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IMPLEMENTING PROJECT BASED LEARNING IN THE FOREIGN LANGUAGE

LEARNING OF THE TRANSITION STUDENTS OF ASPAEN- COLEGIO EL

ROSARIO

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ACCEPTANCE NOTE

The titled research project “**IMPLEMENTING PROJECT BASED LEARNING IN THE FOREIGN LANGUAGE LEARNING OF THE TRANSITION STUDENTS OF ASPAEN- COLEGIO EL ROSARIO**” presented by JÉSSICA MARCELA RODELO CASTRILLO as a grade work to receive the grade of Bachelor in English as a Foreign Language was approved.

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Sometimes to say thanks to God could sound very repetitive, but I think that if we, human beings, put him in first place and we named him as an essential part of this kind of work, it is because we have found in him, faith, hope, strength, patience and wisdom than anyone else but him can give us. So today, after having completed this project, I want to offer it to God as a symbol of reward for being with me in this journey and career which have made me the professional who I am.

I also know, that from heaven there was someone who prayed for me when I searched for wisdom and strength in God, and she was my grandmother Alicia, whom I thank for always being beside me and guide me in all the projects of my life.

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ABSTRACT

This pedagogical project seeks to determine the impact of implementing project based learning in the foreign language learning of the transition students by working progressively through four specific objectives: to diagnose the process carried out with the English in preschool; to implement PBL; to assess the students' progress under the criteria of PBL and; to monitor the success of this approach. This process was done by a qualitative paradigm and the research method is based on the main beliefs of the implementational studies and the type of research is action research. This pedagogical work allowed me to determine the interesting and meaningful results of the students and the great progress that they had in the use of PBL approach, because they learn the proper language which was a great tool that helps them to communicate with others in English by working as a team to construct their knowledge and accomplish the achievements of the project. At the end, all people of the school as the English coordinator, English teachers, families and students were completely satisfied with the outcomes of this work but above all, with the students' success.

Key words: Project Based Learning, Learning, foreign language, preschool age.

Este proyecto pedagógico busca determinar el impacto de implementar el método del aprendizaje basado en proyectos en el aprendizaje de la lengua extranjera de los estudiantes de transición, trabajando progresivamente a través de cuatro objetivos específicos: diagnosticar el proceso de inglés que se llevaba en preescolar; implementar PBL; evaluar el progreso de los estudiantes, bajo los criterios de PBL y; monitorear el éxito de este enfoque. Este proceso fue hecho bajo un paradigma cualitativo y el método de investigación está basado en los conceptos principales del estudio de la puesta en práctica y en el que el tipo de investigación es investigación – acción. Este trabajo pedagógico me permitió determinar los interesantes y significativos

resultados de los estudiantes y el gran progreso que ellos tuvieron en el uso el enfoque de PBL, porque ellos adquirieron un lenguaje apropiado, el cual fue una gran herramienta que les ayudó a comunicarse con otros en Inglés, trabajando en equipo para construir su conocimiento y alcanzar los objetivos del proyecto. Al final, todos los agentes escolares como el coordinador y los profesores de inglés, las familias y los estudiantes estuvieron completamente satisfechos con los resultados de este trabajo, pero sobre todo, por el éxito de los estudiantes.

Palabras claves: Aprendizaje basado en Proyectos, Aprendizaje, idioma extranjero, edad preescolar.

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Introduction

The pre-school is crucial to the development of students in their next levels of learning such as primary, secondary, university and the rest of their professional life. At times, it is not given the importance this step deserves by the initial level. And stages of readiness, integration, adaptation, communication and essential learning to be taken before first grade, are obviated.

Now, in terms of teaching English, the great potential that the transition students have to learn English is being wasted. In general, English teachers of preschool just encourage the students to repeat a vocabulary that they soon forget because it is not meaningful to them.

Through this research I seek to determine the impact that can cause implementing PBL during the learning of a foreign language of the transition students of ASPAEN Colegio el Rosario. For that reason, along this project I will develop some specific phases which help me to achieve the stated objective.

The first phase is concerned with the problem statement in which the context and characteristics of the study population is reported, the fundamentals of the ASPAEN Colegio el Rosario, the methodology used in the preschool level and a detailed description of problems and needs that arise in the classroom during English lessons. Also, I pointed out the main research question of the project and the objectives that have to be developed during the implementation of the proposal. Later I justify why this project came about and I explained it taking into account four aspects: the reasons, the importance, the contribution and the impact that can generate in the community.

The theoretical framework is the second phase of the project. It is narrated by a detailed and organized essential topics including in the research, taking as reference important authors and making an analysis of its conceptions. Considering the above, the conceptions that will be developed throughout this project are:

- Children and language
- Acquisition and learning
- Teaching children
- Preschool age
- Project Based - Learning (PBL)
- The Project Approach to Learning: A Child-Centered Approach
- Characteristics of the Project Approach
- PBL Assessment

One important aspect is the third phase: The research design that is directed by a qualitative paradigm, in which the method is implementational research studies and the type of research is called action research. In this part, the pedagogical design is described and how it will be developed through the research and it is organized in table (3), including all the required aspects and taking into account the main objective of the research.

The fourth phase is the data collection which is explained through a table (2) which says how the process will be carried out. And it ends with the criteria to analyze the data taking into account the three steps: Data Reduction, Data Disposition and Transformation, and Obtaining and verifying conclusions. And from this, emerges the last phase which are the conclusions and the pedagogical implications taking into account the whole process and the learnings taken from it.

In conclusion, as a researcher of this project and as a teacher, I'm in constant reflection of my pedagogical work, seeking a continuous improvement about the way I am teaching English, and trying that my students develop competences in this foreign language.

1. Implementing Project Based Learning in the Foreign Language Learning of the Transition Students of Aspaen- Colegio El Rosario

1.1 Problem Statement

ASPAEN-Colegio el Rosario of Barrancabermeja is the educational context in which this research is being done. It was founded in 1952 to direct the education of the children of the directors of Ecopetrol. Some years later they opened the doors to the entire community of this city that wanted that their children receive education in this prestigious institution.

The study population of this research are the twenty one transition students of preschool of ASPAEN – Colegio el Rosario in which there are eleven girls and ten boys and their native language is Spanish. These children are five years old and at this age, the language is an important tool to discover, understand and comprehend the world around them.

The type of education of the institution is private and its religious inspiration is catholic based on the principles of the Opus Dei. Its philosophy is focused on the person as a multidimensional human being in which prevails autonomy, singularity and openness. Virtues are a cornerstone of the school and from them is a tendency to get an excellent training for students from preschool to high school.

The methodology in preschool is based in PRIME. That is an approach of all the preschools of ASPAEN in Colombia, in which the student's don't learn through subjects, but they learn through dimensions. Every term of two months there is a main topic that emerged from the interests of the students or problems in the classroom and according to that topic, all the dimensions (cognitive, aesthetics, socio-emotional, transcendental, physical and communicative) have to

develop the lessons and all the activities during the period. To start describing the problem is necessary to say that sometimes the communicative dimension: English is not involving the activities with the main theme but it is developing isolated vocabulary, which makes learning less meaningful. It happens because it is mandatory to develop the syllabus and this isn't related with the classroom project. In table 1, I show a piece of the syllabus of the school before to do the research project. In here we can see that is mandatory to teach the vocabulary of the means of transportation, the house parts and of the food. The classroom project was just about food and always it was a big problem to accomplish with all the topics. It was too many vocabulary and at the end the students' didn't learn what they needed to learn.

Table 1: English Syllabus of transition grade 2014.

TRANSICIÓN INTERACTUAR RESPETUOSAMENTE CON LAS PERSONAS DE SU ENTORNO UTILIZANDO ESTRUCTURAS BÁSICAS DE LA LENGUA.	1. Identifica y asocia palabras escritas a través de sonidos y gráficas.	Funfair (Transports): bus, lorry, motorbike, helicopter, plane, boat, funfair. Language: present continuous for present actions: What are you doing? I'm flying
	2. Comprende palabras y mensajes sencillos que le son familiares.	House parts: bathroom, bedroom, kitchen, living room, dining room, hall, house. Language: eat fish, watch, TV, have a bath. Present continuous for present actions: What's he/ she doing? What are they doing? He/ she's (listening to music). They're (sitting on the sofa). Spelling of present continuous.
	3. Reproduce oraciones básicas empleando un vocabulario específico.	Food: a/ an, apple, banana, burger, ice cream, some cake, make a cake, chocolate, fish, party time. Language: I like (cake). I don't like (chocolate). Do you like (snakes)? Yes, I do. No, I don't
	4. Transcribe palabras relacionadas con el vocabulario visto.	Phonemes: N-G-L. Numbers: one to Fifty.

Note: Taken from the syllabus of ASPAEN Colegio el Rosario. 2014

Another difficulty that makes slower the learning of the foreign language is that the students of transition grade just learn English in four classes per week and each class has just forty minutes as is shown in the English class schedule (picture 1 of the problem statement appendices).

I started to realize some particularities which were presented in the English classes; one of them was that the students participated less in the lessons and the teacher was always centered in instructions, without giving the students spaces in which they could express or use the English. The children are mainly focused on answering book's or notebook's exercises.

The lessons usually start with a routine in which the students have to greet, sing and pray. Then the teacher shows the new vocabulary or review the learned one through flashcards or encouraging the students to repeat the words. After that, the teacher explains the exercises of the book and does examples on the board. At this moment, the students are sitting in their chair and listening to all the instructions of the teacher. Some students give the books to their classmates and then everybody begin to do the exercises in silence and in their chairs. Rarely, they sing, they dance and they do some other dynamic and meaningful activities because the time is very short and I as a teacher can't take advantage of the skills of the students to do better activities in this tight time range.

The lessons were only into the English classroom and to the students were not given the opportunity to learn in other places. In the preschool age, the learning through the senses is very important but in the English classes that wasn't reflected in the strategies used in class, conversely, the daily lessons became master classes in which the teacher explained the topic or the exercise without using concrete or real materials or without allowing the students to know real spaces to

contextualized their knowledge. The picture number 2 of the appendices of the problem statement shows how the English classes were before the implementation of PBL.

Another interesting feature is the motivation that students have to learn the foreign language in a way that they can use their skills in the English classes. I could realize about it because these children constantly ask me to explain to them what the meaning of a certain word is or how can they use some phrases to communicate with each other using the English language, they tried to do it as best as they could. They can comprehend easily the language and use some words to communicate their needs. Before to start this project I did a questionnaire to the students in which they demonstrated how interested they are for learn English in an enjoyable and meaningful way as it is shown in picture number 3 of the problem statement appendices. It was a questionnaire which shows that the students like English and above all what they like, as the teacher, the audiovisual aids and the stories. This test was applied to 10 students of transition grade and the characteristics found, were:

- ✓ They are interested in different topics because they want to learn about everything that they see around them. For that reason in preschool the teachers work around a classroom project in which all of us must plan the classes taking into account the interests, needs and preferences of the students.
- ✓ They enjoy the resources that they have in the classroom like: CD player, School, supplies: like colored pencils or scissors, Story books. They like the teacher and that is something that facilitates the work with them.

- ✓ I have to take into account more strategies to avoid the students bother among them. And in that way all of them can be comfortable and work properly in class. Above all if the work is in groups.
- ✓ As a teacher, I have to give the opportunities to the students to do more activities outside of the classroom without notebooks (sometimes). It could be more enjoyable for them be with nature and learn with real objects.
- ✓ Most of them like to work in groups and this is a strategy that I have to reinforce because normally I ask them to work individually.
- ✓ They feel good with the English teacher and that is something important in the process of learning because they won't feel bad, shy or fearful when they need to ask something to the teacher.
- ✓ The most exciting resource for them is the TV, because they enjoy a lot to watch videos or do online activities, or work with the CD room of Kid's Box.
- ✓ They are good for listening but we have to follow strengthening this skill to prepare them to the YLE exams.
- ✓ Speaking, in a low level is pretty easy for them, but when they need to make a sentence they feel a little confuse and need the teacher's help. I have to give more opportunities to them to use the vocabulary to speak with others having in mind the grammar but in natural way.
- ✓ Finally, to explain a little bit the importance of the motivation, engagement of the students in the English classes and the new challenges, it is necessary to quote the following paragraph of Chris Horner and Victoria Ryf (2007), which explains how important is the creativity in class to avoid the master classes, the routines and the lack of meaningful

learning: “As teachers we can encourage children to use their imagination by planning open- ended activities that recognize and build on their early language and literacy experiences; that enable them to questions what is presented, make links with previous knowledge and respond in different ways. Creative English teaching allows children to interpret material or tasks in ways that the author or teacher had perhaps not envisaged”

These students enjoy English classes; therefore it is a motivation for me that I could provide to them more meaningful tools and related contents through classroom projects to facilitate to them how to learn the foreign language. From these points arises the interest to determine the impact of implementing Project Based Learning in foreign language learning of transition students. To reach this goal in progressive and effective manner, it is necessary to follow four steps which are coherent because first I need to diagnose the students’ situation about the English learning; second, I have to implement the new strategy, that in this case will be the Project Based Learning (PBL); Third, it is necessary to assess the implementation of PBL and finally I will monitor the success of the implementation of PBL. This implementation has great strengths because it engages the students to learn in the context, with real world projects and in which they have to work with their partners to find solutions to problems presented in the classroom. That is why this research study looks into the following question:

What is the impact of implementing Project Based Learning in the foreign language learning of the transition students of ASPAEN- Colegio el Rosario?

1.2 Justification

To develop this research proposal it is necessary to be clear about the different reasons to do it, the importance, the contribution and the impact of it.

As an English teacher-researcher, I have my personal aims which are giving more tools and opportunities to my students to learn the foreign language. I think that is important to see the language as a means of communication but not as a subject, and above all is crucial to have in mind the need to change the mindset, that just writing and reading activities are enough for students to communicate in English. The English classes are usually focused in these kinds of activities and the students rarely have the chance to use the language to communicate with others.

The other cause that encourages me to do this research is the motivation of the students to learn English in a different way and they express it in their attitude, in the questions that they ask about the vocabulary, how to ask different things to their friends, and in the interest they show every day in the English classes.

In that same manner, the possibility to work in the learning of the foreign language through implementing PBL will develop on them communicative competences. Gowda (2015) says in his book that “This term was coined by the sociolinguistic Dell Hymes in 1996 who has been important in describing and stressing the importance of the role of situational factors in communication to broaden the scope of knowledge and skills. Hymes explains that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take

part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes towards, the interrelation of language with the other code of communicative conduct.” Communicative competence, aided by our general linguistic awareness and social- situational awareness, enables us how to interact, how to communicate with one another appropriately in various situations, and how to make sense of what others say and do in communicative situations. Pragmatics is a branch of study that explains this phenomenon”.

Although the students of transition grade aren't able to **acquire** the communicative competences, they can develop a minimum level to **learn** them and in that way, they will be more capable to use the English language.

I consider that the PBL methodology is the most appropriate because it helps the students to develop the linguistic competence when they learn new knowledge which allows them to comprehend and produce extensive vocabulary and grammatical sentences by using everyday simple expressions as: “we need to drink 6 to 8 glasses of water per day”. Also, PBL make the students to be able in pragma linguistics competences because the students start to comprehend that the meaning of some words or sentences depends of the context. For example if they are listening to the teacher saying: “Cut the bananas in little slices” they understand the word “cut” as the verb and not as an animal. Finally, they develop the sociolinguistic competence when they try to understand the intentions of the person who is talking to them or when they respect turns to participate in class. PBL will increase their English level, and they will have different tools that could be useful at the moment to use the language. Also, working through projects will be a great

opportunity for the pupils because they will integrate and relate their knowledge learned in all the dimensions.

For me, it is meaningful that my research could give some contributions to my study population and to the field of education. I will feel satisfied if as her English teacher I could solve their needs and their interests in the English lessons taking into account the progress that they could have in the learning of the foreign language, implementing PBL with them.

The contribution to the field of education is that my research will be a start point to people interested in teaching English in preschool. For those teachers, they could find in my research different strategies, resources, activities, and procedures which can help those sort out situations related to the main topics of my pedagogical design.

The confidence, the ability and the fluency (according to their age) to use the English language will be the impact in my study population. And so on, if the results are the expected, the English education in preschool will get a great effect because I could demonstrate that students of preschool could have an easy learning of the foreign language if they work through PBL and it may be grounds for studies from different teachers.

1.3 Objectives

1.3.1 General Objective.

To determine the impact of implementing project based learning in the foreign language learning of the transition students.

1.3.2 Specific Objectives.

- To diagnose the process of the foreign language learning that takes place in transition grade.
- To implement PBL in the daily English lessons in transition grade.
- To assess students ' progress during the foreign language learning along the implementation of PBL.
- To monitor the success of the activities worked in the PBL implementation.

2. Theoretical Framework

2.1 Children and language.

As Harmer (2008) says, “Language acquisition seems to be almost guaranteed for children up to about the age of six. They seem to be able to learn languages with incredible facility. They are also capable of forgetting a language just as easily.”

“Acquisition describes the way in which people “get” language with no real conscious effort, without thinking about grammar or vocabulary, or worrying about which bits of language go where.”

“In order for acquisition to take place, certain conditions need to be met. In the first place, the children need to hear a lot of language. Such **exposure** is absolutely vital. Secondly, it is clear that the nature of the language they hear matters, too. Finally, children have a strong motivational urge to communicate in order to be understood. But in the end it is their desire to communicate needs, wants and feelings that seems to matter most. And throughout childhood and beyond, most people have great opportunities and inducements to use the language they have been acquiring. Three features need to be present in order for children to acquire a language: exposure to it, motivation to communicate with it and opportunities to use it.”

2.2 Foreign language VS Second language.

Harmer (2008), explains that students of “**EFL** (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever

country, who also speak English. **ESL** (English as a Second Language) students, on the other hand are usually living in the target – language community and need to learn the particular language variety of that community (Scottish English, Southern English from England, Australian English, Texan English, etc) rather than a more general knowledge of how to do things in the target – language community – such as going to a bank, renting a flat, accessing health services, etc. the English they learn, therefore, may differ from that studied by EFL students, whose needs are not so specific to a particular time and place.”

2.3 Acquisition vs learning.

Also Harmer (2008) says in his book that “Some theorists, notably the American applied linguist Stephen Krashen, have suggested that we can make a distinction between acquisition and learning. Whereas the former is subconscious and anxiety free, learning is a conscious process where separate items from the language are studied and practiced in turn. Krashen, among others, suggested that teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input (that is, language that the students understand more or less, even if it is a bit above their own level of production). Provided that students experience such language in an anxiety-free atmosphere, the argument goes, they will acquire it just as children do, and, more importantly, when they want to say something, they will be able to retrieve the language they need from their acquired-language store. Language which has been learnt, on the other hand, is not available for use in the same way, according to this argument, because the learner has to think much more consciously about what they want to say.”

2.4 Teaching Children.

The study population of this research are the students of transition grade which are very young learners with some specific characteristics, who need a special teaching with a teacher with singular features. Having in mind this though, Brown (2007) states the following:

“Popular tradition would have you believe that children are effortless second language learners and far superior to adults in their eventual success. On both counts, some qualifications are in order.”

“First, children’s widespread success in acquiring second languages belies a tremendous subconscious effort devoted to the task. Children exercise a good deal of both cognitive and affective effort in order to internalize both native and second languages. The difference between children and adults lies primarily in the contrast between the child’s spontaneous, **peripheral** attention to language **forms** and the adult’s overt, **focal** awareness of and attention to those forms.”

“Second, adults are not necessarily less successful in their efforts. Studies have shown that adults, in fact, can be superior in a number of aspects of acquisition. They can learn and retain a larger vocabulary. They can utilize various deductive and abstract processes to shortcut the learning of grammatical and other linguistic concepts. And, in classroom learning, their superior intellect usually helps them to learn faster than a child.”

“Third, the popular claim fails to differentiate very young children (say, 4-6 years old) from pubescent children (12-13) and the whole range of ages in between. Ranking high on that list of reasons are a number of complex personal, social, cultural, and political factors at play in elementary school education.”

Brown (2007), explains five categories may help give some practical approaches to teaching children.

1. Intellectual development

“Since children (up to the age of 11) are still in an intellectual stage of what Piaget (1972) called “concrete operations,” we need to remember their limitations. Rules explanations and other even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, on the functional purpose of language.”

2. Attention span

“One of the salient differences between adults and children is attention span. First, it is important to understand what attention span means. Put children in front of a TV showing a favorite cartoon and they will stay riveted for the duration. So you cannot make a sweeping claim that children have short attention spans! But short attention spans do come into play when children have to deal with boring, useless, or too difficult material. Since language lessons can at times be difficult for children, your job is to make them interesting, lively, and fun with activities of their preferences, variety of the activities, teacher needs to be animated, has a sense of humor and take into account the natural curiosity of the children.”

3. Sensory input

“Children need to have all five senses stimulated. Your activities should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom. Some advices are lessons with physical activity, projects and other hands-on activities. Sensory aids and sometimes is good not to use nonverbal language.”

4. Affective factors

“Children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers: What do the others think of me? What will so-and-so think when I speak in English? Children are in many ways much more fragile than adults. Their shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers need to help them to overcome such potential barriers to learning.”

5. Authentic, meaningful language

“Children are focused on what this new language can actually, be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them. Your classes can fill afford to have an overload of language that is neither authentic nor meaningful. Language needs to be firmly context embedded. A whole language approach is essential.” (Brown 2007, p. 101-104)

The teaching of the foreign language in pre-school should be guided by a specialized teacher in children of this age because teaching is a commitment and a responsibility that it goes beyond imparting knowledge. The profile of an English teacher in preschool must have certain characteristics as it was listed above and especially be aware that this process is not only play with the kids or teach isolated knowledge, on the contrary, it is the integration of teaching, dynamism, charisma, knowledge of the language and good pronunciation of itself.

2.5 Preschool Age.

From a specific point of view MacDonell (2007) explains some characteristics of the preschool children of five years old:

- “Five-year-olds are embarking on another year of incredible progress, though their physical growth is now slower than in the previous two years. MacDonell says in the book that Driscoll and Nagel refer to years from five to eight as one of “spectacular cognitive growth in the ability to handle complex mental tasks”
- “Their temporal awareness has developed to the point where they know how their day is structured.”
- “Five-year-olds are now better at remembering things, and can be observed using mnemonics such as repeating a piece of information over and over again so that they will remember it.”
- “These children can remember stories and retell them. They understand and use categories of special interest, is the fact that they are “project-minded,” enjoying plans, dramatic scenarios, and drawings.”
- “Concentration can be sustained for longer periods. Working in larger groups is possible when the topic is meaningful to them. These abilities make it possible to engage them in longer and more in-depth projects than ever before.”

2.6 Project Based Learning.

Now, one of the principal topics of this research is Project- based learning (PBL). Through its implementation is being sought to determine the impact in the foreign language learning of the transition students. First, it is necessary to say that the PBL approach was chosen because it offers different and complete strategies, tools, techniques and facilities which could guarantee the learning of the English language. At this stage, I will describe the PBL approach by answering some questions. The first one is:

2.6.1 What is PBL?

According to Bender (2012) “Project- based learning (PBL) is an exciting, innovative instructional format in which students select many aspects of their assignment and are motivated by real-world problems that can, and in many cases will, contribute to their community.”

According to Bender (2012) “PBL may be defined as using authentic, real-world projects, based on a highly motivating and engaging question, task, or problem, to teach students academic content in the context of working cooperatively to solve the problem (Barell, 2007, 2010; Baron, 2011; Grant, 2010). Student inquiry is heavily integrated into project-based learning, and because students typically have some choice in selecting their group’s project, and the methods they would use to solve that project, they tend to be more highly motivated to work diligently toward a solution to the problem (Drake & Long, 2009; Maloney, 2010.”

“This focus on authentic learning experiences that students might well be required to accomplish in the real world is a hallmark of virtually all PBL experiences and typically increases students’ motivations to actively participate in the projects.”

“Most PBL assignments require extensive collaborative work (Grant, 2010). Students have to collaboratively plan their team’s actions as they move toward problem solution, by developing a plan of action and beginning to develop a description or guidelines for development of their products or artifacts (Larmer&Mergendoller, 2010).”

“PBL projects might be focused toward only one subject, or they might be interdisciplinary. (Bender 2012, p.7-10). PBL are tasks which are originated from the interests, problems or questions of students and in which the activities are developed around a central theme to find a solution and show related products about the topic of the project.”

“It is an innovative opportunity that allows students to engage in the design, finding solutions, making decisions and being an autonomous agent within the project implementation.”

One of the main objective of PBL is to learn through the development of projects for a period of time. Now, the question is to learn what? The answer is very simple. Is to learn to use authentic language in real contexts and interact better with each other.

2.7 The Project Approach to Learning: A Child-Centered Approach.

Macdonell (2007) in her book, says that the “project approach to learning is designed with the distinctive characteristics of early childhood in mind. This child-centered approach allows individuals to work at their level of skill, comfort, and interest. Children are given choices throughout the life of a project in terms of what questions they want to ask and what kinds of work they would like to produce as part of their investigation. The teacher acts as a facilitator, providing materials and hands-on experiences for the children, supporting their discussions and problem solving, and ensuring that motivation remains high throughout the life of the project. Thus, the

critical components of early childhood education that were noted earlier (allowing for wide differences in level of development, acknowledging social and emotional needs, and designing learning activities that are challenging yet achievable by all) are admirably addressed by this approach to learning.”

“Researchers and practitioners agree that young children are natural and keen explorers of their environments, with an “innate desire to learn” (NAEYC and NAECS/SDE). Because children need a great deal of assistance to develop their understandings, the role of the adult is “crucial” to learning (Mallett 1).”

2.7.1 Characteristics of the Project Approach.

Also MacDonell explain that the “project approach allows children to explore a theme or topic in depth and that Diffily and Sassman list the following as the essential characteristics of a project:”

- Student directed
- Connected to the real world
- Research based
- Informed by multiple resources
- Embedded with knowledge and skills
- Conducted over time
- Concluded with an end product.

MacDonell (2007) describes that “lasting anywhere from a few days, to weeks, or even months, the process is defined in three stages: beginning the project (Phase I), developing the project (Phase II), and concluding the project (Phase III) (Helm and Katz 9). A project kicks off with discussions of topics that are relevant to the children. As they share their knowledge and prior

experiences, the teacher collects and helps to organize their questions. Next a series of investigations takes place, including field trips, guest speakers with expert knowledge, examination of real objects or artifacts, reading and being read to, studying pictures, and role playing (Driscoll and Nagel 159). Because it is so democratic in nature, the project approach can lead up many blind alleys. Sometimes children come up with ideas that would be difficult or impossible to realize. When this happens, the adults may have to gently guide the children to a route that is more likely to lead them to success. As Diffily and Sassman note, sometimes the “wonderings” of their adult facilitator may have to be quite directive if the project is not to derail.

Projects generally achieve closure through a presentation where children share what they have learned with other children, parents, or classmates. This final presentation is decided upon by the children at the beginning or middle stage of the project. This model might be something that the children have seen during a field trip, that an expert demonstrates, or that the teacher collects or constructs herself.”

2.7.2 Phases of Project Based Learning.

Now the question is, how can we implement the PBL in English lessons in transition grade? To do this, it is necessary to develop three phases. Taylor (2011) describes those steps in the following figure taken from the National Association for the Education of Young Children (NAECY) PDF.

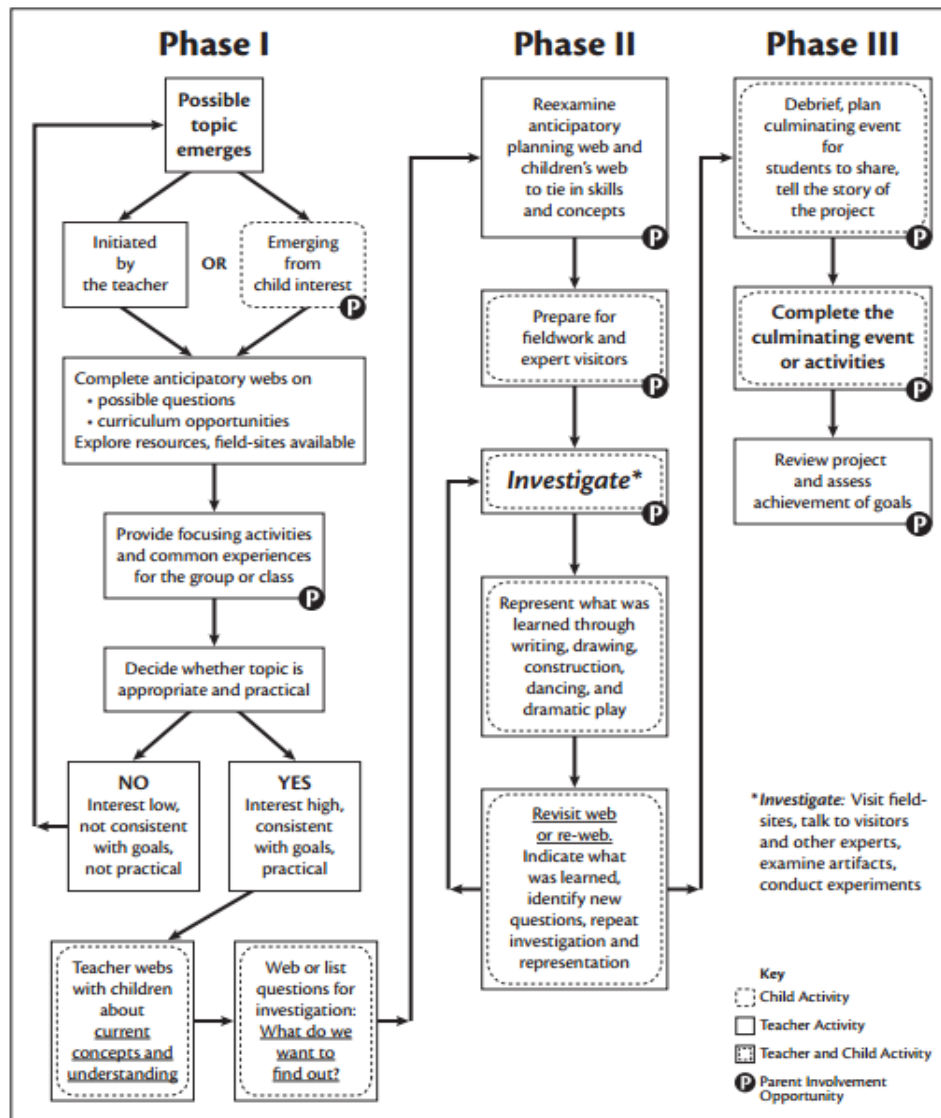


Figure 1. Phases of PBL. Taken from the National Association for the Education of Young Children (NAECY) PDF. 2011

Another similar conception about the phases of the project approach is Illinois (2002) describes in the *illinoisearlylearning* web page. Here's a summary of the three phases of project work.

Phase 1—Getting Started

- ✓ Children choose what to learn, with some guidance from the teacher.
- ✓ The children discuss what they already know about the topic. The teacher helps children record their ideas.
- ✓ With help from the teacher, the children list questions that they want to answer during their study.
- ✓ Children talk about what answers they might find to their questions. The teacher lists their predictions.

Phase 2—Collecting Information about the Topic

- ✓ The teacher helps the children plan trips to places where they can do fieldwork and helps them find people to interview who can answer their questions.
- ✓ With adult help, the children use books and computers to find information.
- ✓ During class meetings, children report what they find in their fieldwork. The teacher encourages them to ask questions and make comments about each other's findings.
- ✓ The children might make drawings, take pictures, write words and labels, and create graphs of things they measured and counted, and construct models. As they learn more, they can revise what they have made.

Phase 3—Concluding the Project

- ✓ Children discuss the evidence they have found that helps them answer their questions. The teacher helps them compare what they have learned with what they knew before the project began.

- ✓ Children decide how to show what they did and what they found out to parents and peers who were not there.
- ✓ Children create displays to share the story of the project with others. Displays might include their drawings, notes, stories, taped conversations, photographs, models, graphs, and videotapes. Children can also act out what they have learned.
- ✓ The children might invite parents and other guests to a presentation about their project. The teacher can help the young investigators decide how to tell the story of what they did and what they found out.

After having in mind the stages and develop them, it is necessary to focus on how the PBL will be assessed. For that reason I bring the following theory about it.

2.8 PBL Assessment.

Assessment is an essential process that has to be involved in this research to make a continuous evaluation and monitoring the progress of the students. Mansoor and Moss (1997), affirm that “Project Based Learning and assessment is, as the name suggests, a learning and assessment process. Teachers can see what skills and knowledge learners have and what they can do with language. Because project work is by nature multidimensional, it lends itself well to evaluating multiple outcomes. There are three sources of assessment: teacher, peers, and learners.”

2.8.1 Teacher assessment.

“Assessment needs to provide information that is meaningful and useful. It is very important to determine what you will assess through the project work. In order to answer that question accurately, it is necessary to have a concrete idea of the purpose of the project.”

“Measurable criteria are important and learners need to know and understand the criteria from the beginning of the project. Therefore, the language should be appropriate for comprehension. Criteria need to be related to the project objectives. Finally, criteria need to be realistic.”

“Identify levels of performance and describe what those levels mean. Description of the levels of performance will help learners understand where they are along a continuum of learning. Even before the project, it will aid learners by identifying what they need to do achieve high performance.”

2.8.2 Peer assessment.

“Learners can evaluate the work of their peers in their teams and they can be involved in evaluating the final performance/ product of others in the class. Assessments can be in the form of small group discussion with guided questions, checklist, rubrics, questionnaires or journal. You can guide the class in methods of evaluation that includes behaviors that make the evaluation process positive one.”

“Learners can assess final performance and products. Learners can watch each other and assess the final performance/product of their peers. There are several ways to do this. Logistics often determine the best way. You may wish to have all learners assess everyone. In a large class, you may find that it is best to have each learner be responsible for assessing three to four other learners.”

2.8.3 *Self- assessment.*

“To develop learning strategies and to build learner autonomy, learners should be offered time to reflect on their own work in class. For these reasons, self-assessment is part of the project framework. Students should be given the opportunity to talk about the skills and knowledge they are gaining and how they are feeling about it. Reflecting on work, checking progress, and identifying areas of strength and weakness are part of the learning process. The ability to identify, or label the learning, that is taking place builds life-long learning skills.”

“The tools that are useful for teacher and peer assessment are also useful for self-assessment. Choose tools that will give you the information that you want. Choose tools that are “learner-friendly.” Depending on the skill level of your learners, journal offer a more personal reflective self-assessment. Checklist can be simple and useful in multi-level classes. Rubrics that you use for your assessment can be given to learners to use for self-assessment. (Mansoor and Moss, 1997)”

In this way, I tend to culminate the application of the project to follow with the next objectives, analyzing them and finding answers about the impact of the PBL implementation in the foreign language learning of transition students.

3. Research Design

This chapter presents the investigation method which it will be used in this project. It describes the steps and the activities to give answers to each specific objective and solve the problem question. Also it presents the design, the population, the gathered and analyzed data, the instruments and techniques used to develop the research design.

3.1 Type of Research

Having into account that the general objective of this proposal is to determine the impact of implementing project based learning in the foreign language learning of the transition students, I can say that this research study will follow the *qualitative paradigm* that according what is described in the book “Qualitative research methodology” (1999), LeCompte (1995) says that qualitative research could be understood as "a category of research designs that extract descriptions from observations that take the form of interviews, narratives, field notes, recordings, transcripts of audio and videocassettes, written records of all kinds, photographs or films, and artifacts". Rodríguez, Gil and García (1999) affirm that for this author the most qualitative studies are concerned about the environment of the events, and focus their inquiry on those natural contexts, or taken as are more than rebuilt or modified by the researcher in which humans are involved and interested, evaluating and experiencing directly. The quality according to LeCompte (1995) means "real, rather than the abstract; global and specific, rather than the disaggregated and quantified."

The *research method* of this study is based in the main beliefs of the *implementational studies* because I am trying to find insights about the impact of implementing project based

learning in the foreign language learning of the transition students, and in which I have to describe and assess students' progress during the foreign language learning along that application.

In this vein and highlighting the work that I have as a teacher and researcher I can say that the *type of research* is *action research* in which I am the only researcher looking for answers to my research question and changes in routines English classes. Rodríguez et al. (1999) think that in first place is important to emphasize the predominant character of the action, as defining this research method. This dimension is expressed in the active role assumed by the subjects involved in research, which takes as starting the problems encountered in educational practice, reflecting on them, and breaking with the separatist dichotomy theory/practice. "Action research is a form of research conducted by the practical on his / her own practice" (Kemmis, 1998:42). It means that as teacher- researcher I must be an active subject in the investigation considering the reasons that led me to this project, which I identified through my pedagogical work and interests of students of transition grade. This is an Action Research because as a single researcher, I analyze the educational activities and situations that occur in the classroom in order to deepen the problem, take a reflective and exploratory stance to improve the situation in question.

This projects identifies itself with the Action Research because the exploration of the teacher researcher, through the observation, will allow understand the difficulty that is in the English learning process of the transition students and the needs that they need to solve. The Action Research allows to the researcher to detect a problem of the context in which he/ she will interfere, design a proposal, implement it, evaluate it and do conclusions. This project looks for determine the impact of implementing PBL in the language learning of transition students. It will diagnose the real state of the students with the goal to plan the strategies under the PBL's

characteristics. This process needs a continuous reflection of the experiences lived in the classroom and the used of different instruments to analyze them.

3.2 Research participants

I will do my research Project with all the students of transition grade who are the research participants. They are 21 students in which 10 are boys and 11 are girls. They are five years old and all of them have the skills to develop the process in transition grade.

3.3 Contextual Framework

This Project will be developed in a private school, located in Barrancabermeja city, Santander department (Colombia) of mixed mode. This school was founded in 1952 with the Intercol Staff School name, but today it is recognized as ASPAEN Colegio el Rosario. This institution is in the Rosario's neighborhood of the city and it offers the education service to the directives 'children of a petroleum company. "Ser mejores, ir siempre adelante" is the motto which have inspired the generations from it foundation.

The philosophical principles with support the pedagogical thoughts of the school are the integral training of the human being in his/her spiritual, moral and social projection. The institution has a great academic level, which have done it deserving of rewards in the local, departmental and national field.

3.4 Data Collection Instruments and techniques

Taking into account the importance of work with useful instruments and procedures, I will do the data collection through the following ones: interviews, artifacts, analysis, descriptions and

observations. I will use these instruments and procedures in different stages. The first one is a diagnosis stage where I will identify and analyze the shortcomings of the students and the process which need improvement. A second stage has to do with the implementation of the Project Based Learning method to develop new process on the students. At this stage the students will develop some artifacts. The third stage explains how I will assess the progress during the foreign language learning along the implementation of PBL using the observation sheets, analyzing the end and product of the projects through a detailed description and with the final exam of the students. And in the fourth stage I will monitor the success of the activities worked in the PBL implementation and its impact in the foreign language learning by doing the interviews to the family, the English coordinator, and the specialized teacher, and the corresponding analysis and conclusions of those interviews. In conclusion, the instruments and techniques that I will use in this research are organized in the following table:

Table 2: Data Collection (instruments and techniques)				
STAGES	INSTRUMENTS AND PROCEDURES	WHEN	HOW	WHY
1. DIAGNOSIS	<ul style="list-style-type: none"> ✓ Observation. ✓ Interviews to parents, English teacher and English coordinator. ✓ A diagnosis exam to the students. ✓ Analysis and description of the results. 	AUGUST 2014	<ul style="list-style-type: none"> ✓ Using the listed instruments and the corresponding formats. 	<ul style="list-style-type: none"> ✓ Because it is necessary to identify the weaknesses, the interest of the students and the expectations of the English coordinator and parents.

<p style="text-align: center;">2. IMPLEMENTATION OF THE PROJECT BASED LEARNING METHOD</p>	<p>✓ Didactic unit which include the implementation of the Project Based Learning method.</p> <p>✓ Worksheets.</p>	<p style="text-align: center;">SEPTEMBER -OCTOBER 2014</p>	<p>✓ Studyi ng the method.</p> <p>✓ Planni ng and executing the didactic unit, taking into account the method.</p> <p>✓ Creati ng and doing strategies, activities and resources using Project Based Learning.</p>	<p>✓ Because the observations and the activities of the didactic unit will be the guarantee of the implementati on of the Project Based Learning.</p>
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<p>3. ASSESSING THE ACTIVITIES OF THE PROJECT BASED LEARNING METHOD.</p>	<p>✓ Observation.</p> <p>✓ End and product of the project.</p> <p>✓ Final exam: students.</p>	<p>OCTOBER 2014</p>	<p>✓ Following the steps of the third phase of the PBL.</p> <p>✓ Through the observation and making reflections about the daily progress of the students.</p>	<p>✓ Because it is necessary to share and express through different activities what the students have learnt.</p>
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<p>4. MONITORING SUCCESS AND PROGRESS IN THE FOREIGN LANGUAGE LEARNING USING THE PROJECT BASED LEARNING METHOD.</p>	<p>✓ Interviews to parents, English teacher and English coordinator.</p> <p>✓ Analysis: to compare the results of the diagnosis with the results of the exams presented after implementing the Project Based Learning.</p> <p>✓ Conclusions: give the last specifications determining the impact of implementing the Project Based Learning method.in the foreign language learning of the transition students.</p>	<p>NOVEMBER 2014</p>	<p>✓ Creating good interviews and full filling the formats of interviews.</p> <p>✓ Making a written analysis.</p> <p>✓ Taking into account the objectives of the project.</p> <p>✓ Executing the steps of the process of the data collection.</p>	<p>✓ Because in that way I can determine the impact of implementing the Project Based Learning method.</p>
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3.5 Instruments definitions

Rodríguez, G. (1999) defines in his book “Metodología de la investigación cualitativa” the followings instruments:

- **Observation:** is a systematic process by which a specialist gathers information related to some problem in which are the perceptions of the person who is observing and the observed performances.
- **Interview:** is a technique in which the person (interviewer) requests information from another or from one group (interviewed informants) to obtain data on a given problem.
- **Documents, registers, materials and artifacts:** according to the teacher Fernando Reyes Baños, who explains in his blog, the documents, materials and artifacts are a valuable source of qualitative data for the researcher, because they allow to understand the central phenomenon of study, especially when it comes to know the background of an environment, experiences, situations and their daily functioning. Such documents, materials and artifacts can be individual and in groups.

Now, according to that information I will describe each one of the instruments that I will use during the research.

- ✓ **The observation:** in this instrument I ask about how is the class, starting with simple things as the teacher's name, the grade, the date, the quantity of the students and the topic of the class. After that, the format to do the observation has the stages of the class to describe what happened in there. This stages are the Lead in, the presentation, the practice, the production and the assessment. The special thing, is that this stages have to be described

from the point of view of the knowledge and skills in the use student's language and from their behavior and attitudes.

Also, this format contains a space to describe the physical setting of the classroom, taking into account the chairs, the light, the sound, the place, the decoration, and it ends with a space to write those other things which emerges in the practice.

- ✓ ***The interview for parents (before and after the implementation):*** it has the purpose of the interview which it is to know the point of view of the families about the English in preschool, the strengths and the aspects to improve about the foreign language learning of the transition students. The questions of this interview were: How long has your daughter studying in the school? What is the methodology to teach English in preschool? How is the progress evaluation of the students? It is appropriate? Which are the positives aspects to work with that methodology? Which are the negatives aspects to work with that methodology? Which are your recommendations to the teacher according to her English Classes?
- ✓ ***The interview for the English coordinator (before and after the implementation):*** has the same purpose and the questions were: How long have you been working at Rosario School? What is the methodology to teach English in preschool? Is that methodology coherent with the requirements of the school? Why? How is the assessment and the progress evaluation of the students? It is appropriate? Which are the positives aspects to work with that methodology? Which are the negatives aspects to work with that methodology? Which are your recommendations to the teacher according to her English Classes? What is the English emphasis in the institution? Is the physical setting of the school appropriate for the English Classes needs? Why?

- ✓ ***The interview for the English teacher (before and after the implementation):*** the purpose of this interview was the same and the questions were How long have you been working at Rosario School? What is the methodology to teach English in preschool? Is that methodology coherent with the requirements of the school? Why? How is the assessment and the progress evaluation of the students? It is appropriate? Which are the positives aspects to work with that methodology? Which are the negatives aspects to work with that methodology? Which are your recommendations to the teacher according to her English Classes?
- ✓ ***The diagnosis exam:*** the students must write their names and do the following exercises: First, they have to complete the words according to the drawing; and second, they have to read and color correctly the fruits.
- ✓ ***Final exam:*** in this exam the students have to read the food according to the food pyramid and draw them correctly. Then, they have to read the words and write them on healthy or unhealthy food. Third, they have to complete sentences using the expression: “I like- I don’t like”; and at the end, they have to write their favourite food.
- ✓ **The other artifacts** are explained in the pedagogical proposal. Some of them are: the big food pyramid, the eating healthy door collage, the checklist and the worksheets.

3.6 Criteria to analyze the data gathered

After have clear what are going to be the instruments and techniques that I will use during the project, it is crucial to know how that information and data will be gathered and analyzed. Rodriguez, G (1999) defines in his book that the “data analysis is a set of manipulations, transformations, operations, reflections, checks that are performed on the data in order to extract

relevant meaning to a research problem. Indeed, analyzing data will systematically examine a set of data elements to delimit parts and discover relationships between them and the relationship to the whole. In short, any analysis seeks to achieve a better understanding of the reality studied and, to the extent possible, access by description and understanding of the development of explanatory conceptual models.”

Given that this research is qualitative, data is also analyzed in this perspective, which refers to the processing of data carried out generally preserving its textual nature, implementing categorization tasks without resorting to the techniques statistics.

The overall analysis process will be held considering the basic tasks of the qualitative process of the data analysis, adopting the general scheme proposed by Miles and Huberman (1994), in the book “Qualitative research methodology” (1999), in which tasks concur in the analysis of the *data reduction; data disposition and transformation; and obtaining and verifying conclusions* as it is shown in the following figure:

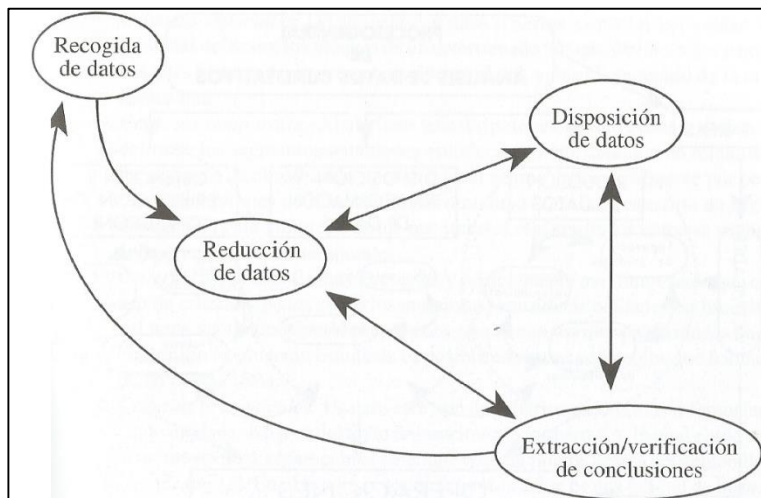


Figure 2. Tasks involved in the data analysis. (Miles and Huberman 1994)

3.6.1 Data Reduction

A first type of task facing the treatment of such information is the reduction of the data, i.e., simplification, the summary, the selection of information to make it understandable and manageable.

Data reduction also means discarding or selected for the analysis of the collected information material, given certain theoretical and practical approaches, and present itself as the researcher outlines or outlines his/her field notes. Among the tasks of reducing qualitative data, possibly the most representative and at the same time the most common are those of the categorization and coding.

But in this moment a question emerges. How can I identify and classify those units of categorization? According to Miles and Huberman (1994), it is necessary to take into account the following characteristics:

- ***Separation of units.***

"Generally, the analysis of qualitative data involves segmentation unique elements, especially when the data is text type. In the global data set can be differentiated segments or units that are relevant and meaningful. Remember the concept of analysis, in which just one of the ideas is the separation or breakdown of a whole into its parts"

- ***Identification and Classification of Units***

"The identification and classification of elements is precisely the activity we do when we categorize and codify a set of data. It is to examine the data units to identify their certain thematic components that allow us to classify them in one category or another content"

"The categorization, which is certainly an important tool in the analysis of qualitative data, allows conceptually classifying units that are covered by the same topic. Categorization is a simultaneous task of separation in units, when this is performed according to the thematic criteria"

"Coding is only the particular transaction for which is assigned to each unit an indication (s) belongs to the category in which we believe included. It is the physical process, manipulative whereby we record the categorization made"

"The codes representing categories, consisting for both brands that add to the data units to indicate the category to which they belong. These brands may have a number character, matching each number to a specific category, although it is more common to use words or abbreviations of words that have been labeled categories. "

"According to Miles and Huberman (1994), coding can be performed at different stages of the investigation with the possibility of differences descriptive codes (attributed to a unit to a class of phenomena), which are used at first, and codes with a higher content inferential (interpretive and explanatory) subsequently used ".

"Categorization and coding are thus activities that revolve around a fundamental operation: the decision on the association of each unit to a particular category. A category is defined by a

mental construct to which the content of each unit can be compared so as to determine their membership or not to the category”

“An important factor in the categorization of the data point is set to use categories. These can be predefined by the analyst, or otherwise, can arise as data is analyzed. When the categories used in the study established a priori, the usual sources are the theoretical and conceptual framework of the research questions or hypotheses that guide, categories and used in studies by other researchers or research tools employees themselves. For example, the issues in questionnaires or interview scripts can be taken as a source of useful categories to reduce the data. Systematic observation systems, through which the observer collects information about activities or events using a default set of categories can be applied as analytical tools for categorizing records audio, video and transcripts of speeches made from the observed situations (McIntry and Macleon, 1986)”

"The categories may be defined as the data are examined, ie, following an inductive method. When we examine the data reflecting on the content thereof, we would ask for the topical able to cover each unit. This will provide temporary categories, as the coding proceeds can go being consolidated, modified abolished from the comparison between the data grouped under the same category or from the comparison with the data in other different”

"Objectivity: Categories should be intelligible to different coders, so that misinterpretation of the content of the categories does not lead to some inconsistency inter coders. Relevance: The categories would be relevant in relation to the objectives of the study and the actual content appropriate used”

- ***Synthesis and Grouping.***

"The identification and classification of elements are closely linked to synthesis. When we categorize data by locating different units under one topic or theoretical concept. The categorization is in itself a conceptual synthesis operation, because allows to reduce a certain number of units to a single concept that represents. In the data analysis, the conceptual synthesis is coupled with a physical grouping of units that are part of the same category. "

"The activities of cluster synthesis are present in the analysis when a metacategory synthesizes the information into several categories that have something in common, or when we define meta tags that bring together a set of codes"

3.6.2 Data Disposition and Transformation

"A Disposition is an organized set of information, presented in a neat, understandable and operational spatial shape for resolving research questions."

"One of the often available methods used are the graphs, which allow not only present data but warn relationships and discover its deep structure (Wainer, 1992). Diagrams, defined as "visual images or graphic representations of the relationships between concepts" (Strauss and Corbin 1990: 198) say that they are important analytical tools. Through these procedures could be represented systems categories showing the interconnections between categories, or even some aspects of its content." The data will be synthesized in a matrix consisting of a two-way table whose cells staying each category of each instrument and organized in rows and columns"

3.6.3 Obtaining and verifying conclusions

- ***Obtaining results and conclusions***

"Van Maanen (1985) calls the conclusions" second-order concepts ", as are constructed from the data, and concepts of first order, that is, from the properties studied in the field and interpretations that the participants do. These second-order concepts are concepts used by the researcher to explain the model data set, and include statements about the relationships between certain observed properties or interpretations of interpretations made by the participating subjects. The conclusions are therefore statements, propositions in which the knowledge acquired by the researcher in relation to the problem studied are collected. Since the analysis pursues separate elementary units of a phenomenon to rebuild a meaningful whole, the findings often collect the relationship, more or less complex, found between two or more of these elements or variables."

"No doubt a major intellectual tools in the process of drawing conclusions is the comparison. The comparison allows us to highlight the similarities and differences between the units included in one category, and enables the formulation of its fundamental properties, from which can be reached on a definition, illustration and verification of this category (Fielding and Fielding, 1986). The comparison makes conclusions from the parent and other figures used for data presentation. Comparison of rows or columns of a matrix, for example, is the main route to draw conclusions (Miles and Huberman, 1994)."

- *Conclusion's validity*

"Check the conclusions of a study means, therefore, check the truth value of the discoveries made, or what is the same, check its validity. In qualitative studies, estimation of validity is less accurate than quantitative research, based on judgments about the correspondence between the conclusions and reality." In the following figure it is explained the general process of the qualitative data analysis.

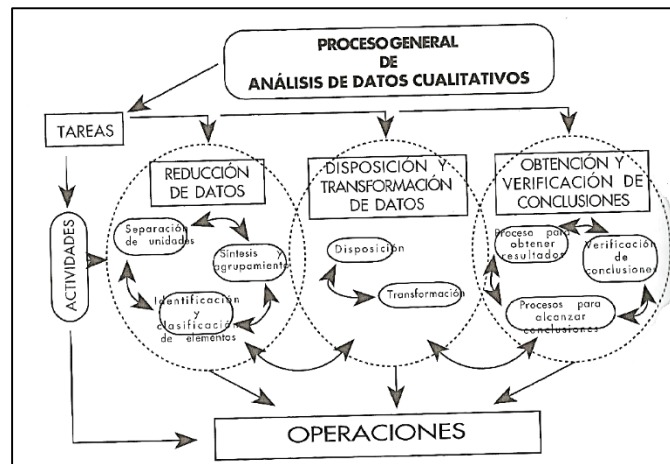


Figure 3. General process of the qualitative data analysis. (Rodríguez, Gil and García 1999.

4. Pedagogical Design

At this stage the way to analyze data is described and it will be useful at the moment to carry out this process to the practice. Now, it is necessary to explain how is designed the pedagogical proposal under the PBL conceptions as it is shown in this chapter.

As is said in the self - study guide by Emilena Hernández, “it is necessary go beyond the simple descriptions of the phenomenon being investigated and transcend to the implementation of pedagogical actions in the research context.” For that reason, in this section it will be presented the pedagogical design oriented to validate the Project Based Learning approach that it will be implemented in the English Classes of transition grade.

Taking into account the theory of the Project Based Learning, its conceptions and the description of the phases to involve the students in it, it will be presented a table (3) in which is explained the didactic unit with all the pedagogical requirements.

As I described in the theoretical framework, PBL has three stages. In the “Getting started” stage, the students had to identify a theme by doing questions and selecting from different options. According to these, the students found interesting the food among several topics. The role of the teacher was to be a guide and give to the students, different tools, vocabulary, choices and opportunities. The second stage was about collecting information and in which the students had to work in teams to develop pedagogical strategies like to differentiate food and drinks by doing exercises in the board and using flashcards; collecting packages of food and drinks; doing a billboard about it; participating actively in each stage of the food pyramid; by doing a checklist, a “Frucheta” and many other procedures described in the didactic unit. In this stage the role of the teacher was to orientate the activities, explain and model the exercises, use didactic strategies to

encourage the students to do the activities, make the groups in a balanced manner, create animated material and choose appropriate resources and elements to develop each activity. In the third stage, the students had to do a presentation and a final bimestrial with the learnings gotten during the project. The role of the teacher was to be a mediator of the students to choose what, how and when to present the final product and prepare a good bimestrial in which students could reflect what they learned during the project.

Table 3: Pedagogical Design: Project Based Learning

PBL IN THE EFL LEARNING OF TRANSITION GRADE

60

The Healthy Food, Is Delicious Too!

PEDAGOGICAL OBJECTIVE: MANIFESTS IN ORAL AND WRITTEN WAY THE BASIC IDEAS ABOUT THE TOPICS RELATED WITH HIS/HER CONTEXT.

GENERAL OBJECTIVE: THE STUDENT WILL BE ABLE TO DO AN ORAL PRESENTATION USING HIS/HER ORAL SKILLS TO EXPLAIN THE CLASSIFICATION OF THE FOOD PYRAMID AND THE DIFFERENCES OF HEALTHY AND UNHEALTHY FOOD.

SPECIFIC OBJECTIVES:

The students will be able:

1. To identify the aliments that we eat every day.
2. To classify the aliments using the Food Pyramid.
3. To differentiate the healthy and unhealthy food.
4. To use an appropriate language in each activity.
5. To use the oral and written skills to express his / her opinions, likes and dislikes.
6. To do an oral presentation taking into account the information learned and the correct use of the language.

PHASE	STEPS	DATE	RESOURCES
<p style="text-align: center;">PHASE I: GETTING STARTED</p>	<ol style="list-style-type: none"> 1. To observe daily to the students of transition grade and take into account their attitudes and preferences in their actions. 2. To ask them what theme they find interesting to learn in a roundtable. 3. To show pictures about different topics (means of transportation, food, insects, universe, sports) and encourage to the students to choose the picture which they like most. 	<p>SEP 16th (Morning)</p>	<ul style="list-style-type: none"> • Pictures: means of transportation, food, insects, universe, sports
<p style="text-align: center;">PHASE II: COLLECTING INFORMATION ABOUT THE TOPIC</p>	<ol style="list-style-type: none"> 1. INTRODUCTION After to choose the theme of the food, the teacher will explain to the students a web concept about the related topics. <ul style="list-style-type: none"> • Identifying food. • Classifying aliments in the Food Pyramid. • Differentiating the healthy and the unhealthy food. 2. THE FIRST TOPIC TO BE DEVELOPED IS: IDENTIFYING FOOD 	<p>SEP 16th (Afternoon)</p>	<ul style="list-style-type: none"> • Flashcards different topics including the food.

	<p>The first topic which will be developed is about to identify the food, for that reason the teacher will do the following activities.</p> <p>2.1 The teacher will paste on the board pictures about different things, food, toys, animals, clothes, main of transportation and others. The students must tick with a marker just the food and drinks that they find among all those things. The teacher will say that all those things that they ticked are food and drinks. The students will say these words.</p>		
	<p>2.2 In the next activity, the students will go outside the classroom to collect packages, envelopes, magazine pictures, tickets of boxes or bottles of different drinks to paste them in a big circle (a big cardboard) which have the title of food and drinks. The teacher will paste it on the wall outside the classroom.</p> <p>2.3 The students will work on the book.</p>	<p>SEP 17th</p>	<ul style="list-style-type: none"> • Cardboards. • Markers. • Envelopes. • Glue. • Tape. • Student book: 72-73

<p style="text-align: center;">3 THE SECOND TOPIC TO BE DEVELOPED IS: “CLASSIFYING THE ALIMENTS IN THE FOOD PYRAMID”</p> <p>The teacher will explain that there are several kind of food and for that reason exists a classification of the food in a pyramid.</p> <p>3.1 The teacher will do a power point presentation in which she will explain the food pyramid which has five stages:</p> <ul style="list-style-type: none"> • In the first stage we can find: the water. • In the second stage we can find: the dairy and the grains. • In the third stage we can find: the vegetables and fruits. • In the fourth stage we can find: beans and meat. • In the fifth stage we can find: the fats and candies. <p>3.2 The teacher will explain that they are going to learn the food according to each group of aliments in the pyramid. First, the teacher will say that the most important is the water and that it is the first element on the pyramid.</p> <p>3.3 The teacher will give to the students a glass of water and they may say “Thank you, I like the water”. The students will have a checklist in which they have to</p>	<p>SEP 18th (Morning)</p>	<ul style="list-style-type: none"> • Glasses. • Water. • Checklist.
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<p>color the quantity of glasses of water that they drink during the day. At the next day, they have to show the checklist and say the information about it, using the phrase: “Yesterday, I drank ____ glasses of water”.</p>		
<p>3.4 The teacher will explain how much people have to consume water (from 6 to 8 glasses per day). The students will paste the 8 glasses of water on the first stage of the Big Pyramid. Every day, they will do a review of the aliments or drinks, naming them and pointing on the pyramid. The students will check in their list how many times per day, they are drinking water. The students will work on the book.</p>	<p>SEP 18th (Afternoon)</p>	<ul style="list-style-type: none"> • Big pyramid • Pictures: 8 glasses of water. • Workbook: 72
<p>3.5 To explain the next group of aliments, the teacher will carry the following real things to the class: dairy (yogurt, milk, cheese); grains (bread, cereals, rice, oatmeal). She will show them quickly and then she will cover them with a blanket. Then, she will describe an aliment and the students must say which it is. When all the item are discovered, the students will taste them and say if they like or don´t like. For example: I like the yogurt; I don´t like the rice.</p>	<p>SEP 19th</p>	<ul style="list-style-type: none"> • Realia and pictures for the big pyramid: dairy (yogurt, milk, cheese); grains (bread,

<p>3.6 The teacher will explain how much this kind of aliments people have to consume them (to vary daily). The students will paste the dairy and grains on the second stage of the Big Pyramid. Every day, they will do a review of the aliments, naming them and pointing on the pyramid. The students will check in their list how many times per day, they are eating dairy and grains. The students will work on the book.</p>		<p>cereals, rice, oatmeal).</p> <ul style="list-style-type: none"> • Blanket. • Checklist. • Student book: 74-75 • Homework: 73 WB
<p>3.7 To teach the group of vegetables and fruits, the teacher will carry fruits (grapes, apples, pears, bananas, strawberry, oranges, watermelons, cherries); and vegetables (tomato, cabbage, asparagus, carrot, onion, broccoli, potato) to the class. She will show a video of the fruits songs http://www.youtube.com/watch?v=aiIAR-piSKY. The teacher will carry pieces of that aliments in different containers. Each student will taste a piece of the fruit</p>	<p>SEP 22nd</p>	<ul style="list-style-type: none"> • Realia: fruits (grapes, apples, pears, bananas, strawberry, oranges, watermelons, cherries); and

<p>or the vegetable with the eyes closed. He or she must say what it is and if it a fruit or a vegetable. For example: “this is an apple and it is a fruit”</p> <p>3.8 The students will do a “Frucheta” following the steps of the teacher and naming the fruits correctly. The teacher will ask them: What are you eating? The students must answer, ex: I am eating banana, <u>strawberries and grapes!</u></p>		<p>vegetables</p> <p>(tomato, cabbage, asparagus, carrot, onion, broccoli, potato) and cut in pieces inside containers.</p> <ul style="list-style-type: none"> • Skewer sticks. • Dishes. • Video. • Laptop. • TV.
<p>3.9 The teacher will explain how much this kind of aliments people have to consume them (to vary daily). The students will check in their list how many times per day, they are eating vegetables and fruits. The students will work on the book. And at</p>	<p>SEP 23rd (Morning)</p>	<ul style="list-style-type: none"> • Checklist. • Pictures of the fruits and



<p>the end, the students will organize the aliments in the third stage of the Big Pyramid.</p>		<p>vegetables (big pyramid)</p> <ul style="list-style-type: none"> • Workbook: 74
<p>3.10 The next group is about the beans and meat. To teach them, the students have to bring to the class kidney beans, lentils, chickpeas, tuna fish, (chicken, meat, ham and eggs in pictures). The teacher will show them one by one by saying: I went to the market and I bought a tuna fish, then she will say, I went to the market and I bought a tuna fish and eggs and so on, to say all the aliments at the same time that she shows them. Then everybody is going to sit in a circle to do the game again and in which the students have to say the aliment which bought and their friends' aliments.</p> <p>3.11 The students will play a game in which the teacher will give them a list with some items. Each group will have a different list and few minutes to pack those aliments in a bag, bring them to the teacher and name them to the other classmates.</p>	<p style="text-align: center;">SEP 23rd (Afternoon)</p>	<ul style="list-style-type: none"> • Realia: kidney beans, lentils, chickpeas, tuna fish. • Pictures: chicken, meat, ham and eggs in pictures • Lists of grains and meat. • Bags.

<p>3.12 The teacher will explain how much this kind of aliments people have to consume them (3 to 4 times per week and once a day). The students will check in their list how many times per day, they are eating beans and meat. The students will work on the book. And at the end, the students will organize the aliments in the fourth stage of the Big Pyramid.</p>	<p>SEP 24th</p>	<ul style="list-style-type: none"> • Pictures (big pyramimd): chicken, meat, ham and eggs in pictures • Checklist. • Student book: 76-77
<p>3.13 The last group of aliments are the fats (butter, margarine); and the candies (lollipops, sugar, cupcakes, chocolates, donuts, ice cream). The teacher will show those real items at the same time that encourage to the students to repeat the name of each aliment or candy. The students will take a candy from a bag and will describe it by saying its color, its form and the size. The students will play an online game while the teacher ask them the colors or the type of candy it is. http://www.juegosdiarios.com/juegos/candy-shop.html.</p>	<p>SEP 25th (Morning)</p>	<ul style="list-style-type: none"> • Realia: fats (butter, margarine); and the candies (lollipops, sugar, cupcakes, chocolates,

			<p>donuts, ice cream).</p> <ul style="list-style-type: none"> • Bag of candies. • System classroom • Internet.
	<p>3.14 The teacher will explain how much this kind of aliments people have to consume them (in small amounts, occasionally and with moderation). The students will check in their list how many times per day, they are eating fats, and candies. The students will work on the book. And at the end, the students will organize the aliments in the fifth stage of the Big Pyramid.</p>	<p>SEP 25th (Afternoon)</p>	<ul style="list-style-type: none"> • Pictures to the big pyramid: fats (butter, margarine); and the candies (lollipops, sugar, cupcakes, chocolates, donuts, ice cream). • Checklist.

			<ul style="list-style-type: none"> • Workbook: 75
3.18	<p>After that explanation the students will practice in the computer how to order those aliments in the pyramid:</p> <p>http://www.gobiernodecanarias.org/educacion/4/Medusa/GCMWEB/Docsup/Recursos/34945833R/Piramide.swf, at the same time that they say each aliment.</p>	SEP 26 th	<ul style="list-style-type: none"> • System classroom • Internet. • Homework: Workbook: 76
a.	<p>In groups, the students will do a poster in which they have to draw a pyramid and paste the pictures from a magazine of all the aliments in the correct order and at the end they will explain the pyramid and its stages. The pyramids will be pasted around the classroom or outside of it.</p>	SEP 29 th	<ul style="list-style-type: none"> • Magazines. • Cardboards. • Glue. • Markers.
4.	<p>THE THIRD TOPIC TO BE DEVELOPED IS: “DIFFERENTIATING THE HEALTHY AND THE UNHEALTHY FOOD”</p> <p>4.1 The teacher will explain to the students that there are many kind of food but some of them keep our healthy well and another doesn't. She will paste a happy boy on the board and write under him “Healthy food”, then she will paste a sad girl on the board and under her the words: “Unhealthy food”. The teacher will count</p>	SEP 30 th (Morning)	<ul style="list-style-type: none"> • Happy boy • Sad girl. • Puppets: girl, mommy. • Real: junk food and healthy food.

<p>a brief story of a girl who eat too much junk food like candies, pizzas and chocolates and she gets fat and sick and how she decide to change her food to healthy aliments. The teacher will count that story by using puppets and real food.</p> <p>4.2 According to that story the students must take from a table the food that the teacher says and paste it on the right column (healthy or unhealthy food). The students will work on the book.</p>		<ul style="list-style-type: none"> • Pictures. • Workbook: 77
<p>4.3 The teacher will give to the students a sheet in which they have to color the food, classify and paste them in the correct dish (healthy or unhealthy dish). At the end, they must talk about their works, by saying: “The healthy (unhealthy) food is_____”</p>	<p>SEP 30th (Afternoon)</p>	<ul style="list-style-type: none"> • Sheet. • Disposable dishes. • Glue. • Scissors.

			
	<p>4.4 The students will do a healthy eating door collage in which they must cut and paste junk and healthy food in the right side. Like the picture.</p> 	<p>OCT 1st</p>	<ul style="list-style-type: none"> • Cardboards. • Markers. • Magazines. • Glue. • Scissors.

	<p>4.5 The students must take pictures with their family at the supermarket buying healthy food and their families have to send those pictures by email. In the classroom, the teacher will project those photos and the students must explain what they were doing in that picture using the phrase: We were at the supermarket and bought a _____.</p>	<p>OCT 2nd (Morning)</p>	<ul style="list-style-type: none"> • TV. • Laptop. • Internet. • Pictures
<p style="text-align: center;">PHASE III: CONCLUDING THE PROJECT</p>	<p>1. To finish this project: THE HEALTHY FOOD, IS DELICIOUS TOO! The students will do a presentation of their works, explaining the pyramid food and the healthy and unhealthy food to all the students of preschool (pre-kindergarten, kindergarten, transition) and to the preschool teachers.</p>	<p>OCT 2nd (Afternoon)</p>	<ul style="list-style-type: none"> • Done works. • Microphone. • Amplifier.

5. Data Collection-Analysis and Results

After implementing the pedagogical design with the strategies under the criteria of the PBL approach, I will do the data collection analysis taking into account the steps described in the research design. But before, it is necessary to do a brief description to contextualize the research. This research will determine the impact of the implementation of PBL in the language learning of transition students. For that reason is necessary to remember that PBL approach was chosen because it offers different and complete strategies, tools, techniques and facilities which could guarantee the learning of the English language.

That method (Project Based Learning) is defined in Bender's book (2012) as "using authentic, real-world projects, based on a highly motivating and engaging question, task, or problem, to teach students academic content in the context of working cooperatively to solve the problem". (Barell, 2007, 2010; Baron, 2011; Grant, 2010). It has three stages: Phase 1—Getting Started; Phase 2—Collecting Information about the Topic; Phase 3—Concluding the Project. The main topic was the Healthy food, it's delicious too and it had several objectives: to identify the aliments that we eat every day; to classify the aliments using the Food Pyramid; to differentiate the healthy and unhealthy food; to use an appropriate language in each activity; to use the oral and written skills to express his / her opinions, likes and dislikes; and to do and oral presentation taking into account the information learned and the correct use of the language.

This pedagogical work took me nineteen sessions in which the students had to do practical activities involving knowledge and ludic, but above all were activities which followed the characteristics of the PBL method. To do that, it was necessary to accomplish some steps: first I

needed to do a diagnostic about the methodology that was carried out in the English classes before doing the implementation; then the method PBL (Project Based Learning) was implemented, taking into account the three stages of it. To evaluate the students was necessary the daily assessment and the progress of them in the final product of the project. And at the end, the success and progress in the foreign language learning were monitored using the analysis of the data like final interviews, observations and exams.

In this research, it was necessary to use the qualitative paradigm and the research method of this study is based on the main beliefs of the implementational studies because I am trying to find insights about the impact of implementing project based learning in the foreign language learning of the transition students, and in which I have to describe and assess students' progress during the foreign language learning along that application and the type of research is action research in which I am the only researcher looking for answers to my research question and changes in routines English classes. This research was developed under the criteria described in the table 2. And after that, I will show the instrument that I used, how I collected data and the corresponding analysis. Considering the proposal of Miles and Huberman about how to analyze the data, I will start with the first step which is to reduce the information collected from the instruments developed in the research and which are named in the figure 3.

According to Miles and Huberman the first tasks of data reduction it is to categorize and codify. This exercise is done through the separation of the units that I will do under the thematic criteria, i.e. that I will consider the common themes found in the theoretical framework and from the instruments results. Thus the categories and subcategories that will allow me to examine the data, are explained in table 4:

Table 4: Categorizing and Coding		
Main research question: What is the impact of implementing Project Based Learning in the foreign language learning of the transition students of ASPAEN- Colegio el Rosario?		
RESEARCH SUB-QUESTIONS	CATEGORIES	SUB CATEGORIES
How foreign English language learning takes place in transition students before and after implementing PBL?	1. EFL learning progress of the transition students before and after implementing PBL.	1.1 Attention span.
		1.2 Sensory input.
		1.3 Authentic, meaningful language.
What are the results of the methodology used before and after implementing PBL?	2. Perceptions of the interviewed about the methodology to teach English in preschool.	2.1 Methodology used before the implementation of PBL. (TPR, Master classes, teacher center of the classes.)
		2.2 PBL Approach. (students suggesting topics for the projects, students collecting information for their projects, students decide the final activity to conclude the project)
	3. Perceptions of the interviewed about the transition students' assessment and evaluation.	3.1 Perceptions of the assessment and evaluation of the students' progress before implementing PBL.
		3.2 Perceptions of the assessment and evaluation of the students' progress after implementing PBL.

The second step is to do the **data disposition and transformation** and for that reason I used tables that according to Rodríguez (1999 page 213), “is a matrix [which] consists of a two-

way table whose cells have a brief verbal information, according with the specific aspects of a same category (column) for different subjects, situations, cases, etc. (rows).” These matrix are presented in the next three tables. At the same time it is presented the third step of the data analysis which is **obtain and verify the conclusions**. To do this, first it is necessary to obtain the results by doing comparison that according to Rodríguez, [this comparison process] “allows us to highlight the similarities and differences between the units included in one category, and enables the formulation of its fundamental properties, from which can be reached on a definition, illustration and verification of this category (Fielding and Fielding, 1986). The comparison makes conclusions from the parent and other figures used for data presentation. Comparison of rows or columns of a matrix, for example, is the main route to draw conclusions (Miles and Huberman, 1994)”. After have all those elements constructed, I did the respective triangulation of each category by using this tables:

Table 5: Category 1. EFL learning progress of the transition students before and after implementing PBL.

SUB CATEGORIES	SYNTHESIS EXCERPTS TAKEN FROM THE INSTRUMENTS	THEORETICAL CONFRONTATION	PERSONAL INTERPRETATION AND ANALYSIS TAKING INTO ACCOUNT THE THEORY
1.1 Attention span.	<p>Before: “The ss look enthusiastic and are well behave, participating actively.”</p> <p>“At the beginning they started to repeat each flashcard with enthusiasm, but then, they started to say: “de Nuevo” and some of them didn’t repeat again.”</p> <p>“Some of the students didn’t do the activity and started to pass all the pages of the book.”</p> <p>Excerpts taken from the observation format before the implementation of PBL.</p> <hr/> <p>After: “They look interested and curious about the topic.”</p> <p>“The students were enthusiastic and very motivated with the real fruit.”</p> <p>Excerpts taken from the observation format after the implementation of PBL.</p>	<p>[The] language lessons [have to be] interesting, lively, and fun with activities of their preferences, variety of activities, teachers need to be animated, has sense of humor and take into account the natural curiosity of the children.</p> <p>Brown (2007)</p>	<p>As we can see, before implementing PBL students were well behaved and active but after a while they had a short attention, started to feel bored of the activities proposed by the teacher, tired of repeating the name of the flashcards and decided doing other things like turning the pages of the book. This happened because the children weren’t interesting on the activities, they weren’t of their choice and neither diverse activities but was always repeating the same exercise. Brown therefore proposes that activities should be “lively and account the natural curiosity of the children” which it was evidenced in the implementation of PBL, as can be seen in the comments made by the teacher in the classroom observation. The students were curious, interested, enthusiastic and very motivated on the activities which were designed and implemented in the pedagogical proposal.</p> <p>I consider that the attention of the students was better after implementing PBL, because it was longer thanks</p>

			to the fun activities and the variety of them, which was one of the aspects coined by Brown.
1.2 Sensory input.	<p>Before: “The students got in groups and participated well by saying the pet. They had to listen several times to answer the questions.”</p> <p>“They liked to do group work and listening activities. Some of them didn’t like to write very much.”</p> <p>Excerpts taken from the observation format before the implementation of PBL.</p>	<p>Children need to have all five senses stimulated. Your activities should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom. Some advices are lessons with physical activity, projects and other hands-on activities. Sensory aids and sometimes is good not to use nonverbal language.</p> <p>Brown (2007)</p>	<p>In this category we can see that students liked to work in groups, participate in class and do listening exercises. But the input that was made with them wasn’t enough because at the time to answer questions, they looked confused and answered with difficulty after listening several times the proposed exercise. Likewise, when they had to do writing exercises, they didn’t feel motivated and according to Brown, the 5 senses of the students must be stimulated which activities that “go well beyond the visual and auditory modes”. Therefore the aid used with the implementation of PBL were focused on the use of the senses, smelling and tasting real fruit as it is evidenced in the “Frucheta” activity and also with the checklist using real food and drinks. And this is the invitation that Brown makes... use “advices with physical activity, projects and other hands-on activities. Some of the other artifacts were the healthy eating door collage, the big food pyramid and the pyramid posters that the students did in groups.</p>
	<p>After: “The students did the checklist asking, coloring and answering correctly.”</p> <p>"The students enjoy doing the “Frucheta”. They followed the steps correctly and said the instructions properly.”</p> <p>Excerpts taken from the observation format after the implementation of PBL.</p>		

<p>1.3 Authentic, meaningful language.</p>	<p>to insist them several times that they must repeat [the color]” “The students repeat correctly what the T says, but they don’t understand so well what the pets are.” “The ss memorize the name of the pets and was easy for them to point the pets on the book. They answered properly to the questions asked by the teacher.” Excerpts taken from the observation format before the implementation of PBL.</p>	<p>language can actually, be used for here and now. They are less willing to put up with language that doesn’t hold immediate rewards for them. Your classes can fill afford to have an overload of language that is neither authentic nor meaningful. Language needs to be firmly context embedded. A whole language approach is essential. Brown (2007)</p>	<p>exercises, memorizing and answer questions mechanically. They did it more or less good but after some weeks later, the students didn’t remember what they learned. Because those activities weren’t meaningful for them. According to Brown, “Language needs to be firmly context embedded” and that is what I tried to do with the PBL implementation. The students started to understand for what they need to learn and the importance to know about food, it wasn’t just for learn vocabulary, it was for learn how and what to eat to be healthy. The students started to use the vocabulary in context when they were to the restaurant and told about what they like or don’t like.</p>
	<p>After: “The students comprehends easily the activity.” “The students learned quickly the vocabulary and they started to use it in context, like: I like the apple, I don’t like the burger.” “The students learned and internalized better the vocabulary and some structures.” “The students were asking all the time how to say questions or opinions about the fruits in English.” Excerpts taken from the observation format after the implementation of PBL.</p>		

Table 6: Category 2. Perceptions of the interviewed about the methodology to teach English in preschool.

SUB CATEGORIES	SINTHESIS EXCERPTS TAKEN FROM THE INSTRUMENTS	THEORETICAL CONFRONTATION	PERSONAL INTERPRETATION AND ANALYSIS TAKING INTO ACCOUNT THE THEORY
<p>2.1 Methodology used before the implementation of PBL.</p>	<p>English coordinator: “The class has always been directed by the teacher using TPR, cooperative work applied in the use of material done by the teacher. The positive aspects are the constant feedback done by the teacher in order to improve second [foreign] language learning. More than negatives, the improvements must be focused in the progress of each student and improve about new strategies.”</p> <p>Excerpts taken from the English Coordinator interview format before the implementation of PBL.</p> <hr/> <p>English Teacher: “The teacher was the center of the class. She used TPR in the classes and the students didn’t interact among them. At early ages, students need to recognize basic expressions and words listening from the teacher. Students didn’t have interaction and they can’t develop social competences.”</p>	<p>TPR: “Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses.” Brown (2007)</p> <p>Cooperative work [learning]: as students work together in pairs or groups, they share information and come to each other’s aid. Brown (2007)</p> <p>Interaction among students: is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a</p>	<p>The people interviewed are agree in the use of different strategies as TPR, that according what Brown says about it, it is important to develop on the students the “listening skill before they speak and their listening must be accompanied by physical responses.” Also one of the interviewed talk about cooperative work which it is very important but this happened rarely in English classes, for that reason the English teacher could see the contrary, the lack of interaction among the students which it is necessary to develop on them the social competences. The student’s mother didn’t feel completely satisfied because in spite that the students were learning, they felt tired too and losing interest to practice the language. Those all aspects encourage me to improve the English classes looking for</p>

	<p>Excerpts taken from the English Teacher interview format before the implementation of PBL.</p>	<p>reciprocal effect on each other. Brown (2007)</p>	<p>a successful approach to teach the EFL. In this moment appears PBL and its characteristics.</p>
	<p>Student’s mother: “El uso de cuadernos, libros, fichas, tareas, quizzes, evaluaciones. Por la utilización de estos medios se realizaba el aprendizaje de los estudiantes, aprendiendo a pronunciar y escribir. Se aprende el vocabulario de palabras, la pronunciación, como se escribe y a utilizarlo en formación de frases cortas. Es un poco monótona y tediosa para los niños ya que es un idioma diferente en el cual se escribe y se pronuncia de diferente manera.”</p> <p>Excerpts taken from the student’ mother interview format before the implementation of PBL.</p>	<p>Social competences: Sociolinguistics is the study of how language serves and is shaped by the social nature of human beings. In its broadest conception, sociolinguistics analyzes the many and diverse ways in which language and society entwine. Connie Eble (2005).</p> <p>Project Based Learning (PBL): According to Bender (2012) Project-based learning (PBL) is an exciting, innovative instructional format in which students select many aspects of their assignment and are motivated by real-world problems that can, and in many</p>	
<p>2.2 PBL Approach implementation.</p>	<p>English coordinator: “Project Based methodology, TPR and cooperative work applied by the teacher in the use of the material. Constant feedback of students and the use of collaborative work in the classroom. All the aspects in the use</p>	<p>Following the Bender’s theory, PBL appears and the appreciations look very positive and interesting. For example the English coordinator says that this approach allow the students to work collaboratively</p>	

	<p>and implementation of the strategy was adjusted to the classroom.”</p> <p>Excerpts taken from the English Coordinator interview format after the implementation of PBL.</p>	<p>cases will, contribute to their community.</p>	<p>in classroom and the teacher had the opportunity to give constant feedback to the students. I realized that the group work is more meaningful for the student and they work with more enthusiasm because they are with their friends solving questions and looking for solutions to different situations. One of the appreciation of the English teacher was about learning in context and involving the students to participate which is very similar to the students’ mother appreciation who says that students enjoy more if they put in practice what they learn and according to the NAEYC, researchers and practitioners agree that young children are natural and keen explorers of their environments, with an “innate desire to learn” and for that reason, we as teachers need to take advantage of all those characteristics that children have and promote classroom projects under the principles of PBL in our English Classes to develop on the students</p>
	<p>English Teacher: “The teacher implemented in her classes the innovative methodology PBL (project based learning) PBL allows to the students to learn meaningfully in a real context and involving students to participate in the project using the feelings, senses and real food. The lack of time doesn’t allow to the teacher to complete all the scheduled activities.”</p> <p>Excerpts taken from the English Teacher interview format after the implementation of PBL.</p>		
	<p>Student’s mother: “Llevando objetos, frutas, realizando carteleras, dibujos, haciendo ejemplos y actividades de la vida cotidiana de los niños. Se retienen más las cosas, los niños las disfrutaron y ponen en práctica todo lo que están aprendiendo cuando están en todo los lugares, donde se observa lo visto. Siento que no hay aspectos negativos y que se avanza más con este método.”</p>		

	<p>Excerpts taken from the student’ mother interview format after the implementation of PBL.</p>		<p>the communicative skills and competences.</p>
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Table 7: Category 3. Perceptions of the interviewed about the transition students’ assessment and evaluation.

SUB CATEGORIES	<p>SINTHESIS EXCERPTS TAKEN FROM THE INSTRUMENTS</p>	<p>THEORETICAL CONFRONTATION</p>	<p>PERSONAL INTERPRETATION AND ANALYSIS TAKING INTO ACCOUNT THE THEORY</p>
<p>3.1 Perceptions of the assessment and evaluation of the students’ progress before implementing PBL.</p>	<p>English coordinator: “The students are followed their progress by bimestrial test (exam) and weekly evaluative acts (quizzes and homework) and it’s appropriated because the teacher can follow students’ progress in class.” Excerpts taken from the English Coordinator interview format before the implementation of PBL.</p> <p>English Teacher: “The teacher did three quizzes in the term and a final evaluation.” Excerpts taken from the English Teacher interview format before the implementation of PBL.</p>	<p>Teacher assessment.</p> <ul style="list-style-type: none"> • Assessment needs to provide information that is meaningful and useful. • Measurable criteria are important and learners need to know and understand the criteria from the beginning of the project. • Identify levels of performance and describe what those levels mean. 	<p>According to the appreciations, before implementing PBL the evaluation and assessments were focus on verify the students’ appropriation of contents and thematics. It was developed through bimestrials, quizzes and homeworks. But I realized that this is just something summative and not formative. The teacher didn’t evaluate the progress of the students according to their communicative process and they didn’t have the opportunity to assess themselves or their friends. Mansor and</p>

	<p>Student’s mother: “Buena, ya que se ve el progreso y adelanto en mi hija.” Excerpts taken from the student’ mother interview format before the implementation of PBL.</p>	<p>Peer assessment.</p> <ul style="list-style-type: none"> • Learners can evaluate the work of their peers in their teams and they can be involved in evaluating the final performance/ product of others in the class. • Learners can assess final performance and products. <p>Self- assessment.</p> <ul style="list-style-type: none"> • To develop learning strategies and to build learner autonomy, learners should be offered time to reflect on their own work in class. • The tools that are useful for teacher and peer assessment are also useful for self- assessment. <p>(Mansoor and Moss, 1997)</p>	<p>Moss propose a way to assess this progress which could be evidenced in the daily activities that the interviewed named. But this were done in general way, for example, Mansor and Moss say that is necessary to have a measurable criteria, and it was the objectives of the pedagogical proposal at the beginning of the classroom project. During the project the students were assessing themselves when they share to the class, to their family or to the teacher what they learn and how much they know about healthy food using the EFL. But at this moment it is necessary to say that there was a lack of depth in this aspect of assessment and evaluation because I had to use rubrics to identify levels of performances and give more time to reflect about the work done during the project.</p>
	<p>Students’ assessment: “The teacher did a quiz but the ss didn’t write the vocabulary alone and the teacher had to do a word bank on the board.” “Just four students demonstrated commitment with the quiz and learn the vocabulary in written way. The other students identify the vocabulary and say it with happiness.” Excerpts taken from the observation format before the implementation of PBL.</p>		
<p>3.2 Perceptions of the assessment and evaluation of the students’ progress after implementing PBL.</p>	<p>English coordinator: “It is appropriated in the use of different assessment like: checklist food, the food pyramid, the healthy eating door, collages.” Excerpts taken from the English coordinator interview format after the implementation of PBL.</p> <p>English Teacher: “The teacher describes the competences that students develop in the classes and in the end assess the project taking into account the final production.” Excerpts taken</p>		

	<p>from the English teacher interview format after the implementation of PBL.</p>		
	<p>Student’s mother: “Es muy apropiada, ya que los niños están aprendiendo con ejemplos y objetos que son aportes de ellos mismos y esto les ayuda en su avanzar del idioma.” Excerpts taken from the student’ mother interview format after the implementation of PBL.</p>		
	<p>Students’ assessment: “The students didn’t learn the topic by memorizing, they really know what they were saying.” “They felt motivated and enthusiastic to do their final production.” Excerpts taken from the observation format before the implementation of PBL.</p>		

6. Conclusions and Pedagogical Implications

Now, to end the process of the data analysis it is important to obtain and validate the conclusions, that according to Rodríguez, "check the conclusions of a study means, therefore, check the truth value of the discoveries made, or what is the same, check its validity. In qualitative studies, estimation of validity is less accurate than quantitative research, based on judgments about the correspondence between the conclusions and reality." Following this concept, I will describe the conclusions taking into account each specific objective and the answer to the general question of the project.

First, I was looking for diagnose the methodology that I was carrying out in the English classes in transition grade and I could conclude that it wasn't entirely inappropriate but it was necessary to take into account the aspects found in the analysis of the data collection to improve the teaching and learning strategies. From the methodology using by the teacher before the implementation was good the fact to do TPR and collaborative work activities but they must be more enrolled with a classroom project to develop on the students processes and not contents. Quizzes and bimestrial have to be improved because they need to be more formative and less summative. Also, to use the book is good for the students because it helps them to train them in the listening, writing and reading skills that would be necessary in futures levels. But this process need to be accompanied of other lively things that make the students feel interested about the learning of foreign language.

The second objective was to implement the PBL approach in the English classes. It was given in an interesting way because to execute the project, it was very important the roll,

participation and decisions of the students. They chose the topic and decided what they wanted to learn and they proposed some ideas like the “Frucheta” and in that way they were involved and enthusiastic. Also, it was given in organized way because I did a didactic unit which involved the topics, the new language, the objectives and different strategies under the criteria of the stages of PBL, but above all, it was constructed in a systematic way in which the students understood what they had to do and what they had to learn progressively. But the most important thing is that the students learn in context, using real fruits, their senses, working cooperatively and taking into account the purpose of each activity.

The third objective was directed in the assessing process of the learning of the foreign language of the students through the PBL implementation. It was given by daily assessment, and a final exam, which let me know how appropriate the PBL approach implementation is because allowed to the students to learn meaningful and it was demonstrated in their daily responses in attitude and knowledge. The students identified the aliments that we eat every day; classified the aliments using the Food Pyramid; differentiated the healthy and unhealthy food; used an appropriate language in each activity; used the oral and written skills to express his / her opinions, likes and dislikes; and prepared an oral presentation taking into account the information learned and the correct use of the language.

The last objective was focused in to monitor the success of the activities worked in the PBL implementation. Doing the analysis of the observation and of the interviews to the English coordinator, to the English teacher and to the student’s mother I could realize that first, the students demonstrated more ownership of the language and better use of it because they understood that we learn English to communicate among us using another language different to Spanish. That the

vocabulary is a tool but not all the English, because they can use it in the supermarket (in the case of the project about food), that it was one of the activities. The interviewed were very satisfied with the results because they realized that to integrate daily situations and construct the meaning through context is a positive way to teach the EFL to the students.

Now, to answer the question: What is the impact of implementing Project Based Learning in the foreign language learning of the transition students of ASPAEN- Colegio el Rosario, I can determine that is very huge and important impact with great results because the analysis of them demonstrated how much the use of PBL in English classes allowed to the students to learn the foreign language by following the stages with involves progressive activities and strategies which conducted to the students to use the language in a communicative way, involving them, make them feel an important agent in the project, who decides, proposes and above all enjoy to learn and communicate with others in English to get the big objective traced at the beginning of the project.

It is important to clarify that it would be more interesting if all the other dimensions of the students were integrated with this project, i.e., make an interdisciplinary work in which subjects like math, sciences, social, religion, social studies, system are involved in this project, because it facilitates and integrates a more meaningful learning in the students. The big limitation that I found in the development of this research was the lack of time to show the final product to the families and to all the students of preschool; to finish some activities of the book: to accomplish the pedagogical and assessment strategies deeper; to do the peer and self-assessment; and the lack of participation of some families to be in the learning process of their children. I seriously recommend to use this approach in the English classrooms, because as Bender (2012) says Project- based learning (PBL) is an exciting, innovative instructional format in which students select many

aspects of their assignment and are motivated by real-world problems. And above all, because the students really find interesting and funny to learn by doing projects in which they have to accomplish a goal and have to work as a team to construct their meaning in a specific context.

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Appendix

At the beginning of these chapter there are the appendices of the problem statement and after that, they are organized according to each objective.

Appendix of the problem statement.

1. The English class schedule of transition grade. 2014


ASPAEN-COLEGIO EL ROSARIO
 HORARIO II SEMESTRE JESSICA RODELO

Aspaen Colegio El Rosario, El Complejo, Barrancabermeja

	ABC-1 7:30 7:50 AM	CLASE 01 7:50 8:30 AM	DESCANSO-1 8:30 9:00 AM	CLASE 02 9:00 9:40 AM	CLASE 03 9:40 10:20 AM	DESCANSO-2 10:40 11:20 AM	CLASE 04 11:20 AM 12:00 PM	CLASE 05 12:00 12:50 PM	ABC-2 12:50 1:30 PM	CLASE 06 1:30 4:00 PM	CLASE 07 4:00 4:30 PM	DESCANSO-3 4:40 5:10 PM	CLASE 08
Lu	BIL	T-A <i>9:30</i>		J-A <i>9:30</i>	J-B <i>9:30</i>		PJ.B <i>9:30</i>	PJA <i>9:30</i>		<i>Telling more</i>			
Ma	BIL	T-B <i>9:30</i>		PJA <i>9:30</i>	T-A <i>9:30</i>		PJ.B <i>9:30</i>	J-B <i>9:30</i>		<i>Calidad Capaci</i>	<i>Calidad</i>		
Mi	BIL	T-A <i>9:30</i>		J-A <i>9:30</i>	PJ.B <i>9:30</i>		PJA <i>9:30</i>	T-B <i>9:30</i>		<i>Calidad Capaci</i>	<i>Calidad Capaci</i>		
Ju	BIL	T-A <i>9:30</i>		T-B <i>9:30</i>	PJ.B <i>9:30</i>		J-B <i>9:30</i>	J-A <i>9:30</i>					
Vi				PJA <i>9:30</i>	J-A <i>9:30</i>		T-B <i>9:30</i>	J-B <i>9:30</i>		<i>Telling more</i>			

2. This picture shows a master class. The students in line and doing books exercises.



3. This is a questionnaire which shows that the students like English and above all what they liked, as the teacher, the audiovisual aids and the stories. This test was applied to 10 students of transition grade.

ASPAEN-COLEGIO EL ROSARIO
1. QUESTIONNAIRE

<p>1. Escribe tu nombre:</p> <p>x <i>Valeria</i></p> <p><i>Martinez</i></p>	<p>2. ¿Cuántos años tienes? Colorea.</p> <p style="font-size: 2em; text-align: center;">4 5 6</p>
<p>3. Indica si eres niño o niña: Encierra.</p> <div style="display: flex; justify-content: space-around;"> </div>	<p>4. ¿Qué temas te gustaría conocer en Inglés? Dibuja.</p> <p style="text-align: center;"><i>Toys</i></p>
<p>5. ¿Qué te gusta de las clases de Inglés? Dibuja.</p> <p style="text-align: center;"><i>Teacher</i></p>	<p>6. ¿Qué NO te gusta de las clases de Inglés? Dibuja.</p> <p style="text-align: center;"><i>No me gusta el cuaderno</i></p>
<p>7. ¿Te gusta trabajar en grupo o solo? Encierra.</p> <div style="display: flex; justify-content: space-around;"> </div>	<p>8. ¿Cómo te gustaría que fuera tu "Teacher"? Comenta.</p> <p style="text-align: center;"><i>Me gusta que me habla en inglés.</i></p>
<p>9. ¿Con qué materiales te gusta trabajar en la clase de Inglés? Enuméralos de 1 a 6. Escribe el 1 al que más te guste y el 6 al que menos te guste.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 15%;"> <p>6</p> <p>Libros de Kid's Box</p> </div> <div style="width: 15%;"> <p>4</p> <p>Canciones</p> </div> <div style="width: 15%;"> <p>1</p> <p>Actividades Online y videos</p> </div> <div style="width: 15%;"> <p>4</p> <p>Cuentos</p> </div> <div style="width: 15%;"> <p>6</p> <p>FlashCards y posters</p> </div> <div style="width: 15%;"> <p>6</p> <p>Juegos Didácticos y posters</p> </div> </div>	

2. LISTENING

1. Listen and draw. (Computer on the chair; doll in the toy box; ball next to the bag; Car under the table)

Appendix according to the objectives.

Now, according to the objectives, the first one is to diagnose the process of the foreign language learning that takes place in transition grade. The appendices of this stage are:

1. The observation format before the implementation of PBL.

OBSERVATION (before the implementation of PBL)

Teacher: Jessica Roddo Grade: Transition
 Date: April 28th Quantity of students: 21
 Topic: Pets

1. Observation of the class according to the lesson plan stages:

Stage	Students description: Knowledge and skills in the use of the language.	Students description: Behaviour and attitudes
LEAD IN	The ss knew and say the colours, but don't identify the new one (grey). The T had to insist them several times that they must repeat it.	The ss look enthusiastic and are well behaved, participating actively.
PRESENTATION	The ss repeat correctly what the T says, but they don't understand so well what are pets.	At the beginning they start to repeat each flashcard with enthusiasm but then, they start to say "again" and some of them didn't repeat again.
PRACTICE	The ss memorize the name of the pets and was easy for them to point the pets on the book. They answered properly to the questions asked by the T.	Some of the students didn't do the activity and started to pass all the pages of the book.
PRODUCTION	The ss opt in groups and participated well saying the pet. They had to listen several times to answer the questions.	They liked to do group work and listening activities. Some of them didn't like to write very much.
ASSESSMENT after class	The T did a quiz but they didn't write the vocabulary alone and the T had to do a wordbank on the board.	Just four students demonstrated commitment with the quiz and learn the vocabulary in a better way. The other students identify the vocabulary and say it with happiness.

2. Physical setting of the classroom:

Chairs	There are 2 comfortable chairs for each student. They are comfortable and in the size of the room.
Light	There are 12 lamps and natural light too.
Sound	There isn't noise around the classroom but the bell rings very loud and the students start to yell.
Decoration	The decoration is proper to the topic. There are posters and flashcards of the topics around the classroom.
Space	There is enough space and the teacher can organize the chairs and tables in different ways.

3. Others:

The students look happy and they participate actively in each class but sometimes they look tired or less enthusiastic when they have to do many activities in his/her books, sheets and notebooks.

2. The interviews format to parents, the English coordinator and the English teacher.

ENTREVISTA A PADRES DE FAMILIA
(Versión en Español) (Before the implementation of PBL)

Nombre: María Clemente Pinón Fecha: agosto 28 - 2014

El propósito de esta entrevista es conocer su punto de vista acerca del inglés en preescolar, las fortalezas y aspectos por mejorar acerca de la adquisición de la lengua que se está llevando a cabo con los estudiantes de transición.

1. Cuánto tiempo lleva su hijo (a) estudiando en el Colegio el Rosario?
3 Años
- 2.Cuál es la metodología para enseñar Inglés en preescolar?
Cuadernos, libros, Fichas, tareas, guías, evaluaciones. Por la utilización de estos medios se realizaba el aprendizaje a los estudiantes, aprendiendo a pronunciar y escribir.
3. Cómo es la evaluación del progreso de los estudiantes? Es apropiada?
Buena ya que se ve el progreso y adelanto en mi hija.
4. Cuáles son los aspectos positivos de trabajar con esa metodología?
Se aprende el Vocabulario de palabras, la pronunciación, como se escribe y a utilizarlo en formación de frases cortas.

5. Cuáles son los aspectos característicos de trabajar con esa metodología?

Es un poco monótona, y tediosa
para los niños ya que es un idioma
diferente en el cual se escribe y
pronuncia de diferente manera.

6. Cuáles son sus recomendaciones para la docente de acuerdo a sus clases de Inglés?

Deben ser más proactivas y que los
niños deben tener más participación
realizando en clase diferentes activi-
dades que les facilite su aprendizaje

Gracias por responder estas preguntas. Serán una orientación para trabajar en el proyecto: Implementando el aprendizaje basado en proyectos en la adquisición de la lengua en los estudiantes e transición de ASPAEN- Colegio el Rosario.

Entrevista hecha por: Jéssica Marcela Rodelo Castrillo

Investigadora

ENGLISH TEACHER INTERVIEW
(Before the implementation of PBL)

Name: Jesús Adrián Agudelo Date: Agosto 28-2014

The purpose of the interview is to know your point of view about the English in preschool and the strengths and aspects to improve about the language acquisition which is carrying out with the transition students.

7. How much time have you been working at Rosario School?

5 years ago

8. What is the methodology to teach English in preschool?

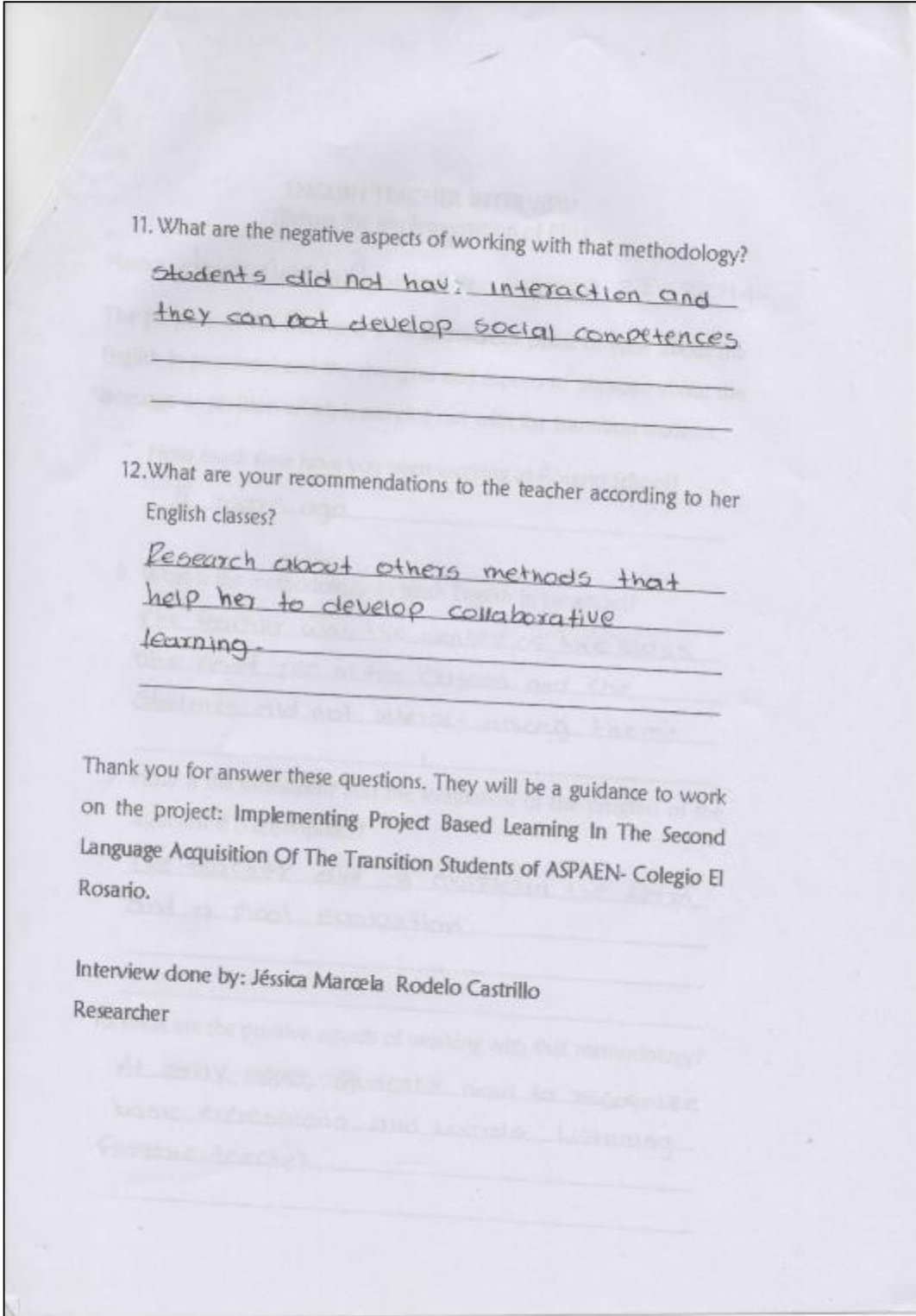
The teacher was the center of the class.
She used TPR in the classes and the
students did not interact among them.

9. How is the assessment and the evaluation of the progress of the students? It is appropriate?

The teacher did 3 quizzes in the term,
and a final evaluation.

10. What are the positive aspects of working with that methodology?

At early ages, students need to recognize
basic expressions and words listening
from the teacher.



11. What are the negative aspects of working with that methodology?

students did not have interaction and they can not develop social competences

12. What are your recommendations to the teacher according to her English classes?

Research about others methods that help her to develop collaborative learning.

Thank you for answer these questions. They will be a guidance to work on the project: Implementing Project Based Learning In The Second Language Acquisition Of The Transition Students of ASPAEN- Colegio El Rosario.

Interview done by: Jéssica Marcela Rodelo Castrillo
Researcher

ENGLISH COORDINATOR INTERVIEW
(Before the implementation of PBL)

Name: Gustavo Granada Date: August 28th / 2014

The purpose of the interview is to know your point of view about the English in preschool and the strengths and aspects to improve about the language acquisition which is carrying out with the transition students.

1. How much time have you been working at Rosario School?

8 years.

2. What is the methodology to teach English in preschool?

The class has always been directed by the teacher using TPR, Cooperative work applied in the use of material done by the teacher.

3. Is that methodology coherent with the requirements of the school?

Why?

Yes. The importance of TPR in Preschool classes give to the student to begin a second language process. Also, the teacher facilitates and guides constantly the process.

4. How is the assessment and the evaluation of the progress of the students? It is appropriate?

The students are followed their progress by bimestrial test (exam) and weekly evaluative acts (Homeworks) And it's appropriated because the teacher can follow student's progress in class.

5. What are the positive aspects of working with that methodology?

The positive aspects are the constant feedback done by the teacher in order to improve second language learning

6. What are the negative aspects of working with that methodology?

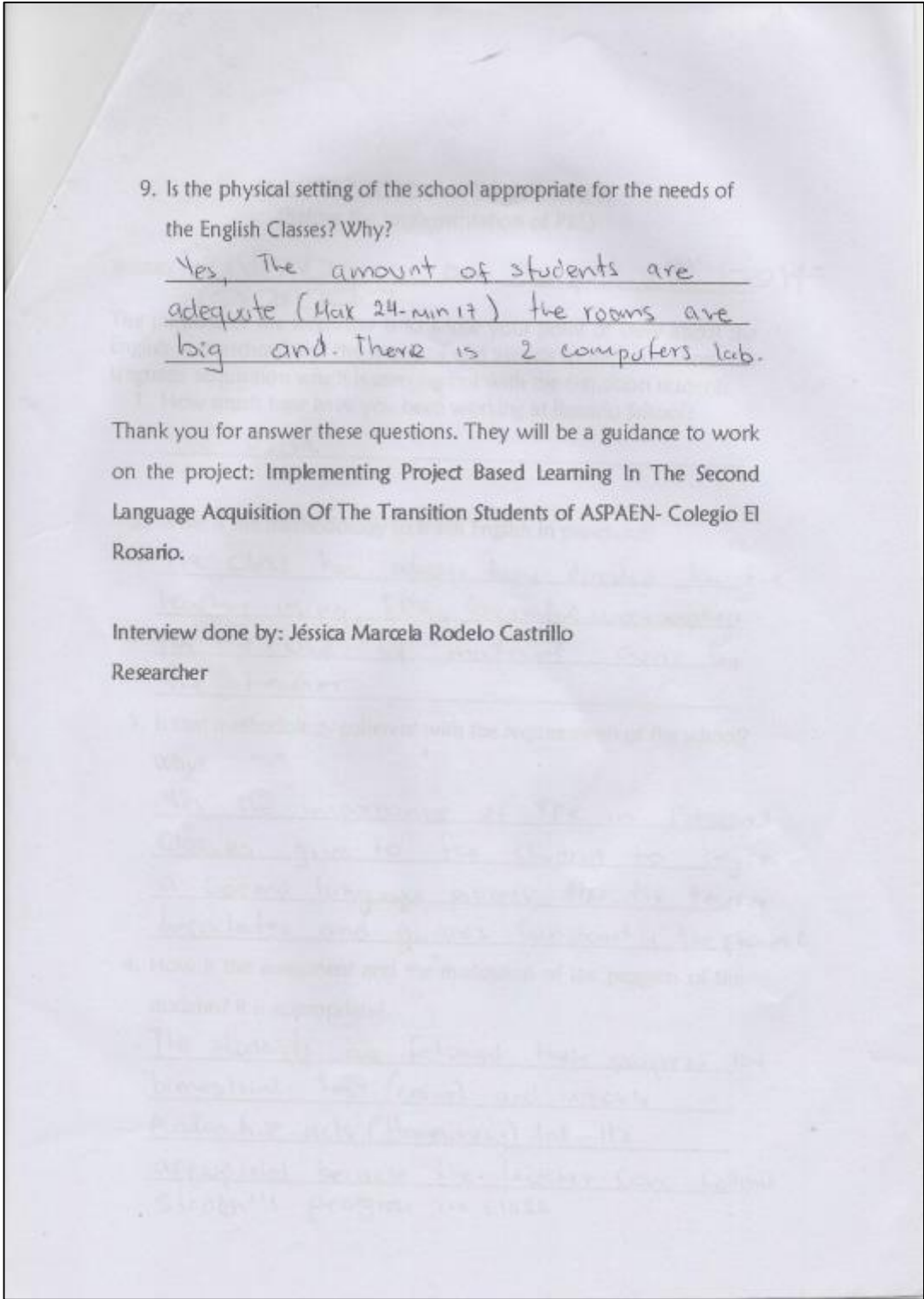
More than negatives, the improvements must be focused in the progress of each student and improve about new strategies.

7. What are your recommendations to the teacher according to her English classes?

Keep moving forward in the implementation of new strategies to increase second language learning

8. What is the emphasis of the English in the institution?

At school, we have a big weekly English time in class (10 hours per week) in primary and high school and 4 hours per week in preschool



9. Is the physical setting of the school appropriate for the needs of the English Classes? Why?

Yes, The amount of students are adequate (Max 24-min 17) the rooms are big and there is 2 computers lab.

Thank you for answer these questions. They will be a guidance to work on the project: Implementing Project Based Learning In The Second Language Acquisition Of The Transition Students of ASPAEN- Colegio El Rosario.


Interview done by: Jéssica Marcela Rodelo Castrillo
Researcher


3. The diagnostic exam format to the students.


DIAGNOSIS EXAM
TRANSITION GRADE
(Before the implementation of PBL)


Name: Laura Sofia Date: August 28th / 2014


1. Complete the words according to the drawings:

three bananas 


five onions 


one chest 


four tomatoes 


one cake 


2. Read and color correctly:

 I see an orange carrot.

 I see a yellow lemon.

 I see a red strawberry.


 I see a green apple.


 I see purple grapes.


DIAGNOSIS EXAM
TRANSITION GRADE
(Before the implementation of PBL)

Name: Luisa Alejandra Date: August 28th 2014


1. Complete the words according to the drawings:

three bananas 


five onions 


one cheese 


four tomatoes 


one cake 


2. Read and color correctly:

 I see an orange carrot.

 I see a yellow lemon.

 I see a red strawberry.


 I see a green apple.


 I see purple grapes.


DIAGNOSIS EXAM
TRANSITION GRADE
(Before the implementation of PBL)


Name: Mohiam a Date: August 28th / 2014


1. Complete the words according to the drawings:

three binds 


five onions 


one cheese 


four tomatoes 


one cake 


2. Read and color correctly:

 I see an orange carrot.

 I see a yellow lemon.

 I see a red strawberry.


 I see a green apple.


 I see purple grapes.


DIAGNOSIS EXAM
TRANSITION GRADE
(Before the implementation of PBL)


Name: Sofia V Date: August 25th 2014


1. Complete the words according to the drawings:

three 


five 


one 


four 


one 


2. Read and color correctly:

 I see an orange carrot.

 I see a yellow lemon.

 I see a red strawberry.

 I see a green apple.

 I see purple grapes.

The second objective is to implement PBL in the daily English lessons in transition grade. For that reason these appendices are organized by the stages of PBL:

PHASE I: GETTING STARTED

1. Photos of the students choosing the topic.





PHASE II: COLLECTING INFORMATION

Stage 1: Identifying Food and Drinks.

1. Photos of the students identifying the food among different items.





2. Photos of the students collecting packages of different food and drinks and doing the billboard.







Stage 2: Classifying the aliments in the food pyramid.

1. Photos explaining the food pyramid.





2. Photos first part of the pyramid: **Water.**





3. Photos second part: **Dairy and Cereals.**





4. Photos third part: **Fruits and Vegetables.**



5.



6. Photo “Frucheta”





7. Photos of the Big Food Pyramid done.







8. Photos of the Food Pyramid poster done by the students.








9. Checklist.





**The Healthy Food,
it's Delicious too!**

CHECKLIST

Name: Sumia

Grade: TRANSITION B








Day: September 26th

How many times per day do you drink water?

I drink water times per day!

Day: October 14th

Color and write your favorite drink or food.

 Yogurt	 Cheese	 Cereal	 Bread
 Milk	 Oatmeal	 Rice	

I like to eat or drink








BREAD-RICE-MILK-OATMEAL
YOGURT-CHEESE-CEREAL

How many times per week do you drink or eat dairy or grains?

Dairy	Grains
5	7

Day: October 19th

Color and write your favorite vegetables.

 Cabbage	 Asparagus	 Tomato
 Broccoli	 Potato	 Carrot
		 Onion

I like to eat









tomato Potato
carrot onion

How many times per week do you eat vegetables?

I eat vegetables times per week

Day: October 1st

Color and write your favorite fruits.

 Apple	 Pear	 Banana	 Strawberry
 Orange	 Watermelon	 Cherries	 Grapes



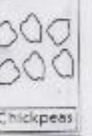



I like to eat Apple banana
strawberry grapes

How many times per week do you eat fruits?

I eat fruit 3
times per week!

Day: October 17th

Color and write your favorite food.

 Kidney Beans	 Lentils	 Chickpeas
 Tuna Fish	 Chicken	 Meat







I like to eat tuna fish - chicken
meat - kidney beans

How many times per week do you eat beans or meat?

Beans	Meat
<u>2</u> times	<u>4</u> times

Day: October 18th

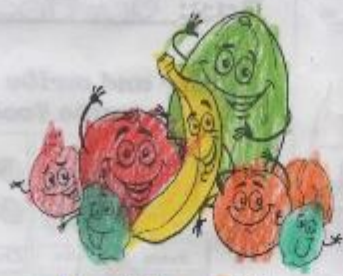
Color and write your favorite food.

 Lollipop	 Chocolate	 Ice Cream	 Sugar
 Butter	 Peanut Butter		

I like to eat chocolate - ice cream

How many times per week do you eat fats or candies?

Fats	Candies
<u>0</u> times	<u>7</u> times



**The Healthy
Feed,
It's Delicious
Too!**


CHECKLIST

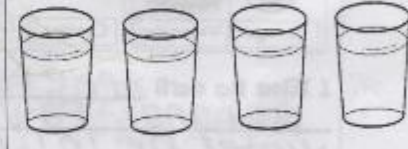
Name: Valentina

Grade: Grade 1

Day: September 27th

How many times per day do you drink water?












I drink water four times per day!

Day: October 22

Color and write your favorite drink or food.

 Yogurt	 Cheese	 Cereal	 Bread
 Milk	 Oatmeal	 Rice	








I like to eat or drink cheese oatmeal milk yogurt + bread rice

How many times per week do you drink or eat dairy or grains?

Dairy	Grains
<u>seven</u>	<u>five</u>

Day: October 3

Color and write your favorite vegetables.

 Cabbage	 Asparagus	 Tomato
 Broccoli	 Potato	 Carrot
 Onion		









I like to eat tomato broccoli carrot

How many times per week do you eat vegetables?

I eat vegetables five times per week

Day: October 3

Color and write your favorite fruits.







 Apple	 Pear	 Banana	 Strawberry
 Orange	 Watermelon	 Cherries	 Grapes

I like to eat Apple Pear
Banana Strawberry
Watermelon Orange
Cherries Grapes

How many times per week do you eat fruits?
I eat fruit four times per week!

Day: October

Color and write your favorite food.







 Kidney Beans	 Lentils	 Chickpeas
 Tuna Fish	 Chicken	 Meat

I like to eat Lentils
Chick Peas meat
Kidney Beans

How many times per week do you eat beans or meat?
Beans two times
Meat four times

Day: October 17

Color and write your favorite food.

 Lollipop	 Chocolate	 Ice Cream	 Sugar
 Butter	 Peanut Butter		

I like to eat Lollipops
chocolate ice cream

How many times per week do you eat fats or candies?
Fats _____
Candies Three times

Stage 3: Differentiating healthy and unhealthy food.

1. Sheet of the food.



2. Photos of the Healthy Eating Door Collage.





3. Photos of the students with their families showing food at the supermarket or their fridges.







The third objective was to assess students' progress during the foreign language learning along the implementation of PBL for that reason I did the following appendices:

1. The observation after the implementation of PBL.

OBSERVATION (After the implementation of PBL)

Teacher: Jessica Radeb Grade: Transition
 Date: September 2nd Quantity of students: 21
 Topic: Food - Fruits.

1. Observation of the class according to the lesson plan stages:

Stage	Students description: Knowledge and skills in the use of the language.	Students description: Behaviour and attitudes
LEAD IN	The SS comprehend easily the activities	The SS were enthusiastic and really motivated with the real fruit.
PRESENTATION	The SS learned quickly the vocabulary and they started to use it in context like: I like the apple. I don't like the burger.	The SS were asking all the time how to say questions or opinion about the fruits in English.
PRACTICE	The students did the checklist asking, asking and answering correctly.	The task interested and engaged about this topic.
PRODUCTION	The students learned and internalize better the vocabulary and some structures.	The SS enjoy doing the fruit for they followed the steps correctly and saw the instructions properly.
ASSESSMENT	The SS didn't learn the topic by memorizing they really know what they were saying.	The felt motivated and enthusiastic to do their final production.

2. Physical setting of the classroom:

Chairs	There are 24 chairs for each student. They are comfortable and in the size of the st.
Light	There are 12 lamps and natural light too.
Sound	There isn't noise around the classroom but the bell rings very loud and the ss start to yell.
Decoration	The decoration is proper to the topic. There are posters and flashcards of the topics around the classroom.
Space	There is enough space and the teacher can organize the chairs and tables in different way.

3. Others:

The students look happy and they participate actively in each class but sometimes they look tired or less enthusiastic when they have to do many activities in his/her books, sheets and notebooks.

do a notebook with
 the other students with the
 writing and say with
 happiness.

2. The final exam to the students.

FINAL EXAM
TRANSITION GRADE
(After the implementation of PBL)

Name: Piama Lore Date: October 28th

1. Draw a food in each part of the food pyramid according to the words:

2. Order the words according to the healthy or unhealthy food.

- Burger
- Apple
- Ice cream
- Broccoli

Healthy food	Unhealthy food
Apple Broccoli	Burger Ice cream

3. Complete the sentences according to the picture.



I like

I don't like

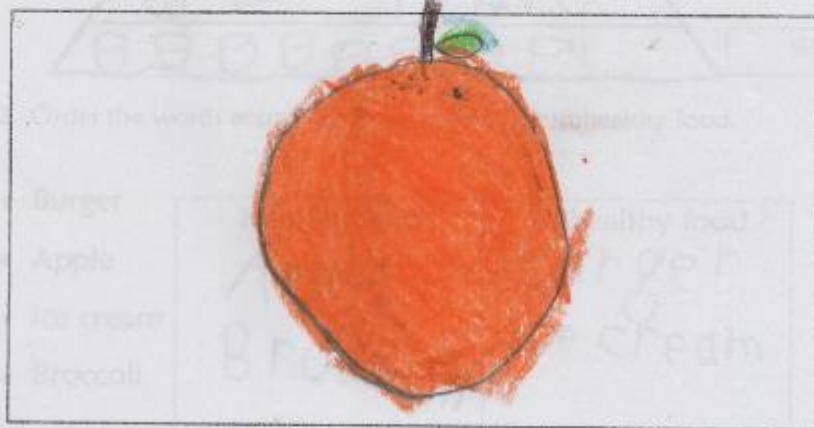


I like the orange



I don't like the pear

4. Draw your favourite food and write:



My favourite food is orange

FINAL EXAM
TRANSITION GRADE
(After the implementation of PBL)

Name: Maria Laura G. Date: October 28th

1. Draw a food in each part of the food pyramid according to the word:

2. Order the words according to the healthy or unhealthy food.

- **Burger**
- Apple
- Ice cream
- Broccoli

	Healthy food	Unhealthy food *
	Apple Broccoli	Burger Ice cream

3. Complete the sentences according to the picture.



I like

I don't like

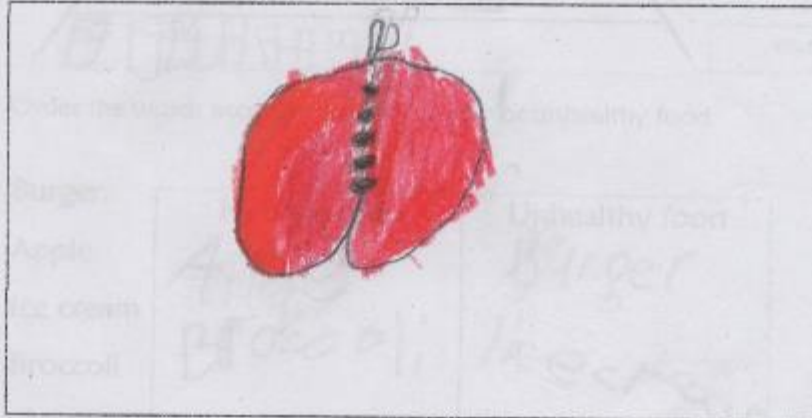


I like the orange



I don't like the pear

4. Draw your favourite food and write:



My favourite food is apple

FINAL EXAM
TRANSITION GRADE
(After the implementation of PBL)

Name: Maria Paula Date: October 28th

1. Draw a food in each part of the food pyramid according to the words:

2. Order the words according to the healthy or unhealthy food.

- **Burger**
- **Apple**
- **Ice cream**
- **Broccoli**

	Healthy food ✓	Unhealthy food ✗
• Burger	Apple	Burger
• Apple	Broccoli	Ice cream
• Ice cream		
• Broccoli		

3. Complete the sentences according to the picture.



I like

I don't like



I like

the



orange




I don't like

the



pear

4. Draw your favourite food and write:

		
Burger	Healthy food	Unhealthy food
Apple	Apple	Burger
Ice cream	Broccoli	Ice cream
Broccoli		

My favourite food is pear

And the last objective was to monitor the success of the activities worked in the PBL implementation and the appendices are:

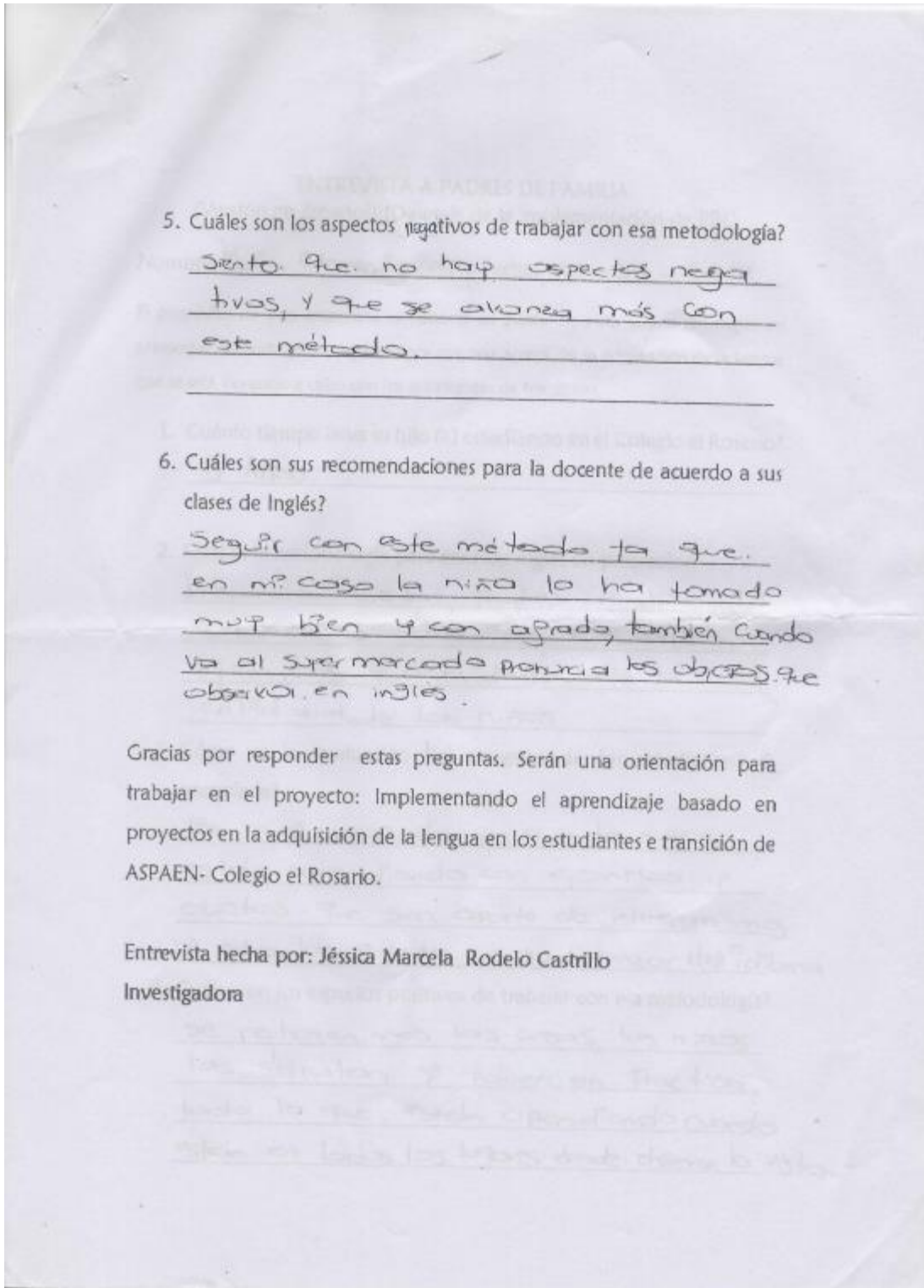
1. The interviews to parents, the English coordinator and the English teacher.

ENTREVISTA A PADRES DE FAMILIA
(Versión en Español) (Después de la implementación de PBL)

Nombre: Maria Clementina Pineda Fecha: Oct - 23 - 2014

El propósito de esta entrevista es conocer su punto de vista acerca del inglés en preescolar, las fortalezas y aspectos por mejorar acerca de la adquisición de la lengua que se esté llevando a cabo con los estudiantes de transición.

1. Cuánto tiempo lleva su hijo (a) estudiando en el Colegio el Rosario?
3 Años
- 2.Cuál es la metodología para enseñar Inglés en preescolar?
Llevando objetos, frutas, realizando carteleras, dibujos, haciendo ejemplos y actividades de la vida cotidiana de los niños.
3. Cómo es la evaluación del progreso de los estudiantes? Es apropiada?
Es muy apropiada ya que los niños están aprendiendo con ejemplos y objetos que son aparte de ellos mismos y esto los ayuda en su avanzar del idioma.
4. Cuáles son los aspectos positivos de trabajar con esa metodología?
Se retienen más las cosas, los niños los disfrutan y ponen en práctica todo lo que están aprendiendo cuando están en todos los lugares donde observan la vista.



ENGLISH TEACHER INTERVIEW
(After the implementation of PBL)

Name: Jesús Adrián Agudelo Date: October 28th/2014

The purpose of the interview is to know your point of view about the English in preschool and the strengths and aspects to improve about the language acquisition which is carrying out with the transition students.

7. How much time have you been working at Rosario School?

5 years ago.

8. What is the methodology to teach English in preschool?

The teacher implemented in her classes the innovative methodology PBL (Project Based Learning)

9. How is the assessment and the evaluation of the progress of the students? It is appropriate?

The teacher describes the competences that students develop in the classes and in the end assess the project taking into account the final production.

10. What are the positive aspects of working with that methodology?

PBL allows to the students to learn meaningfully in a real context and involving students to participate in the Project using the feelings, senses and real food.

11. What are the negative aspects of working with that methodology?

The lack of time doesn't allow to
the teacher to complete all the
scheduled activities.

12. What are your recommendations to the teacher according to her
English classes?

It would be interesting if the teacher
works interdisciplinary with others
dimensions (cognitive, communicative, social.)

Thank you for answer these questions. They will be a guidance to work
on the project: Implementing Project Based Learning In The Second
Language Acquisition Of The Transition Students of ASPAEN- Colegio El
Rosario.

Interview done by: Jéssica Marcela Rodelo Castrillo

Researcher

ENGLISH COORDINATOR INTERVIEW
(After the implementation of PBL)

Name: EUSTAVO Date: October 28th/2014
Granada

The purpose of the interview is to know your point of view about the English in preschool and the strengths and aspects to improve about the language acquisition which is carrying out with the transition students.

1. How much time have you been working at Rosario School?

5 Years.

2. What is the methodology to teach English in preschool?

based methodology, TPR and
cooperative work applied by the
teacher in the use of material.

3. Is that methodology coherent with the requirements of the school?
Why?

Yes, during the time worked by
the teacher with students worked
according to school and students
needs and requirements.

4. How is the assessment and the evaluation of the progress of the students? It is appropriate?

It is appropriated in the use of
different assessments like: check list.
Pyramids food, the healthy eating
book, collages

5. What are the positive aspects of working with that methodology?

Constant feedback of students and
the use of collaborative work in
the classroom.

6. What are the negative aspects of working with that methodology?

All the aspects in the use and
implementation of the strategy
was adjusted to the classroom.

7. What are your recommendations to the teacher according to her English classes?

Continue working about increasing
the project based learning to continue
working in second language learning.

8. What is the emphasis of the English in the institution?

Weekly English time (10 hours per week)
in primary and high school and four hours
per week in preschool.

9. Is the physical setting of the school appropriate for the needs of the English Classes? Why?

The classrooms are big enough to the amount of students, the teacher can use settings like Computer's Lab.

Thank you for answer these questions. They will be a guidance to work on the project: Implementing Project Based Learning In The Second Language Acquisition Of The Transition Students of ASPAEN- Colegio El Rosario.

Interview done by: Jéssica Marcela Rodelo Castrillo

Researcher

8. Is that methodology coherent with the requirements of the school? Why?

Yes, during the time classes by the teacher when students understand learning how to work and students needs and requirements.

7. How is the assignment and the evaluation of the project of the students if is appropriate?

It is appropriate in the use of different assignments like Computer's Lab, and the teacher using the teacher's lab.