UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

PROJECT BASED LEARNING-COMPARING MEXICO'S CULTURE WITH AN ENGLISH SPEAKING COUNTRY.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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México, DF. a 05 JUNIO DE 2016

UNIVERSIDAD PEDAGÓGICA NACIONAL
SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING AS A FOREIGN LANGUAGE

PROJECT BASED LEARNING-COMPARING MEXICO'S CULTURE WITH AN ENGLISH SPEAKING COUNTRY.

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June 5TH, 2016

TABLE OF CONTENT

1. Introduction

The purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of *specific competencies with the language*. This entails using activities that involve production and interpretation of spoken and written texts –of a familiar, academic and literary nature– so the students will be able to satisfy basic communication needs in different every day, familiar and known situations. For this reason, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to gain access to different cultural expressions from both, their own and other countries.

Most importantly, it is necessary to have a variety of individual and collective experiences that include different ways to participate in oral exchanges and in text reading and writing" (PNIEB, pag 84 2011)

In the previous quotation from the PNIEB program, I can associate with **experiential learning** that refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new (Kotti, 2008). Experiential learning is defined as the exploitation and processing of experience, aiming not only at acquiring knowledge, but also at transforming the way of thinking and changing attitudes (Mezirow, 1991). In experiential learning learners participate "in concrete activities that enable them to 'experience' what they are learning about" and the "opportunity to reflect on those activities" (Silberman, 2007), since "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). Experiential learning is related to the project method. The project method is "a natural extension of what is already taking place in class" (Stoller, 2002:109), an open learning process, the limits and processes of which are not strictly defined, which progresses in relation to the specific teaching context and learners' needs and interests.

The project method originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life (Frey, 1986). Major proponents of Pragmatism are J. Dewey (1935) and W. Kilpatrick (1935) in the U.S.A, and H.Gaudig and G. Kerschensteiner in

Germany. The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators (Chrysafidis, 2005).

a) Promotion of manual activity instead of memorization and verbalism.

b) Learners' active participation in the learning process, and

c) Exploitation of facts relating to the immediate reality as a source for learning.

Reason for choosing the topic

In the English program in Mexico called PNIEB each unit should be worked through a project. That is the reason; I implemented the Project Based Learning through technology. In this project students worked with the project of English speaking countries in which after they presented a fantasy trip to an English speaking country they could give their opinions comparing those countries' important aspects with Mexico's, for example food, custom, touristic places, currency, etc. On the other hand it is considered that students are supposed to acquire so called "key skills", e.g. responsibility, independence, cooperation and critical thinking. PBL seems to achieve for all these requirements. Moreover, this approach brings real life tasks into the teaching process. The thesis also includes an important appendix. Enclosed herewith are handouts, worksheets, examples of assignments, pictures and photos that support the overall idea of this project.

The aim of the project

The aim of this final project is to create a work of practical usage that can serve as a source of inspiration and refreshment for EFL lessons. But most important to experiment working with this methodology and see if all the list of benefits can be achieved with real beginners learners of the English language.

The project covers four main important chapters:

Chapter 1: Philosophy and theory

Chapter 2: Methodology and practice Chapter

Chapter 3: Experience Report

Chapter 4: Conclusions

The project also includes an important appendix. Enclosed herewith are handouts, pictures and photos that support the overall idea of this project.

Chapter 1: Philosophy and theory

Learning has a lot of concepts and theories for many author and teachers. The concept of learning will be defined as the integrated procedure sequences or activities that teachers need to choose with the intention to facilitate the acquisition, to storage the information or knowledge. It is believed that a teaching is a life-long commitment to the personal, emotional, and academic needs of students. Teachers must be dedicated and love their work don't look at it as a job. I decided to be a teacher because I wanted to make a difference in the success of today's children or adults that want to learn the English language. I have been enrolled in the English Language Teaching since 2010. I started with kindergarten and then in 2011 I got my actual job which is a primary school and I combine it with my teaching to universities students in the afternoons. As I have working with differences students in terms of age and abilities, I consider that to be an effective teacher, I believe that one must be enthusiastic, confident, honest, and holistic.

I believe that teaching is an active profession; we as teacher must convey energy to the students through spontaneous enthusiastic activities it doesn't matter the students' level or ages. If the teacher is enthusiastic, the learners will be enthusiastic as well. . Conversely, if the teacher is not happy, negative things can happen. The mission of all teachers should center on fostering learning in a positive environment leads to greater curiosity, greater production, and higher levels of thinking as Bloom stated.

Teachers should be confident enough to listen and respond professionally to questions and challenges from both parents and other members of faculty and administration. To have a successful learning on students I believe teachers should be able to apply

methods and strategies for dealing with children in all ways, not just academically. Professional journals and books should be read consistently so that teachers can understand, use, and talk about current knowledge and practice. Teaching is also a research-based profession; and non-stop learning. That is the reason why I have decided to study this specialization, and to bring back the things I know but I don't apply them in my teaching practice. Moreover, a teacher should play a lot of roles in the different activities done in the classroom this in order to make learning more meaningful, the author Jeremy Harmer states some which are controller, organizer, assessor, prompter, participant, resources, tutor, observer among others. In my context I apply most of the roles Harmer's stated on his book during my lessons.

The level of students in the primary school in which I work are very basic and their attitudes most of the time is the big barrier I face every day. Each time I work with them, for me it is satisfactory that at least they learn a new word I don't expect big things like they can domain any skill of the language, because they are not enough exposed to the target language. On the other side, the program from the Ministry of Education (Sep) pretends that at the end of the primary level students can read, write and speak English in an intermediate level which is too ambitious for me. Then my goal here for my students is that at least they can end primary level with a basic level and have more vocabulary which I see that is more coherent with the real context.

I see that my students' outcomes in terms of knowledge are a little bit higher because according to the achievements of each unit they can get at least. I believe that when working with children we need to vary the dynamics and if it is possible to change the methodology to have better students, and of course the way we teach is the way students will change their behavior, too.

My beliefs about grading students in the primary school comprise three important aspects. First, I consider it should be **global** this aspect considers the students' capacity in English as a whole, without fragmenting it in isolated knowledge or abilities. Second is **continuous** this not only considers the final product but also the work and performance carried out throughout the development of the communicative situation's stages or phases. The third one is **Formative;** it is a continuous process of collecting evidence and qualitative data about the performance of students; that is, their strengths and weaknesses, so that positive, effective feedback is guaranteed among students and between them as well as the teacher. To grade my students I use different types of assessment. I relay on test my students each class, for example I took like 15 minutes to dictate vocabulary seen in the lesson or ask them orally some questions related to the topic. I also evaluate the stages of the final product in each unit. The two types of assessment I would like to introduce into my teaching practice are portfolios and presentations. I consider these two types of assessment very meaningful in terms of learning.

According to Genessee and Upshur (1996,99) "a portfolio is a purposeful collection of students' work that demonstrates to students and others their efforts, progress and achievements in given areas." The previous definition illustrates specific features that differentiate a portfolio from other common devices that store information such us folders, notebooks, computer files, flash drives and so on. Each portfolio gathers information for particular reasons and therefore is a systematic and continuous planning process to decide what is valuable enough to include. Most importantly, the portfolio, as an alternative means of evaluation, can characterize students' progress qualitatively as compared to a more quantitative evaluative approach.

To be professional growing I always say that if we as teachers lost our appetite for learning and for doing things better and differently, chances are boredom and monotony will invade our classroom and will kill the learning process. In other words, as a teacher we need to be updated to make our classroom an enjoyable context. That is the reason why I am taking the specialization, which is a goal for me to finish it, not only to have a paper but to learn new things and to apply them on my field.

1.02 Theory underlying teaching practice and identity

In this final paper the project-based learning was applied in order to achieve what the SEP program objectives set. Project-based language instruction is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity. Project-based learning (also referred to as project-based instruction, or PBL) has been defined differently by various authors, but perhaps at its simplest, it is "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (Moss & Van Duzer, 1998, p. 2). Projects are generally thought of as a long-term (several weeks) activity which are part of an instructional method which promote(s) the simultaneous acquisition of language, content, and skills. A major goal of project-based instruction is comprehensible output (Beckett, 2002), which generally occurs both during the project and as the final product of the project. In terms of the final product, Stoller (1997) outlines several variations such as production projects, performance projects and organizational projects, all of which yield qualitatively different end products. Project-based learning allows instructors to teach the four core English skills (along with related cultural elements) while giving both instructors and students freedom in what project they choose and how they carry it out. It is advisable that teachers do not take full control of projects but rather leave many things to be determined by students. A project is emergent and negotiated rather than fully planned by the teacher; it encourages students to go beyond

the minimum standards of involvement. However, due to this "emergent" nature, project-based learning demands rapid adjustments by the teacher and the faith of the students to succeed. There is an element of unpredictability in project-based instruction; "sometimes a project will move forward in a different direction than initially planned" (Moss, 1997, p. 11). Also, there is no certainty that students will see the same benefits of a project as a teacher. Projects can fail just as projects do in the real world if there is a lack of sufficient organization, group cohesion, or determination to reach the project goal

1.03 Origin of Project-based learning

The roots of PBL can be found in experiential education of the American educational reformer John Dewey at the turn of 19th and 20th century in the USA. He is considered being an ideological father of PBL and the main figure of progressive education at that time. Dewey perceived a child as a complex human being and pursued students felt the inner urge for learning along with their realization of reasons for studying. He enforced the motto "learning by doing" and laid the theoretical foundations of PBL, nonetheless, the founder of PBL method is considered his fellow worker American pedagogue William Heard Kilpatrick who was emphasizing the significance of student interest and suggested concentrating the educational content into work of projects. His main interest was to develop children´s personality as such and laid stress on student responsibility towards their own learning.

In the English program in primary school in Mexico (PNIEB) asks to work with Activities based on collaboration, Problem-solving and social relations to end with a product in each unit. That is the reason why for the final project on this specialization (EAAILE) I included the Project-Based Learning method with the resource of technology to work on the product for this unit with fifth grade students. I have read what this method is about and I have encountered that working with this method has many benefits, besides that it is more related to the PNIEB program because each unit is finished with

a project. Some benefits of incorporating project work in foreign language settings are as follows: First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). In addition, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006). Students' autonomy is enhanced especially when they are actively. A further frequently mentioned benefit relates to students' increased social, cooperative skills, and group cohesiveness (Coleman, 1992). Another reported benefit is improved language skills (Levine, 2004). Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Haines, 1989) and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-schools contexts, and to foster learning to learn (Brown et al, 1993). While activities are 'Anything students are expected to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content' (Brophy and Alleman,1991), authentic activities are tasks with real world relevance and utility, that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement. Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome. In addition, project-based learning provides opportunities for "the natural integration of language skills". A further benefit is that because project work progresses according to the specific context and students' interests, students have enhanced motivation, engagement and enjoyment. From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest, motivation to participate, and can promote learning. Enjoyment and motivation also

stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman, 2000). Another set of reported benefits is the critical thinking skills. These skills are very important, since they are life-long, transferable skills to settings outside the classroom. Finally, working with PBL, reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions. Once I applied this method PBL with my class I realized I have wasted my time about not working with this method before. Students really got engaged when working and discipline was managed very well.

1.04 Benefits of project based in my English class with fifth grade.

Many benefits of incorporating project work in foreign language settings have been suggested. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002).

- Students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning

- After completing a project, students remember what they learn and retain it longer than is often the case with traditional instruction.

- Students understand content more deeply and learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators.

- The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of the 21st century competencies such as critical thinking, communication in a variety of media, and collaboration. PBL provides an effective way to address such standards.

- Provides increased opportunities for the use of technology. Teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively.
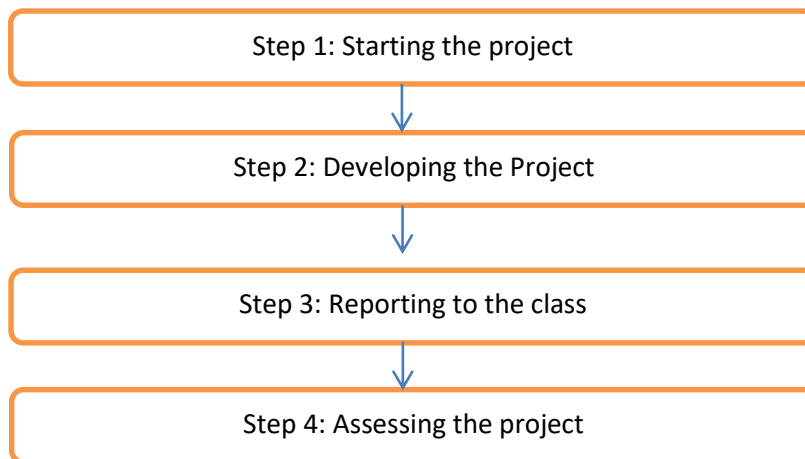
- Provides increased opportunities for the use of technology. Teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively.

- Project Based Learning allows teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students. (Coleman, 1992; Levine, 2004; Haines, 1989).

Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Haines, 1989) and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-schools contexts, and to foster learning to learn (Brown et al, 1993). While activities are 'Anything students are expected to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content' (Brophy and Alleman,1991), authentic activities are tasks with real world relevance and utility, that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement (Jonassen, 1991). Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome (Reeves et al, 2002). In addition, project-based learning provides opportunities for "the natural integration of language skills" (Stoller, 2006:33). A further benefit is that because project work progresses according to the specific context and students' interests, students have enhanced motivation, engagement and enjoyment (Lee, 2002). From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest, motivation to participate, and can promote learning. Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman, 2000:149). Another set are the benefits pertains to the development of problem-solving and higher order critical thinking skills (Allen, 2004). These skills are very important, since they are life-long, transferable skills to settings outside the classroom.

1.05 Stages in project work

The following general stages can be used for successful project implementation. They constitute a practical guide for the sequencing of project activities for teachers who want to implement projects in their classrooms (Kriwas, 1999).

The process of BBL is an ongoing process undertaken by students with support from teacher. PBL's complex systematic but flexible framework helps students, to shape their projects and understand what is expected of them. The project structure helps teachers and students to organize the development of a project's activity based on students' interest and personal contributions to the topics selected of study. There are too complex steps when working with this method but to understand each stage clearly, this research summarized four general steps taking into consideration the following authors (Foster and Maters, 1996;Sheppaard & Stoller, 1997; Stanley, 200) These four main steps of PBL are shown below:

Step 1: Starting the project

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Step 2: Developing the Project

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Step 3: Reporting to the class

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Step 4: Assessing the project

The following is the summary of the four project steps:

1. Starting the project: This stage involves selecting the topic that is of interest and relevance to students. The teacher can create guiding questions so that students have an idea of what to do and are encouraged to study or develop. Students then establish the project outline and plan the method of development, the final outcomes and individual's responsibilities. The project should be challenging and motivating such that students can develop and have the flexibility to work at their own level, while team members within the group offer advice and assistance. This is an important feature as it contributes to a successful outcome.

2. Developing the project: this stage involves the research which is undertaken by all group members either individually, in pairs, or as a group. This should be decided by the group before commencing the project. Students search for information to answer their driven question, note down the results they achieve, any problems they

encounter and ways to solve them. This is an efficient process that can be used to improve the project as it progresses.

3. Reporting to the class: This stage involves presenting and receiving feedback form other students on the progress of an improvements to the project. The steps occurring throughout the project are assessed to make sure that students comprehend the problems and apply the skills and concepts necessary to complete the project.

4. Assessing the project: the final product can be evaluated by an individual student, students as a group, a teacher or external audience. This stage allows students to apply and present what they have learned.

It is clear that PBL is a systematic methodology that is able to implement in classroom setting. The development of PBL in a classroom can be carefully employed under a process that guides practitioners and students in organizing projects. The upcoming section focus on the roles of teachers and students in PBL.

method	objectives	Main features	Advantages	disadvantages
Project-Based Learning	Students are able to develop their language, content and communicative skills by being involved in projects.	Focus on the process of learning. Students set their learning goals, design their own learning and cooperatively work with others trough hand-on experience in an authentic and meaningful environment to successfully achieve the end result. Teachers are facilitator while students are self-directed learner	Students gain language proficiency, self-efficacy and self-esteem, increase self-confidence and develop motivation, problem solving and other social skills.	Students may reject this method due to a cultural belief that teachers are knowledge delivers and students are knowledge receivers. Teachers may find that it is difficult to finding time to devote to TBL.

Table 1.1 Brief descriptions on working with PBL.

1.06 Teacher and students roles in project-based learning.

Traditionally, teachers have been the center of the classroom and controlled both the content and the method of teaching and learning. Students have become passive recipients with no degree of control, especially in content language production.

Effective project-based learning requires the teacher to assume a different role (Levy, 1997). The teacher's role is not dominant, but he/she acts as a guide, advisor, coordinator, and

facilitator. In implementing the project method, the focal point of the learning process moves from the teacher to the learners, from working alone to working in groups.

It is clear that the role of the teacher in PBL is not only to support students' learning but also to develop awareness of their own learning goals that they can reach their learning goals (Howard, 2002). The teacher's role is not only helping them complete their project but one of guiding to be self-directed learners. The role of the teacher in PBL is different from that one on a traditional class. The teacher in PBL acts as a cognitive and meta-cognitive coach by asking, monitoring, and probing, managing, group regulating. The teacher assists students to construct their understanding of the problem and allows them to analyze and solve the problem. The teacher helps facilitate students to be able to connect their new learning to prior knowledge to enhance their cognitive skills.

The role of the student in PBL is of great importance. As PBL involves student-directed learning, students need to be involved in three major roles as a self-directed learner, as a team member/collaborator and as a knowledge manager/leader. As self-directed learners, students choose the topic that is related to their experiences and interests. They design their learning goal which helps with stimulation and motivation from the beginning to the completion of the project.

They assign tasks within the group based on individual interest, undertake their projects, find resources to use, choose artifacts, evaluate and revise their work and generate artifacts. Besides being self-directed learners, students widen their role to become peer-helpers who in turn help other learners to complete the tasks. They also depend on each other as their work forms part of the overall project (Murchú, 2005)

As learners are empowered in PBL and take full responsibility throughout the process of their learning, a better understanding of learner autonomy is gained which is an important characteristic of PBL.

Chapter 2: Methodology and Practice

2.01 Participants

16 fifth grade primary school students, aged 10-11 years, in Delegación Azcapotzalco in Mexico City, Mexico, took part in the project. The project lasted four lessons and students worked on it for two hours per week, in the framework of day long school.

2.02 Goals of project work

The overarching aim was to implement project work in order to make students aware of the English speaking countries' culture trough a imagine trip, and use it as a mechanism for cross curricular, and interdisciplinary work, as well as to make use of new technologies. The specific aims were: Cognitive aims 1) To help students learn about English speaking countries and customs.

2) To help students realize the similarities and differences between Mexico and those English speaking countries. 3) To improve students' reading, writing, listening, speaking, vocabulary skills, and communicative competence. 4) Emotional aims 5) To sensitize students about other English speaking countries' customs. 6) To acquaint students with observation and research. 7) To foster the development of curiosity and observation skills to students.

2.03 Sequence of project activities.

The following six stages were followed. **The first step** included choosing the topic of the project and agreeing on the final outcomes. The project topic was "A travelogue to an English speaking country", and it was determined by both the teacher and the students, since it was a topic in the PNIEB syllabus.

In the second stage teachers and students structured the project work. This included determining information required, sources of information, how analysis of information will take place, formation of project groups on the basis of the students' interests and needs, and assigning roles and coordinators for each group. The following principles were applied in relation to group formation and function (Brophy, 2008:161): a) tasks were at such level of difficulty that students could complete with reasonable effort, b) each group member was allocated some specific responsibilities, c) each group had a goal and motivation to work toward the goal, and d) the teacher checked the progress of groups at regular intervals, providing progress and corrective feedback.

The third stage included the gathering of information from a variety of sources.

In this stage I explained students the countries that have English as their first language. Then, I explained hem the outline of a travelogue. They went to the computer lab to search information about the country they chose.

The following activities were implemented: Students in teams went to the computer lab. They searched for the food, touristic places, flag, currency, weather and most important aspects for the English speaking country they selected. First they looked for the images and then

they wrote piece of information on a Power Point presentation. They used the translator to translate the words they didn't know and I reviewed them to check if their writing was good.

The fourth stage included analysis of data gathered, that is, selection of appropriate information and discarding of irrelevant material. They collected the information each individual searched by their own.

The fifth stage was presentation of the final products, which included: the creation of a Power Point presentation, creation of a travelogue with photographs and comments about each image.

The final or sixth stage included evaluation of the project. Evaluation was expressed positively and not negatively, because the aim was to reflect on language and content mastered, effectiveness of steps and activities used (Stoller, 2002; Fragoulis, 2008:54). The focus is on whether and to what extent knowledge, experiences, and skills acquired formed new values and attitudes that changed or substituted old negative attitudes. These transformations constitute the essence of real learning (Mezirow, 1991). Finally, it is worth mentioning that the above activities implemented in the context of project work do not constitute "ideal" or "correct" classroom practices. English teachers should be aware that what is successful in one teaching situation might be inappropriate in another. I simply wish the project presented here to become a starting point for teachers to reflect in relation to their students' needs and interests, and motivate them to incorporate new interactive teaching methods in order to make teaching more attractive and keep up with the social reality.

2.04 The assessing or Evaluating Tools.

Since Project-Based Learning is a more authentic type of learning, the assessments should also be authentic in nature.

A Comparison of Traditional vs. Authentic Assessment

Traditional Assessment	Authentic Assessment
Generally relies on forced-choice, written measures	Promotes integration of various written and performance measures
Relies on proxy measures of student learning to represent target skills	Relies on direct measures of target skills

Encourages memorization of correct answers	Encourages divergent thinking in generating possible answers
Goal is to measure acquisition of past knowledge	Goal is to enhance development of meaningful skills
Curriculum directs assessment	Assessment directs curriculum
Emphasis on developing a body of knowledge	Emphasis on ensuring proficiency at real-world tasks
Promotes "what" knowledge	Promotes "how" knowledge
Provides a one-time snapshot of student understanding	Provides an examination of learning over time
Emphasizes competition	Emphasizes cooperation
Targets simplistic skills or tasks in a concrete, singular fashion	Prepares students for ambiguities and exceptions that are found in realistic problem settings
Priority on summative outcomes or product	Priority on the learning sequence or process

Taken from Mandernach, B. J. (2003) **A Comparison of Traditional vs. Authentic Asssessment**

Assessment of PBL can be different and challenging compared to the assessment of traditional learning. Students in PBL are assessed by various means such as traditional paper and pencils tests to new modes of assessment: case-based assessment, self and peer assessment and portfolio assessment. However, there are arguments that standardized that multiple choice tests and true-false tests are inappropriate when working with PBL.

In order to assess this project I used the social skills check list (see appendix D) because this, the PBL also focus on having good social skills when working with different people.

In language teaching, students in PBL use real communication, authentic langauge and learning experinces to achieve the goals of learning Therefore, performance assessments are crucial in PBL as they allow a variety of assessments to evaluate students' process of leaning and tasks. According to Hutchinson (1996), the accuracy of grammatical and linguiistic structures of target language should not be only focus of PBL assessment. The principal way for assessing project work is evaluating what students learn, the processess and efforts that lead to the final production and what the learning outcomes are. Therefore,

multiple types of formative and summative assessment should be integrated as a part of an effective assessment program.

I also used a rubric for the presentation of the Power Point presentation see appendix E. In language teaching, students in PBL use real communication, authentic language and learning experiences to achieve the goals of learning. Therefore, a performance task was crucial in PBL as they allow a variety of assessment to evaluate students' process of learning. I was not very strict when assessing students through this rubric because they don't have a full domain of the language.

Chapter 3: Experience Report

 The most serious problem related to the fact that students were not familiar with group work. At the beginning, although they gave each other certain roles for group members, some students dominated the work, while others did little work. Also, most students did not use the target language for communication, but their mother tongue. The teachers remedied

these problems by providing cognitive modeling, completing a task while thinking aloud, modeling and illustrating effective strategies and procedures for task completion. Another difficulty concerned the fact that some students felt that the duration of the project was too short. Some students seemed to have lost interest and motivation by the end of the project. I think that more hours to complete this project well would be perfect, but it is also important to not make the project so long. It seems that short-term projects may have more validity for primary school learners than long-term ones. Finally, some students liked a lot the new role of the teacher as a facilitator and coordinator, and not as a source of knowledge and provider of solutions. At the beginning of project work some students felt uncomfortable with being given choices (e.g. topic selection, team formation), and were thus apprehensive about project work. However, most of them soon realized that the teacher was there to support and assist them, in a different way.

Some unexpected events were faced when carrying on the lesson plan. As it can be seen in the following graphic, it was kind of difficult to work on this during classes because sometimes the access to internet was not allowed and some other times the computer laboratory was occupied by other groups as English doesn't have the access because other groups have the and vantage to use it. To overcome this problem some of the students worked by themselves at home and the then they put together the information gathered in isolation.

Facing Difficulties

■ Lack of internet
■ busy laboratory
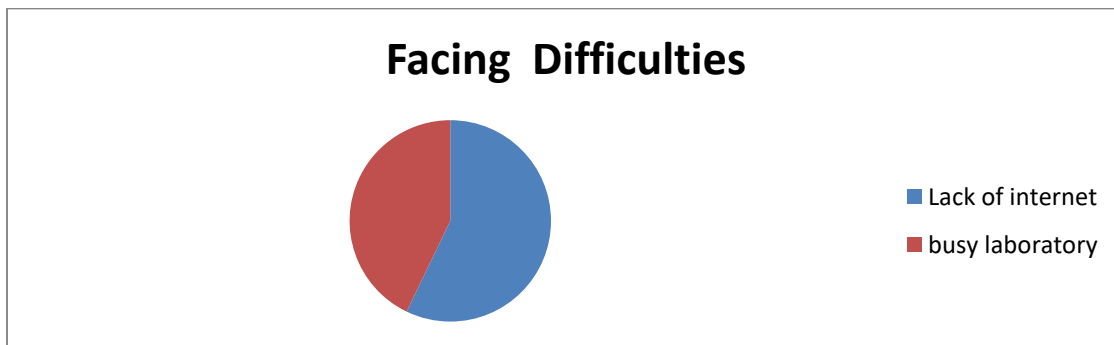
In addition, there were 3 situations where teachers had to state that students were not prepared for independent work. Students did not manage to organize their time since it was new to them. It was problematic to meet deadlines, and students were not used to planning their tasks. This can be perceived as a problematic issue mainly when students are used to being educated in the traditional transmission model and are not taught how to manage time. Thus, teachers should take an advantage of opportunities to foster students 'time

management skills and establish a culture that stresses student self-management so that they would develop adult time management and organization skills.

Chapter 4: Conclusions

The Project Based Learning at the Classroom was the principal goal of this final project with the main intention to make the learners adapt another role, this is; learning by themselves with a little help by the teacher and how this PBL method can benefit their attitudes and

progress in learning the language, thus the teacher can work with PBL as the SEP program states.

This specialization deals a lot with the term ICT that was another important reason I chose to work on PBL along with ICT. The advance of the technologies it has been allowed to be an important tool in the development of the process of education learning, which allows this to the students to acquire the knowledge in a more meaningful manner. One of its advantages which I consider very important for this project is that the internet offers the possibility to experience English without the need of travel. Even without the need of leaving home and as students worked on a trip to an English country this was the best tool to imagine they visited such countries.

This specialization brings me back to the real world again. I haven't applied PBL before in my teaching practice since I started to work at SEP, but the worst thing here is that the NEPBE program asks teachers to work with it in class and I haven't used it, why? Because I thought it was time consuming, and it is, indeed. But the results of the students' learning on the learners are worth it.

It is important to mention that this project was carried out in a very short period of time but the students did their best effort on completing it. The activities presented in this project are a different way of teaching the topic of English speaking country and English as a foreign language, adopting the pedagogical principle of exploratory learning. Students acquire knowledge through a process of "building" it, form groups, cooperate, use authentic, "real" information sources, process and evaluate them, take initiatives, and make decisions. They develop autonomy because they have choices and develop a sense of control and responsibility for their learning, approaching learning in a way that suits their "abilities, styles and preferences" (Skehan, 1998: 273). As a teacher, implementing this project with my students I can state that the experienced I gained was extremely important. Despite problems of school infrastructure and resources available, and lack of experience in project work, their initial fears and insecurity were finally overcome. They evaluated positively the potential offered by the project method and expressed the need for their systematic training in the method. Education is not offered with impersonal teaching methods and educational tools. The teacher is indispensable source of inspiration and encouragement, a "living example" to students. In addition, knowledge of modern teaching methods and willingness to experiment with non-traditional teaching practices are powerful tools for the achievement of teaching aims, such as increased motivation, interest, and performance in the hands of teachers in the context of English as a foreign language instruction.

Chapter 5: Appendixes and APA style references. **Appendix A**

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	T presents a PPP with images related to travel (See appendix A) T asks students what comes into their minds when they see the images on the presentation.	Student will tell their experiences of travelling to another city in Mexican Republic. Or maybe in another country.	01
During the lesson	T asks Ss to what places they have traveled. T asks them to mention what things they could remember from a trip, nature, food, people speaking ways, customs, etc. T listens SS answers.	Ss share their experiences.	
After the lesson	T has Ss identify cultural differences and similarities between Mexico and some English speaking countries. Mention some aspects of Mexican cultural expressions so that Ss complete the list with their own contributions if they know them. In case Ss cannot provide examples, explain some to Ss. In a plenary session check all	SS will give their answers	

	the features and aspects of this type of texts Then teacher will present a video of a person traveling in the united states. T checks answers along with the students. T writes Ss' answers on the board.		
Set the objective or competencies of the lesson	Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries	Ss will discuss in plenary how important is to learn the culture of an English speaking country.	02

Lesson plan identification cell.	
Author	María de los Ángeles Pérez López.
Educational stage	Fifth grade of primary school. Real beginner
Title of your Lesson plan	Travelogue to an English speaking country.
Learning Objective of the plan/Competency	**Social practice of the language/purpose:** Read and compare aspects of Mexico and English-speaking countries **Being through the language/interculturallity:** • Use language as a means of discovering other people and valuing their cultures. • Understand travelogues as a reflection of emotions, experiences and values of people and their cultures. • Participate with interest in the reading aloud of a travelogue.
Communicative skill considered	Reading, listening, writing, speaking
State of the following options	Introducing new topic.
Functions	Reading about a travelogue in an English speaking country. Writing and creating a travelogue using power point presentation. Listening to teams talking about a travelogue they wil create.
Main Grammar structure	Simple past
Other Grammar structures	
Brief description of the plan	This topic belongs to unit four part B in the English program of the primary school; it is about a description of a trip to an English speaking country through a travelogue. Students worked on this unit simple past, but I didn't explain the simple past rules because grammar is taught implicitly.
Hours of the plan implementation	12 hours
Number of sessions	60 minutes of class three times a week.
Contents required for the lesson	Web pages showing what a travelogue is and how to create one. A video to show a travelogue
Link of the content	https://www.youtube.com/watch?v=yr2GKJgFFSQ
EEAILE tutor on line	Gernot Potengowski

Reading/speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

Information processing activity.	T set students into teams. T asks them to skim the passage of a travelogue and discuss what they get from it. T sets teams in which a strong student will be there	Ss will be working in teams and they will skim the passage.	photocopies, pencils	02	Ss' participation
Vocabulary introduction	T will select vocabulary related to the reading. T will ask for the meaning of the words; food, money, people, tourist attractions and weather to SS. T will confirm or complement SS' answers.	Ss will be telling the definition of the words asked by the teacher.	Photocopies notebooks	02	Students' notebook
1st practice	T will ask the SS to see the images on the photocopy and write the name of the images (big ben, statue of	Students in teams will answer the handout.	photocopies	02	

	liberty, opera Sydney house and the Niagara falls). Then in plenary the answer will be checked. T will ask Ss for the names of the countries in which those places are located.	Ss give their answers.			
2nd practice or Social interaction	In teams of four members each SS will read and example of a travelogue. Then they will write what section each part is describing about. For example; food, weather, people, money, or tourist attractions T asks students to compare their answers in plenary.	Ss will talk about their answers to compare if they have similar or different answers.	Handout photocopy	02	Students participation

Summary	T asks Ss important points when doing a travelogue.	Ss will comment their ideas. Maybe they will say that a travelogue is kind of a dairy in which they talk the places they visited, the food they ate, the currency /money the country has, etc.		02	Student's participation

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity.	Before starting to write their travelogue about an English speaking country. T presents to them the famous countries that have English as their official language (The united stated of America, Canada, Australia, The United Kingdom, and New Zealand)	If there's access to the internet at school, ss will go to the computer lab to search for it. If not, this section will be as a HW.	Computer, papers	03	Student's process when doing the research.

	T sets ss into groups as they were before, four members in each group. They will search for an English speaking country on the internet. T provides the country to each team to search on for information.				
1st practice	T provides with some questions, so Ss can follow the steps in order to create their travelogue. (see appendix B)	Ss will follow the questions as a guide to work fast on the presentation.		03	Teams' members participation
2nd practice	T asks Ss to go to the computer lab to search thing for their country.	SS will start to search for information on the country they chose.			
vocabulary	T will present images of flags of English speaking countries:	Ss will be pronouncing and paying attention to the flashcards.	computer	03	Ss providing the right answers.

	The united states of America, Canada, Australia, The United Kingdom, and New Zealand				

Speaking/listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity.	T asks Ss to get ready to present their travelogues.	Ss will be deciding on what part of the travelogue each member will talk about.	none	04	Ss' participation
1st practice	Teams will start presenting their travelogue while the other will be taking notes on what they see and listen to.	Ss will share their information while the rest of the class will take notes on the different presentations.	Pencils, notebooks Computer, projector	04	Ss writing Ss's presentation
2nd practice or Social interaction	Ss will give their answers about the differences or similarities between the English	Ss take turn telling the differences	Board, markers	04	Ss cooperation in participating, taking turns to talk

|	speaking countries and Mexico.				
Summary	T checks their activities and help if necessary.	Ss correct their mistakes		04	

Intercultural component there is a chart in which students will compare other English speaking countries' food, touristic places, weather, flags, currency to Mexico's culture.

Evaluation The evaluation of the lesson will be formative, continuous and global according to SEP program.
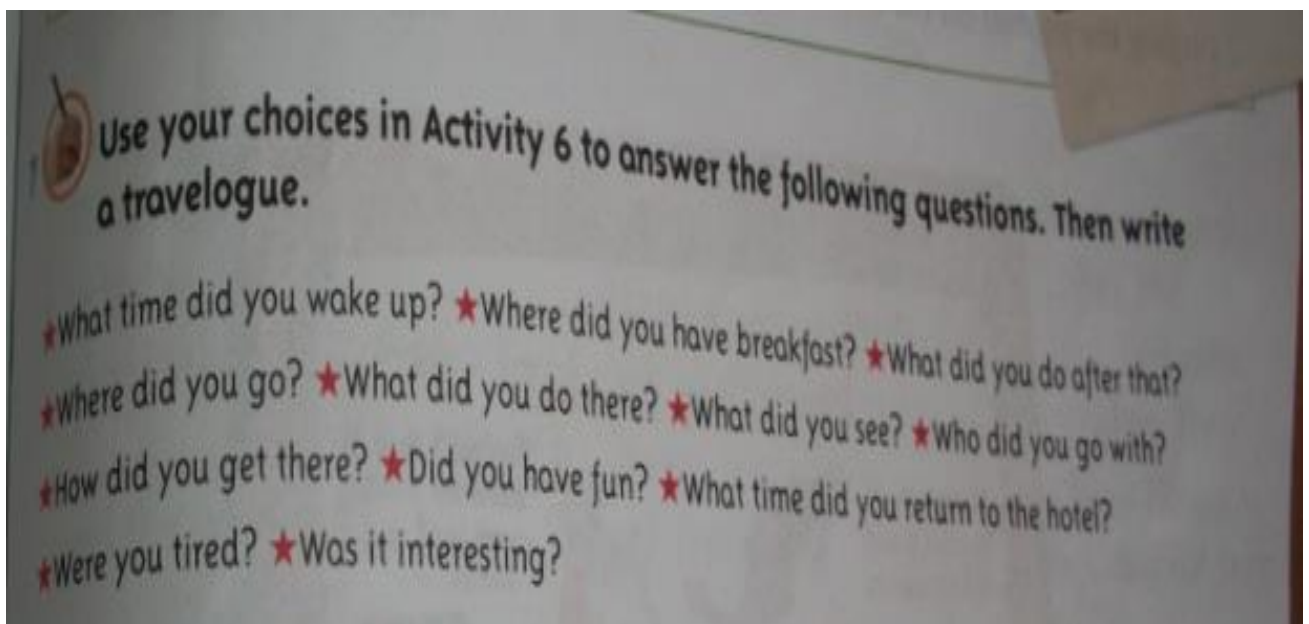
Conclusion The Conclusion will be a speaking session describing their feelings when working on these lessons what they learnt from. They will write how they will apply the topics learnt on their lives.

Follow up activities If there is time at the end of the school term Ss will present their project to the community.

Appendix B
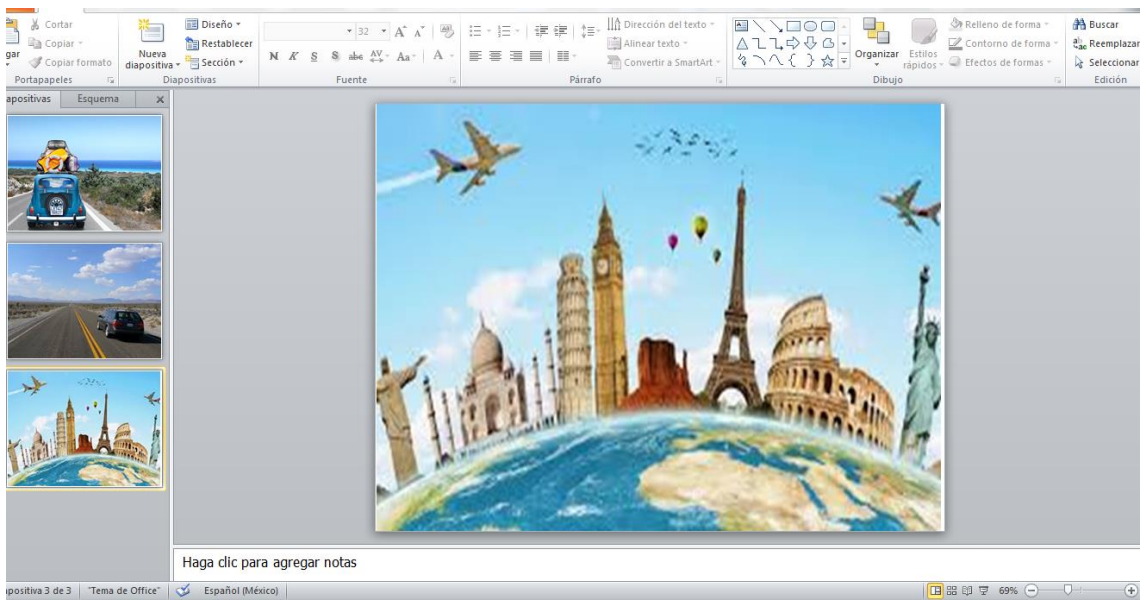
Appendix C

Use your choices in Activity 6 to answer the following questions. Then write a travelogue.

★What time did you wake up? ★Where did you have breakfast? ★What did you do after that?
★Where did you go? ★What did you do there? ★What did you see? ★Who did you go with?
★How did you get there? ★Did you have fun? ★What time did you return to the hotel?
★Were you tired? ★Was it interesting?

Appendix D

[Adapted from Johnson and Johnson (1996b)]

Student: _____ Date: _____ Grade: ____

N = Needs Improvement   S = Satisfactory   E = Excellent

Facilitates Understanding

___ Seeks accuracy (corrects)

___ Relates new learning to old

___ Helps group recall knowledge

___ Checks for understanding

Intellectual Challenge

___ Criticizes ideas, not people

___ Differentiates members' ideas

___ Integrates members' ideas

___ Asks for rationale, justification

Shows Cooperative Attitude

___ Moves into group quietly

___ Stays with group, no wandering

___ Uses quiet voice in group work

___ Takes turns

___ Uses others' names

___ Is positive about group work

___ Is willing to help others

___ Follows directions

___ Shows courtesy toward others

Leadership Skills

___ Clarifies goals

___ Gives direction to group's work

___ Contributes ideas, opinions

___ Requests others' ideas, opinions

___ Summarizes, integrates

___ Encourages others' participation

___ Supports, gives recognition & praise

Taken from Ghazi Ghaith (2002)

Appendix E

ORAL PRESENTATION RUBRIC

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Taken from: En iyi Oral Presentation Rubric

Appendix F

Appendix G

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Video link of the PBL class

https://drive.google.com/drive/my-drive