation; at the beginning they were apathetic and become interested as soon as they felt more engaged with the methodology. Their level of commitment was proportional to their motivation. Those students that showed high motivation demonstrated a high level of commitment. Students' motivation was evidenced during most of the activities carried out, especially at the end when the students had finished their school year. Some of them continued working with their projects regardless they already had the highest grade in the English

language class. The factors that influenced students' motivation the most were: being participants in the decision making process; the interaction with their classmates and their community; knowing that the English speaking community worldwide would see their products; the change of the monotony they were used to in the traditional pedagogies.

Regarding evaluation procedures, despite students said at the beginning of the research project that evaluation was one of the factors less relevant in a good teacher, it was evidenced at the end of the implementation that it is evaluation one of the most important factors for students, especially when they focus on passing the subject. Most of the students expressed agreement with the evaluation procedures used in the CBCP and when contrasting with the traditional evaluation, they assured that sometimes after taking an exam they forget what they studied. In students' perspective, they feel they learnt more through CBCP than with the previous methodologies used.

Besides the impact in students' perspectives of language learning, there were also some other impacts that are meaningful for those teachers that consider education a comprehensive process for transforming society positively. There were evidences of cultural learning and cultural awareness that is highlighted by Kumaravadivelu (2003) as one of the important elements in postmethod pedagogies. Other impacts were evidenced regarding the development of skills such as: social skills, ICT, decision making, team work, citizenship, and metacognition.

It could be said that CBCP is an appropriate way to contextualise English language learning with students' realities and interests while developing other important skills students may need in their lives. It places an appropriate setting for learning where students feel motivated and engaged with the activities proposed by the teacher and negotiated with students. That is why it is important to take students' opinion into account when deciding about their own learning process.

11. Limitations and recommendations

The codes grouped in the family TTI (things to improve) contain evidences of issues or circumstances that were faced during the implementation of the research project and that could be analysed in order to suggest some improvements for further research or implementations regarding CBCP. This issues will be analysed separately to formulate possible solutions for each one of them.

11.1. Time

In Colombian public schools there are many unplanned activities that affect the normal schedule of the school and any teacher should be aware of it when planning an implementation. In this case there were some activities that were planned and the teacher knew them in advance, but there were some others like a teachers' strike or some additional meetings that were not planned and affected the development of the pedagogical intervention.

P 4: COPIA INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT.rtf - 4:30 [TR: O sea, si el profesor quie..]
(87:90) (Super)
Codes: [TTI]

TR: Porque, listo, ustedes me dicen que aprendieron algo, pero para aprender mucho más porque la idea es que sigamos mejorando. Entonces, ¿Qué les faltó a ustedes aprender en la parte de inglés?
SD4: Yo creo que más tiempo.

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:18 [TR: Bueno, ¿qué faltó para dar..] (17:19)
(Super)
Codes: [TTI]

TR: Bueno, ¿qué faltó para dar más?
SB5: Tiempo.

11.2. Internet connection

Any activity that requires internet connection depends on the quality of internet access that the school has. There were some moments in which it was too slow, especially when all the students were using the computers at the same time. It was necessary to ask some of them to turn some of them off to improve it. There are not possible solutions for this problem because it depends on the investment that governments do in technological resources for schools. However, using only one or two computers per team could be a practical solution to try to improve the connection.

P 8: Copy FIELD NOTES.rtf - 8:20 [some others said that they wer..] (330:330) (Super)
Codes: [Problems]

some others said that they weren't working because the internet connection was too bad and they couldn't do anything.

P 8: Copy FIELD NOTES.rtf - 8:18 [. The class started and the st..] (275:275) (Super)
Codes: [Problems]

. The class started and the students turned the computers on. However, the internet connection wasn't working well.

11.3. Students worried about other subjects/exams

Since the implementation of the classroom project was carried out during the second part of the year due to the circumstances, some students neglected their project assignments at the end of the year because they focused on the subjects they were failing. Starting the implementation at the beginning of the school year would make the students to be more committed and engaged in the activities of the classroom project. They could make oral presentations at the end of the school year to share with the class what they have done during the whole year and they could focus their time at home on those subjects they are more worried about.

P 8: Copy FIELD NOTES.rtf - 8:24 [· The end of the school year s..] (346:346) (Super)
Codes: [Problems]

· The end of the school year seems to be affecting the productivity and the attitude of most of the students because they are thinking about passing the subjects they are failing rather than focusing on the project. They frequently stop what they are doing about the project and ask loudly to other classmate about a homework or issue related to the subject they are failing.

P 9: Copy TEACHER JOURNAL.rtf - 9:9 [There were many circumstances ..] (250:250) (Super)
Codes: [Problems]

There were many circumstances that affected the development of this class. The delay for taking the biology exam, their attitude due to their performance in that exam, the internet connection... they didn't have the attitude to do anything during the minutes left in the class.

P 9: Copy TEACHER JOURNAL.rtf - 9:13 [It would be great to carry out..] (273:273) (Super)
Codes: [TTI]

It would be great to carry out this classroom project at the beginning of the year and not at the end. However, due to the circumstances I arrive to this school at the middle of the year and I had to implement right away.

11.4. Different topics in terms of English language for each team

As said before, the fact that the topics were different for each team made it difficult to give the instruction and feedback in terms of language. It would be more practical and effective if all the teams share the same language topics. The teacher took too much time explaining language issues to each team and sometimes the others had to wait until the teacher came to their seats to explain something they did not understand. If the topic was the same, there could be a general explanation and the teacher would focus only on those students that have more difficulties.

P 8: Copy FIELD NOTES.rtf - 8:14 [· The fact that they are using..] (285:285) (Super)
Codes: [TTI]

· The fact that they are using different sources and different English topics in terms of vocabulary and grammar makes it more difficult to give them feedback. It is specific and different for each team and takes too much time.

11.5. Different ICT tools used

Also, the fact that the teams chose different ICT tools to share their projects made the process more difficult. Sometimes the feedback that students needed was not related to language, but to how to use certain ICT tool. Some of the tools were not known by the teacher and he took time learning how to use them before explaining to the students. The ICT tools used for sharing the project should be the same for all the teams and there should be an instruction about how to use them in the classroom. In that way all the students would develop ICT skills and the feedback would be easier to give.

P 9: Copy TEACHER JOURNAL.rtf - 9:11 [There are still some students ..] (251:251) (Super)
Codes: [TTI]

There are still some students asking for help regarding webpages, programs, edition of videos, etc. Choosing only one resource would be better for this kind of projects because any feedback will serve to all the teams at the same time.

11.6. Low commitment from some students

There were some students that showed low commitment during the classes. Two of them actually lost the subject and the school year. There should be created a strategy to make these students to feel more motivated and engaged with the classroom project. Of course there are some issues related to family or affectivity that cause their negative attitude not only in the English language class, but in all the school subjects. The strategy should be aware of the problems this students have in order to build resilience and emotional intelligence in them. The teacher should avoid letting a group be formed by only students known for their lack of responsibility. They should be divided in the other teams.

P 9: Copy TEACHER JOURNAL.rtf - 9:17 [I felt disappointed with TG be..] (345:345) (Super)
Codes: [Problems]

I felt disappointed with TG because during the whole process they haven't been committed with the activities of the projects. Despite most of the teams has shown responsibility and engagement with the class, TG has been reluctant to do the activities.

11.7. Students divided the work inappropriately

There were few teams that divided the work inappropriately. Some students worked on the language part (the students with higher English proficiency) and some students worked with the ICT tools (the students who had more ICT skills) and the other students just collected information. In that way, not all the students developed their language skills and ICT skills equally. There should be considered this issue for further implementations of CBCP. The teacher should guide the students in order to make all of them develop all their skills.

P 9: Copy TEACHER JOURNAL.rtf - 9:10 [Also, they divided the work of..] (250:250) (Super)
Codes: [TTI]

Also, they divided the work of the project and at this point only those in charge of the edition of videos or webpage had something to do. I think it would be better for following projects to look for a methodology that makes students work equally during the whole project to avoid this situations.

11.8. Teacher's guidance

When the teacher gave the feedback regarding English language, it was given to the whole team. Since there was always a student with higher English proficiency in each team, he or she understood the feedback faster than the others. The idea was that these advanced student shared the feedback with their teammates who did not understand while the teacher went to help another team. However, sometimes the advanced students did not explain to their classmates because they wanted to finish the part of the project they were doing. Therefore, those students with low English

proficiency could not learn collaboratively as expected. Having only one topic in terms of language would solve this problem.

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:25 [TR: Bien, ¿qué más? SB3: Y usa..] (43:52)
(Super)
Codes: [TG]

TR: Bien, ¿qué más?
SB3: Y usando hojas, digamos, hojas para enseñarle a alguien, todos no aprendemos igual, tenemos mentes diferentes. Eh, o sea, unos pueden entender más rápido que otros y el otro va a quedar ahí “¿qué pasó acá?”
TR: ¿A qué te refieres con hojas?
SB3: O sea, digamos, que si usted va a enseñar así, digamos, hojas, uno dice “sí, ya sé cómo hacerlo”, pero el otro quedó perdido, no sabe qué hacer...
SB4: Uno aprende más rápido que el otro.
SB3: Sí.
SB1: Que tenemos mentes diferentes para el aprendizaje.
TR: O sea, faltó como un acompañamiento del profesor, ¿cierto?
SB1: umhum.
SB3: Sí.

11.9. Do not change the methodology drastically

Working with projects demands more autonomy from students, but when students are used to be passive learners and receive all the information from the teacher, there should be a bridge that links both methodologies while the students adapt to their new role. A methodology that combines language instruction from the teacher and autonomous work by the students should be used while the students gain language competences and develop their autonomy. There were some evidences of the necessity of feedback from some students with less English proficiency. Also, there should be an instruction about the ICT tools to be used because not all the students are good at using technological resources.

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:35 [TR: ¿Y se sienten mejor aprend..] (70:71)
(Super)
Codes: [TG]

TR: ¿Y se sienten mejor aprendiendo de esa manera o...?
SB2: Sí, mejor así que con evaluaciones, talleres... pues, de vez en cuando una guía explicándonos o dándonos información sobre el proyecto o cómo llevar a cabo el proyecto, pero ya, hasta ahí

P 2: COPIA INT_TB_5S_4MALE_1FEMALE_SPORTS.rtf - 2:39 [TR: ¿Tú qué piensas, SB5? SB5...] (72:73)
(Super)
Codes: [TG]

TR: ¿Tú qué piensas, SB5?
SB5: Pues, no sé. Pues el proyecto está bien, pero faltaría que... una guía ayude como... como una serie de pasos para desarrollar
SB1: Sí, para que nos guíe y nosotros podamos funcionar de una manera mejor

11.10. Avoid usage of translator for full texts.

Since the students usually are dependent on the teacher, when the teacher takes time to reach them to answer a questions or offer guidance because he is busy with other teams, the students tend to rely on the translator. Sometimes, they use it mechanically without paying attention to some language facts that they could learn. They just write the whole text they need to translate and click on the “Translate” button. Sharing the same language topic could help to avoid this situation because the teacher would have more time for giving effective guidance.

P 3: COPIA INT_TC_5S_3MALE_2FEMALE_FOOD.rtf - 3:28 [TR: Entonces, si hay una instr..] (142:145)
(Super)
Codes: [TG]

TR: Entonces, si hay una instrucción o si yo pongo todo en el traductor y ni siquiera miro a ver cómo me quedó la traducción.
(They laugh)
SC5: Yo siempre hago eso.
SC4: Yo también.

Taking into account the problems and difficulties faced during the implementation of CBCP some recommendations will be given that any teacher interested in using PBL and community-based pedagogies should take into account.

As said by Kahn and O'Rourke (2005), when using PBL or EBL the intervention of the teacher, or facilitator, should be balanced because too much intervention may make students feel stifled and too little intervention may make them feel unsupported. It was difficult for me to find the right

balance when intervening and giving feedback because all the students learn at different pace. Some of them may need more guidance while other students could go beyond giving them the right prompts.

The change in teacher's role may lead to confusion sometimes when you want your students to be more autonomous, but they need more guidance, or on the contrary when you give too much instruction and keep playing the role of the traditional teacher, shortening students' autonomy and creativity. You should know your students as much as possible to determine when and how much you should intervene to get the appropriate balance.

It was seen that changing the methodology drastically could make students get confused. They were used to receive all the information and the answers from the teacher and change to a methodology in which they had to look for a solution for the problems, receiving only guidance from the teacher. At the beginning the students expected the teacher to answer all the questions and to solve their difficulties, feeling unsupported sometimes. There should be a "bridge" methodology that links the traditional methodology with CBCP. That methodology would help the students, and the teacher, to adapt to their new role easily. That "bridge" methodology should have the following principles:

- All the teams should share the same language topic to facilitate feedback and language instruction.
- All the teams should use the same ICT tools and there should be an instruction in the classroom about how to use it.
- Students should participate in the decision making process, but the teacher should have the last word, making sure that all the decisions go in favour of students learning and comprehensive formation.

- The arrangement of the teams should be balanced and the students known as the less committed ones shouldn't belong to the same team.

After becoming familiar with the new methodology and new roles, and after developing basic language skills, the students should be ready for a more autonomous CBCP in which they could go beyond teacher's expectations as one of the teams participants of this project did.

12. Pedagogical implications

12.1. Teacher's role in CBCP

Changing a methodology implies changing minds first. Students tend to be teacher-dependent in traditional methodologies and expect the teacher to explain everything and to answer all their answers directly. If the teacher tries to lead them in a process to find the answer themselves they may not feel comfortable. If they have a problem they expect the teacher to solve it instead of looking for a solution themselves. Therefore, the first one that must change his mind is the teacher. He has to understand that his new role is the one of a facilitator of the learning process. The teacher must embrace that he is not the centre of the learning process, but the students. It happened to me that sometimes I felt I was doing nothing because students did not ask for guidance. I was used to answer questions and give feedback all the time and in some few moments the students did not need it. The students, in turn, should change their minds understanding that the teacher will not give them all the answers and will not solve all their problems. There should be a "bridge" methodology that help students, and the teacher, adapt effectively to their new roles.

P 9: Copy TEACHER JOURNAL.rtf - 9:7 [Also, some of them expected me..] (234:234) (Super)
Codes: [TR]

Also, some of them expected me to explain everything. I told them they could look for the solution of their problems. They can watch tutorials in Youtube about how to use certain webpage, programme, video editor, blog, etc.

P 9: Copy TEACHER JOURNAL.rtf - 9:4 [In some moments I felt I was d..] (215:215) (Super)
Codes: [TR]

In some moments I felt I was doing nothing because they didn't ask me anything and when I approach them they even didn't look at me. I think maybe it is because I still have the conception that the teacher is the one that knows and that should be speaking the whole class. However I then felt very satisfy because finally they all were working responsibly. That was the idea, to facilitate their learning process and just be there whenever they need it.

13. Academic and research contribution

Establishing the basis for an effective and meaningful learning process could be the first step a teacher researcher should follow to achieve better results in long term. Applying different learning strategies to improve writing, reading, speaking, listening, grammar and vocabulary without establishing some principles to make students feel engaged and motivated in the class may lead to unfavourable results. It would be like constructing a building without making strong foundations.

CBCP places an appropriate setting for English language learning because makes students feel motivated, engaged and committed. Those are the foundations of a successful learning process since a student who is motivated would learn more and effectively than a student that feels obliged and bored in the classes.

This research project aimed to analyse students' disposition towards English learning taking into account their perceptions when using CBCP and it was evidenced that, at least with the participants of this study and in the context it was carried out, they have a better attitude when working with projects related to the community. On the other site, working with a textbook that

most of the cases has not relation to students' context or working with worksheets may not be a good option for 21st century students to learn meaningfully. Besides, the evaluation procedures influence the participants' goals and motivation. It was demonstrated that traditional evaluation procedures may lead students to study just for the exam and be careless about learning, while in the evaluation procedures used in this research project most of the students felt encouraged to learn committedly regardless the quantitative grade. Therefore, this research project could be useful for those interested in going out of traditional pedagogies that are outdated and that are being still used in most of the public schools of our country. There is a need of changing minds and practices to obtain better results, not talking just about English language learning or learning in general, but talking about education and the society. Those teachers interested in more than teaching a language, that think that education is the best way to improve society, could find some relevance in the findings presented in this research project and try to apply CBCP in their classes, adapting it to their context and creating theory critically from their own experience.

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FIELD NOTES #3

DATE: October 1st

LOCATION: ROOM 206 (Classroom 903 grade)

CONTEXT: The guidelines for the oral presentation will be given. The idea is that each team present the objective, the way they plan to achieve it, the evidences of the inquiry process, and the way they are going to show the final product.

- The teacher started by asking the students about what things they wanted to present about the project and wrote them on the board.
- Then the teacher asked the students which parts or steps should be followed in an oral presentation according to them.
- The students took turns to give their opinion, they were written on the board and the students said whether they agreed or not and why.
- They all agreed with these 8 steps that all the oral presentations should follow:
 1. greet the audience,
 2. introduce the team members,
 3. introduce the topic chosen,
 4. say the reason why they chose it,
 5. say what they got in the inquiry process and show the evidences (every single student should said what they did in one or two sentences),
 6. say the objective of the project,
 7. say the way they plan to achieve the objective (methodology),
 8. and say the way they will show the final product.
- The teacher said that at the end there will be time for suggestions or questions from the audience.
- The teacher continued by asking the students expressions to greet, introduce themselves, introduce the topic, and the rest of the steps chosen by the students. There were written on the board the expressions given by the students and the teacher added some others. Students took notes and they will decide later which of them to use in their presentations.
- In the time remaining, the teacher reminded the students that they chose self-evaluation and co-evaluation as assessment procedures for the term. So, he emphasised that there should be some criteria for the evaluation.
- The teacher asked the students to propose some aspects they consider important to be evaluated in the project through the self and co-evaluation.
- Once again the students gave different opinions that were written on the board and at the end the students decided if they agreed or not with each one of them or decided if any of them belonged to another.
- The criteria chosen by the student were: attitude, creativity, attendance, responsibility, punctuality, organization, respect, team work.

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

- The teacher asked the students to create some instruments for self-evaluation and co-evaluation in which they have each one of the criteria and a way to measure performance, since at the end of the term a quantitative grade must be given.
- The teacher also asked the students to keep a “learning track” which is an informal instrument in which students will record all the things they learn with the project. It could be related to English, values, the topic of their projects or the community itself.
- All the teams must be prepared to present coming back from the vacation because the teams that start with the presentations will be chosen at random.
- They will have from 8 to 10 minutes to make the oral presentation and they can use the visual aids they want.

TEACHER JOURNAL: #4

- DATE: October 1st

I felt comfortable during the class because students were attentive and participated actively giving their opinions. It seemed to me that all the students were agreed with the decisions made by the group because the students whether said it or nodded.

Sometimes I had to make questions about important things that I think a presentation should have. I just made the question to take into account what they thought about including certain things and the students themselves decided if that was important or not. They didn't proposed to be questioned at the end of their presentations and they didn't want to include it, but I talked about the importance of receiving feedback from different points of view to enhance their project and get more ideas. They will receive questions, suggestions and opinions about what they plan to do.

During the part of including the English expressions for each one of the steps of the presentations, the students with higher English proficiency where the ones who participated the most. All the expressions to greet, introduce oneself, introduce a topic, express reasons, talked about the things they did (verbs in past mostly), say the objective, say what they plan to do and the way they will show it were written on the board. Students had plenty of expressions to make their presentations just by choosing some of them.

During the part related to self and co-evaluation, I consider important to establish the criteria for these evaluations with them. Once again they gave some useful opinions about what they thought was important to be evaluated in the project. I also made some questions about the important of certain aspects and they expressed their opinion and decided whether including it or not.

They chose attitude (defined by them as the commitment), attendance (to go to the meetings or places they plan to go), responsibility (with the assignments they establish for each member), punctuality (not only arriving at the places they will go, but also when delivering the assignments), organization (related to the way they delivered their assignments to the team), respect (talking about the treatment among themselves), I decided to propose creativity and team work and they agreed.

To make it formal and organised, I decided to propose some instruments for self and co-evaluation that include the criteria. In that way they will write what is to have a good or bad attitude, responsibility, creativity, etc. Since some teams have different concepts regarding the criteria, I thought it was better for them to define and create that rubric to avoid confusions when evaluating. Besides, the school obliges teachers to generate a quantitative grade (and parents as well), therefore, the rubric should contain a way to measure what they have done.

During the class I thought it would be useful to have another informal instrument in which they record what they thing they have learnt with the project. I thought their point of view about learning could be relevant at the end of the project to analyse impacts. They asked me what should it include

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and I told them it was up to them. Whatever they want to include. They asked me if that will count in the grade and I say it won't.

At the end I told them about the time for the presentation because some students tend to expand on or, the contrary, present everything in a couple of minutes.

INTERVIEW TO FOCUS GROUP #4**INT_TD_5S_3MALE_2FEMALE_ENVIRONMENT**

SD1

SD2

SD3

SD4

SD5

TR: Bueno, me encuentro en este momento con el grupo conformado por SD1, SD2, SD3, SD4 y SD5. Entonces vamos a hacer una entrevista a grupo focal que hace parte del proyecto de maestría en pedagogía que estoy elaborando. Obviamente, pues, ustedes accedieron hacer el proyecto a principio del tercer periodo y contamos con el consentimiento informado de sus padres y la firma de ellos para usar lo que ustedes digan. La identidad de ustedes se va a mantener oculta, simplemente voy a tomar las opiniones que ustedes den con miras a mejorar el uso de proyectos como estrategia para el aprendizaje del inglés, ¿listo?

Bueno, la primera pregunta que ustedes me van a responder es: ¿cómo se sintieron desarrollando el proyecto?

SD3: Pues a mí me gustó todo lo que hicimos. No sé si mis compañeros también.

SD2: Sí.

SD1: Sí, también... Fue una bonita experiencia.

SD3: No lo hicimos tanto por la nota, sino porque también queríamos conocer más a Piedecuesta y como ayudar a mantener zonas limpias y poder investigar más de Piedecuesta.

TR: Bien. ¿SD1, cómo te sentiste en el proyecto?

SD1: Sí, muy bien. Me gustó ayudar, por ejemplo, a recoger basura. Que fue... de muy buen ciudadano.

TR: ¿SD2, cómo te sentiste en el proyecto?

SD2: Pues bien porque aprendí nuevas palabras en inglés y como a socializar más con las personas acerca del proyecto que estábamos haciendo.

TR: Bien. ¿SD4, cómo te sentiste?

SD4: Muy bien. La verdad fue increíble hacer este proyecto porque aparte de las cosas que aprendimos también interactuamos más, o sea, personalmente y no, o sea, llevábamos la información nosotros... o sea, la veíamos... la vivíamos, no la veíamos. Entonces fue bacano.

TR: ¿SD5?

SD5: Yo me la pasé super bien. Fue super entretenido, también. Yo que también me metí en la tarea de editar los videos. Pues también aprendí bastantes cosas porque hace rato no lo hacía...

TR: ¡Excelente edición! ¡Muy buena!

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SD5: No, y eso, cada vez que íbamos a diferentes sitios y veíamos a más personas siempre seguíamos aprendiendo, obviamente metidos en nuestro tema, y eso es lo que...

SD3: Compartimos mucho más.

SD2: Sí.

SD3: Como amistad.

TR: Bueno. Otra pregunta: ¿qué sintieron ustedes al ser partícipes de la escogencia de los temas? O sea que no fuese el profesor el que les dijo “el tema que yo les voy a dar es éste”, sino “¿cuál tema es el que ustedes quieren ver?”. O sea, ¿cómo se sintieron ustedes al tener participación en la escogencia de los temas?

SD1: A mí me gustó porque uno podía escoger lo que uno quería no el que, por ejemplo, el que exigieran y sobre ese tema. Nosotros escogimos porque nos gustó ese tema, nos gustó indagar de ese tema.

TR: ¿Alguien más que quiera complementar?

SD3: Pues lo escogimos porque...

TR: No, pero cómo se sintieron ustedes que no llegara el profesor y les dijera “el tema que vamos a ver es éste” sino que “¿cuál tema quieren ver en inglés?” y que ustedes dijeran “oiga, yo tengo la posibilidad de escoger”, ¿cómo se sintieron al escoger ustedes mismos el tema?

SD4: Pues muy bien porque, o sea, no nos tenían reprimidos de lo que el profesor quiere sino de lo que nosotros podemos averiguar y escoger y eso. Entonces fue bien.

TR: Bueno, ¿y en cuanto a la evaluación? ¿Ustedes consideran que el método de evaluación escogido por ustedes es mejor que las evaluaciones? O sea, ¿hubiesen preferido que el profesor diera un tema y evaluara o les gusta más cuando ustedes tienen la posibilidad de escoger la evaluación?

SD3: Cuando nosotros tenemos la posibilidad de escoger la evaluación porque hay más libertad y no tenemos que sentirnos apretados en el tema y hacer cosas que nos gusten.

TR: Bien, en cuanto al aprendizaje del inglés, ¿ustedes consideran que el proyecto les ayudó a ustedes a aprender inglés?

SD2: Sí.

TR: ¿En qué medida?

SD2: La pronunciación del vocabulario.

TR: ¿La pronunciación?

SD3: Aprendimos mucha pronunciación.

TR: ¿Y qué más aprendieron? Ustedes hicieron un ‘Learning Track’, ¿cierto?

SD2: Sí.

TR: ¿Sí lo tienen? ¿Y cómo fue la elaboración de ese ‘Learning Track’?

SD3: Pues, palabra por palabra.

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TR: Pero ¿cómo hacían ustedes para anotar una palabra ahí? ¿Estaban haciendo como lo que iban a decir y decían “esta palabra no sé cómo se dice, la busco y sé el significado y la voy a anotando”?

SD3: Sí.

TR: Bien. En una comparación de trabajar por talleres o libro a trabajar por proyectos, ¿qué me podrían decir ustedes? O sea, ¿qué es preferible o es mejor para aprender el inglés?

SD3: Los proyectos.

TR: ¿El proyecto? ¿Por qué?

SD4: Porque, no sé, no es nada monótono y, o sea, es mejor, uno aprende más.

TR: Bueno, ¿cómo podrías decir tú que aprendes más? ¿Cómo evidenciamos eso?

SD3: Porque es aburridor repetir y repetir lo mismo, sino que podemos conocer nosotros... más conocimiento por parte de nosotros.

TR: O una pregunta más fácil. ¿Cuando hacemos talleres y después nos evalúan el tema del taller realmente sí aprendemos?

SD3: Solamente por el día de la evaluación, pero luego uno lo olvida.

TR: ¿O sea ustedes hacen, digamos, los ejercicios de los talleres, después estudian para la evaluación y después de la evaluación se les olvida?

SD3: Sí.

SD1: Sí.

TR: ¿Y con el proyecto qué pasa?

SD4: No se nos olvida porque es algo que nosotros queremos hacer y cuando uno quiere, pues, no se le olvida.

TR: Bien. Quisiera que me comentaran así qué dificultades tuvieron en el desarrollo del proyecto.

SD3: Pues la pronunciación.

TR: La pronunciación fue una dificultad.

SD2: Sí.

SD3: Y pues, ser, esto, más seguros cuando estábamos grabando.

SD1: Sí, más (...)

TR: O sea que ustedes repitieron bastantes veces cada uno para...

SD1: Uhm, sí.

SD3: Hasta que lo lográbamos.

TR: Pero les salió muy bien. De hecho yo me impresioné bastante porque yo dije, ustedes son como los estudiantes más tímidos del salón y al comienzo yo decía “casi no participan, qué pasa”. Cuando yo vi ese video yo quedé como... Wow. O sea, son capaces de hacer cosas excelentes, pero entonces

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necesitaban como la oportunidad, ¿cierto? ¿Y qué cosas rescatan ustedes como positivas del trabajo por proyectos? O sea, listo, ya las dificultades en la pronunciación. ¿En cuanto a cosas satisfactorias ustedes qué podrían decir?

SD1: Ayudar a la comunidad.

TR: Ayudar a la comunidad, ¿qué más?

SD3: Mejoramos también personalmente nosotros.

SD2: Sí.

TR: ¿Como en qué sentido consideras que mejoraron?

SD3: Pues en el pensamiento que teníamos antes como de botar la basura a la calle.

SD2: Como en la forma en que pensamos.

SD1: “Eso después lo recogen, dejémoslo ahí”, pero no. Ahora, por lo menos uno va por la calle y veo un papelito y lo alzo, lo recojo y lo meto al bolsillo y lo guardo.

SD3: Pues, en general yo sí cambié esa parte de botar basura a la calle después de la entrevista que hice con la auxiliar de aseo.

TR: O sea tú botabas basura antes...

SD3: Sí.

TR: ¿Sí?

SD2: Sí.

TR: Ah no, pero eso es algo bueno y que hay que rescatar. Y es muy bueno aceptar las cosas. Yo no estaba haciendo esto bien, pero ya no lo voy a hacer.

Bien, pues a ustedes la verdad eh... las felicitaciones. Es que de verdad el grupo que mejor trabajó fue el de ustedes, el mejor resultado fue el de ustedes. Digamos, yo mirando los proyectos que he visto, como que no alcanzaron el objetivo que ellos mismos se pusieron. Ustedes mismos escogieron el tema, el objetivo y la manera de evaluarse. Y ustedes fueron los únicos que alcanzaron el objetivo y fueron más allá. O sea, ustedes me dicen en este momento “no lo hicimos por la nota” y les creo. Aunque hay unos allá que están trabajando a pesar de que ya les puse la nota, están mejorando lo que ya hicieron. Pero a ustedes como que realmente se les notó que la cosa no era por la nota, sino que lo hicieron porque realmente les naciera.

¿Qué creen ustedes que le haría falta al trabajo por proyectos en la clase de inglés para mejorarlo, de parte del profesor? ¿Qué creen ustedes que faltó?

SD3: ¿De parte del proyecto para agregar?

TR: O sea, si el profesor quiere de aquí en adelante trabajar con todos los grados con proyectos ¿qué más debería hacer el profesor para que a ustedes, digamos, la tarea de aprender de esa manera sea más fácil?

...

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TR: Porque, listo, ustedes me dicen que aprendieron algo, pero para aprender mucho más porque la idea es que sigamos mejorando. Entonces, ¿Qué les faltó a ustedes aprender en la parte de inglés?

SD4: Yo creo que más tiempo.

TR: Más tiempo... Bueno, ahí sí sufrimos porque primero el cumpleaños del colegio, luego el 'English Day', los días que no tuvimos clase. De hecho yo les había dicho "no, venimos y editamos acá, yo les colaboro y todo eso". Sí, faltó tiempo. ¿Además del tiempo creen que faltó algo más?

...

TR: Por decir algo, si ustedes van a hacer descripciones de un sitio o hablar sobre ciertas cosas, ¿les hubiese gustado que antes de hacerlo el profesor hubiese hecho algo acá, digamos, en la clase para todos?

SD3: Sí.

TR: Hubiese facilitado más, ¿cierto?

SD1: Sí.

TR: Por ejemplo si vamos a describir un sitio o hablar sobre un sitio, pues qué vocabulario podría usar no tener yo que ir a buscarlo y traducir en el traductor sino que ya tengo un conocimiento y voy es como que a ampliarlo, ¿sí?

SD1: Sí.

TR: Como un poquito más de instrucción antes...

Bien. Perfecto. Entonces voy a hacer un resumen como de lo que ustedes me han dicho. Para ustedes el trabajo por proyectos ustedes sienten que aprenden más porque con los talleres y las evaluaciones ustedes sólo hacen el taller, presentan la evaluación y después de la evaluación como que no me interesa porque lo hacen por la nota. Y con el proyecto ustedes trabajaron porque querían, ¿sí estamos de acuerdo?

SD1: Sí.

SD2: Sí.

SD3: Sí.

SD4: Sí.

SD5: Sí.

TR: El hecho de escoger el tema; de escoger cómo desarrollarlo; de cómo evaluarse ustedes mismos, ustedes consideran que es mucho mejor porque tienen más libertad para como para ser ustedes mismos, desarrollar la creatividad y para aprender, ¿cierto?

(They nod to affirm)

Bien, pues muchísimas gracias por la entrevista. Fue más corta que la del resto. Y ahora vamos a pasar a la autoevaluación y a la coevaluación.

CODES ANALYSIS GENERATED IN ATLAS TI SOFTWARE

HU: HU FINAL 7

File: [C:\Users\manuelalejandro\Desktop\Proyecto de Grado\HU FINAL 7.hpr6]

Edited by: Super

Date/Time: 06/07/2019 05:29:51 p. m.

Codes-quotations list

Code-Filter: All [45]

➤ **Code: Students' Perspectives**

Created: 03/01/2019 03:58:42 p. m. by Super

Modified: 03/07/2019 03:59:34 p. m.

Quotations: 0

"This is the main category that encloses all the super families or categories that are related to students' perspectives. Initially there were only their opinions and the feelings expressed during the interviews, but then the other categories (motivation, engagement, commitment, and attitude) were added because they may not come from students' point of view, but they evidence whether their opinions are coherent with their actions. "

• **Code: Attitude**

Created: 03/01/2019 11:01:23 a. m. by Super

Modified: 03/07/2019 03:58:58 p. m.

Families (2): Att_CBCP, Att_TP

Quotations: 0

"This category gathers all the codes related to students' attitude towards both CBCP and TP. They mostly show and negative attitude towards the traditional pedagogies and a positive attitude to CBCP. They fact that the selection of the topic, the way to carry the CP out, and the evaluation procedures were negotiated with them seems to be a fundamental factor in their attitude towards CBCP."

○ **Code: Att_CBCP_ChOAtt**

Created: 17/01/2019 03:13:33 p. m. by Super

Modified: 03/07/2019 04:16:42 p. m.

Families (1): Att_CBCP

Quotations: 12

"This code contains utterances that evidence a change in students' attitude during the pedagogical intervention. Their commitment was not the ideal at the beginning, but it changes as soon the students got more engaged in the methodology.

It was evidenced that some students started the classroom project with an apathetic attitude towards the project. However, their attitude changed during the pedagogical intervention and they finished the classroom project with a better attitude. The fact that they chose the topics, the way to approach them and the evaluation procedures influenced greatly their attitude towards the CBCP. "

Code: Att_CBCP_ChOAtt {12-0}~

P 1: COPIA INT_TA_5S_5MALE_AGRICULTURE.rtf - 1:30 [TR: ¿Y en cuanto a la evaluaci..] (137:141) (Super)

Codes: [Att_CBCP_ChOAtt]

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

TR: ¿Y en cuanto a la evaluación...? Que ustedes mismos escogieron... Que dijeron que una presentación, entonces hicimos la presentación; que escogimos los parámetros de la autoevaluación, que ustedes dijeron, no, pues nosotros nos autoevaluamos; que también nos coevaluemos, entre el equipo ustedes se evalúan. El haber escogido eso, digamos, ¿qué significó para ustedes?

SA4: Pues, mucho porque, o sea, primero que todo que usted nos hubiera dado la oportunidad de escoger por nosotros mismos cómo evaluarnos, pues fue algo bien porque...

SA1: Y ya con sinceridad uno y a los demás.

SA4: Yo no podríamos decir "no, el profesor fue el que quiso hacer esto y esto y por eso perdimos esto", sino que nosotros mismos escogimos los métodos de evaluación, ¿sí?

T

P 8: Copy FIELD NOTES.rtf - 8:32 [· SA5 started the self-evaluat..] (462:462) (Super)

Codes: [Att_CBCP_ChOAtt]

· SA5 started the self-evaluation. He admitted that at the beginning of the project he didn't help their team, but that in the second part he contributed and work well with their team.

P 8: Copy FIELD NOTES.rtf - 8:33 [· His teammates said the same,..] (464:464) (Super)

Codes: [Att_CBCP_ChOAtt]

· His teammates said the same, that at the beginning he didn't do anything, but at the end he was committed with the activities of the project.

P 8: Copy FIELD NOTES.rtf - 8:40 [· SB1 evaluated herself. She w..] (499:499) (Super)

Codes: [Att_CBCP_ChOAtt]

· SB1 evaluated herself. She was so self-critic with herself and the team. She said that at the beginning the team didn't have an appropriate attitude.

P 8: Copy FIELD NOTES.rtf - 8:43 [Also, that at the beginning he..] (505:505) (Super)

Codes: [Att_CBCP_ChOAtt]

Also, that at the beginning he failed with punctuality and attendance, but at the end he worked better.

P 8: Copy FIELD NOTES.rtf - 8:51 [SC2 decided to start. He accep..] (536:536) (Super)

Codes: [Att_CBCP_ChOAtt]

SC2 decided to start. He accepted that at the beginning of the project he wasn't committed and responsible with his team. He literally said that he didn't do anything in the first part.

P 8: Copy FIELD NOTES.rtf - 8:52 [· SC1 continued. He said it wa..] (538:538) (Super)

Codes: [Att_CBCP_ChOAtt]

· SC1 continued. He said it was difficult for him to interview people in the streets. He also admitted that as well as SC2 he wasn't responsible and committed in the first part of the project, but at the end he improved it.

P 8: Copy FIELD NOTES.rtf - 8:56 [· SC1 was co-evaluated. They s..] (544:544) (Super)

Codes: [Att_CBCP_ChOAtt]

· SC1 was co-evaluated. They said that he wasn't responsible and committed in the first part of the project, but that then he change his attitude.

P 8: Copy FIELD NOTES.rtf - 8:60 [· SD4 evaluated herself. She s..] (570:570) (Super)

Codes: [Att_CBCP_ChOAtt]

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING IN CBCP

· SD4 evaluated herself. She said that at the beginning her attitude wasn't appropriate because she didn't agree with some things related to the project, but then she improved it.

P 8: Copy FIELD NOTES.rtf - 8:64 [· SE5 evaluated herself. She a..] (592:592) (Super)
Codes: [Att_CBCP_ChOAtt]

· SE5 evaluated herself. She admitted that at the beginning she was motivated with the project but that sometimes she felt disappointed because they could find a solution or way to go to achieve their goal.

P 8: Copy FIELD NOTES.rtf - 8:66 [· SE3 evaluated herself. She a..] (594:594) (Super)
Codes: [Att_CBCP_ChOAtt]

· SE3 evaluated herself. She admitted that at the beginning she didn't have a good attitude, but later on she started being interested with the project and her motivation improved. She said she was responsible most of the times, but she most of the times left her assignments until the last minute.

P 8: Copy FIELD NOTES.rtf - 8:71 [SE3 was co-evaluated. Her clas..] (601:601) (Super)
Codes: [Att_CBCP_ChOAtt]

SE3 was co-evaluated. Her classmates confirmed what was said by her, that at the beginning she wasn't committed enough, but then she was more engaged with the project and improved her responsibility. She and SE6 were the students that work the most.

CONSENTIMIENTO INFORMADO PARA USO DE DATOS DE INVESTIGACIÓN CUALITATIVA

Maestría en Pedagogía

Universidad Industrial de Santander

Título de la investigación: “Analysing English language learning in a community-based classroom projects”

Yo Manuel Alejandro Lamus Bravo, identificado con la cédula de ciudadanía número 1.101.686.350, laboro en el colegio Centro de Comercio como docente del área de inglés en los grados octavo y noveno. Actualmente me encuentro cursando una Maestría en Pedagogía en la Universidad Industrial de Santander, programa que me exige como requisito de grado un proyecto de investigación. He decidido llevar a cabo dicho proyecto con el grado 903, del cual soy director de grupo.

El proyecto consiste en analizar en qué medida un proyecto de clase basado en la comunidad puede contribuir al aprendizaje del inglés; caracterizando los estudiantes de acuerdo a su nivel de inglés y disposición para aprenderlo; diseñando un proyecto de aula junto con los estudiantes para ser implementado durante los periodos tercero y cuarto del presente año; y analizando las producciones en el idioma inglés de los estudiantes así como sus perspectivas hacia el trabajo por proyectos.

Para tal fin se recolectarán datos cualitativos a través de diferentes técnicas o instrumentos que consisten en entrevistas individuales o a grupos focales, cuestionarios, encuestas, notas de diarios de campo y ejercicios de clase o evidencias del trabajo desarrollado por los estudiantes durante el proyecto. Estos datos se registrarán de manera escrita o con medios tecnológicos (fotos, grabaciones de voz y videos).

En los datos que se recolecten durante el proyecto se garantiza el respeto a la integridad y derechos de los estudiantes de acuerdo a lo establecido en la resolución 8430 de 1993. De igual manera los datos recolectados serán tratados conforme a lo establecido en la ley 1581 de 2012. Su identidad se mantendrá en anonimato; no se usarán nombres propios, sino códigos alfanuméricos para su identificación.

Yo _____ identificado con la cédula de ciudadanía número _____ de _____ autorizo el uso de datos de mi hijo(a) _____ descritos por el docente Manuel Alejandro Lamus Bravo, así como el uso de la imagen de mi hijo(a) en fotos y videos para efectos académicos.

(Firma del padre de familia y/o acudiente)