

Running head: PROMOTING COLLABORATIVE LEARNING USING PROJECT BASED
APPROACH

Promoting Collaborative Learning Using Project-based Learning

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“Study hard no matter if it seems impossible, no matter if it takes time, no matter if you have to up all night, just remember that the feeling of success is the best thing in entire world.”

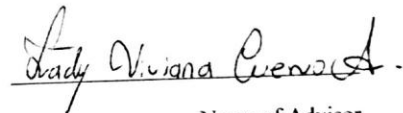
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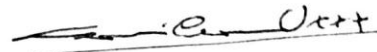
Promoting Collaborative Learning Using Project-based Approach

Prepared and submitted by **Keidy Criollo, Naomi Parra and Karol Romero** in partial fulfillment of the requirements for the degree of Bachelor in English Language Teaching has been examined is recommended for acceptance and approval.



Name of Advisor

Advisor



Name of juror

Juror

Abstract

Nowadays, students present problems at the moment of working in groups for developing any task assigned by the teacher during the class. They tend to work just with the people, who the majority of the time are their friends. Also, when they are working in groups, students do not express their ideas freely, because they feel afraid of being embarrassed by their partners and when they do it, their ideas and opinions are not respected. Besides this, students tend to be individualist and prefer to work alone, since they think that it is much better and learn more working in this way.

That is why, this qualitative research study carried out at Prado Veraniego School and with eighth graders students aimed at determining if PBL engages students to work collaboratively in the EFL classes. There were thirty-four participants in this study. All of them between the ages of thirteen to fifteen years. In order to achieve the objective of the present study, a class project that involved group work during the EFL classes for creating a magazine was planned.

During the implementation phase, the data was collected through the use of focus group interview, field notes, self-assessment checklist and a questionnaire which allowed the researchers to analyze later if students had had changes in their collaborative learning characteristics and if PBL was the proper strategy to promote it on the students.

Finally, the results showed that teachers achieved to promote some of the collaborative learning characteristics on the students, which are necessary at the moment of working in groups. Also, their conception about group work changed and they were able to work together in order to achieve their common goal at the end of the class.

Keywords: Collaborative Learning, Project-based Learning, Group Work and Collaboration.

Resumen

En la actualidad, los alumnos presentan problemas al momento de trabajar en grupo, para el desarrollo de cualquier tarea asignada por el profesor durante la clase. Ellos tienden a trabajar sólo con las personas conocidas, quienes la mayoría de las veces son sus amigos. También, cuando están trabajando en grupo, los estudiantes no expresan sus ideas libremente, porque sienten miedo de ser avergonzados por sus compañeros, y cuando lo hacen, sus ideas y opiniones no son respetadas. Además de esto, los estudiantes tienden a ser individualistas y prefieren trabajar solos, ya que piensan que es mucho mejor y que aprenden más de esta forma.

Por eso, este estudio de investigación cualitativo realizado en la IED Prado veraniego con los estudiantes de octavo grado entre las edades de trece y quince años, tuvo como finalidad determinar si el aprendizaje basado en proyectos involucra a los estudiantes a trabajar colaborativamente durante las clases de inglés como lengua extranjera (EFL). Hubo treinta y cuatro participantes en este estudio, todos ellos entre las mismas edades. A fin de alcanzar el objetivo del presente estudio, se planeó un proyecto de clase el cual involucra el trabajo en grupo durante las clases de inglés para la creación de una revista.

Durante la fase de implementación, los datos fueron recopilados mediante el uso de entrevistas de grupo, notas de campo, listas de autoevaluación y un cuestionario, los cuales permitieron a los investigadores analizar posteriormente si los estudiantes tuvieron cambios en sus características de aprendizaje colaborativo y si el aprendizaje basado en proyectos fue la estrategia adecuada para promover en los estudiantes el aprendizaje colaborativo.

Finalmente, los resultados mostraron que los profesores lograron promover algunas de las características de aprendizaje colaborativo en los estudiantes, las cuales son necesarios al momento de trabajar en grupos. También cambió su concepción acerca del grupo de trabajo y fueron capaces de trabajar juntos para lograr su objetivo en común al final de la clase.

Palabras clave: Aprendizaje Colaborativo, Aprendizaje Basado en Proyectos, Trabajo en Grupo y Colaboración.

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Introduction

This research seeks to promote collaborative learning on eighth graders from Prado Veraniego School using project-based learning as strategy to achieve it. Also, this study searches for identifying the reasons why students during their learning process do not know how to work collaboratively in a proper way in the EFL classes. All this with the purpose of designing and implementing a class project which consisted of the creation of a magazine that students had to do in groups and that enhances students to work collaboratively with the teacher's help and guidance. Also, they will have the opportunity to build their knowledge with others through the interaction by using the target language.

Firstly, in the theoretical framework the concepts of collaborative learning and project based will be defined from the perspectives of different authors, with the purpose of giving to the reader a comprehensible idea about these definitions and the impact that they have in EFL, in order to learn how project based can help teachers to promote collaborative learning in the EFL classes.

Secondly, in the literature review the significance of studying this problem and other studies will be explained. This with the purpose of providing some ideas about how through the use of project based, it is possible to promote collaborative learning inside the English classes. Besides, it will be demonstrated how project based can be used as a strategy to help students to learn English as a foreign language.

Thirdly, the readers will read about the methodological design used during the research such as the type of study, the research approach, as well as the setting in which the study took place and its research participants. Also, there will be find a description of the instruments used

for the data collection stage and the procedures taken with them.

In chapter four, the lesson planning where it is described the tasks that students had to do during the classes, and the data collection instruments that were used in each session will be described. Besides this, a timetable which contains the learning objectives of each one of the sessions is presented.

Chapter five will present the categories which emerge from the data collected, and the analysis made. Also, this chapter contains some samples taken from the instruments used during the lessons and which support and illustrate the impact that students had in the promotion of their collaborative learning.

Finally, in chapter six the conclusions which basically show the most relevant findings of using project based learning to promote collaborative learning are presented. Also, it is answered the research question that was proposed at the beginning of this study. Moreover, the implications and limitations, which are related to those aspects that teachers need to take into account at the moment of promoting collaborative learning by using PBL during the EFL classes are described.

Chapter 1

Justification

Nowadays, it is acknowledged that students show difficulty for working in groups during the classes, because of the different personalities, interests, socio-economic status, genders, ages or mindsets that they have; and maybe the most important cause, they have not been taught to work with others, due to teachers do not give students enough opportunities for working in groups during the classes which was one of the factors showed in the need analysis that was a questionnaire (See appendix A) applied by the researchers before the implementation stage.

Having said this, what is expected with this research is to show the causes why eighth graders at Prado Veraniego School are not good at working in groups during the English classes and how this problem can be solved by promoting collaborative learning through the use of project-based as strategy to achieve it.

Consequently, this research is made with the purpose of reinforcing more on students' social skills, which are necessary at the moment of working with others. That is why, it is essential that teachers make students aware of the importance and the benefits that working with others have over their learning process, in order to promote the use of collaborative learning (CL).

Research problem

Based firstly on a need analysis made by the researchers before the implementation, it was found that eighth graders at Prado Veraniego School preferred to work individually during the English classes. So, researchers concluded that it was happening due to the fact that the titular teacher was not giving to the students enough opportunities for working in groups, which

was something demonstrated in one of the responses given by the students on the need analysis questionnaire, where students expressed that they used to work in groups once per month and sometimes once per week.

Besides this, students considered that they would learn more if they worked alone instead of working collaboratively in groups and that the group work was not going to facilitate their own and their partners learning process. That is why, this research had the need of showing students the important role and responsibility that they have in their learning process when they have the opportunity to work collaboratively in groups since they need to understand that it is not only teachers' responsibility, but also theirs. Also, teacher's guidance will help learners to achieve their learning goals and have a better learning process of a foreign language through the collaborative work. In other words teacher and students need to be aware of collaborative work to apply it in class.

Additionally, this problem is a result of the teaching methodology used by the English teachers at Prado Veraniego school, because they have developed certain teaching patterns that work well for them; like the constant use of the coursebook and worksheets during the English classes, the excessive use of L1 that teachers make and the erroneous idea that teachers have about using group activities, which was confirmed by the titular teacher before the implementation. Thus, it avoids that teachers desist from adopting different methodologies and strategies and they continue using the same patterns to teach, which might cause that students do not have the opportunity to work in groups.

So, it causes that students do not take care of their learning process and do not increase their English level by practicing all the skills in a proper way, because they are not motivated by

the teacher to do it in the English classes with their classmates interaction and contribution working as a group, due to the fact that they are accustomed to work on what teachers say and for that, they do not have that confidence and responsibility to work without the constant teacher's guidance or help.

Regarding to the above, if this problem is not analyzed, English teachers will probably continue teaching their classes without promoting students' collaborative learning, and students will continue preferring working individually and thinking that group work is not going to facilitate and improve their learning process.

Purpose statement

The purpose of this research is to promote collaborative learning on eighth graders in Prado Veraniego School using project-based learning as strategy during the English classes. After the identification of the reasons why students are not making use of collaborative learning, a project will be designed and implemented in order to help students to learn how to work in groups, to know how to distribute the tasks and the roles, to share and respect others' ideas, to make agreements, to learn from others, to generate knowledge together, to improve their friendship ties and to become more responsible on their own and their partners' learning process.

Research question

How does project based promote collaborative learning on eighth graders at Prado Veraniego School?

OBJECTIVES

General Objective: Determine how project-based learning engaged students to work collaboratively in the eighth graders EFL classes at Prado Veraniego School.

Specific Objectives:

- Identify the reasons why eighth graders do not know how to work collaboratively.
- Recognize if the students become collaborative learners regarding the characteristics of it.
- Analyze the contribution that project based has on the promotion of collaborative learning.

Chapter 2**Literature Review**

This literature review shows the importance and benefits that promoting collaborative learning has on students at the moment of learning a foreign language. It also includes relevant information about the contribution and effects that project-based learning has on students' collaboration and social skills, which are necessary when students work collaboratively in groups. This will be showed by mentioning and describing six studies that were made and found about the topics of interest for the researchers of this study.

To go no further, Hernandez & Caicedo (2014) released their research *Scaffolding-Based Collaborative Learning Teams (SBCLT), The Strategy to Engage Students in Self-direction and Learner-centered Classrooms*, It was made in two state schools of Colombia. In this study, the researchers made use of the pedagogical strategy, Scaffolding-Based Collaborative Learning Teams (SBCLT), with the intention of promoting support among high and low achievers and foster Self-directed Learning to engage A1 EFL students in a learner –centered classroom by making them to work collaboratively in groups during the development of different tasks created for that purpose. For doing it, they applied the action research approach and collected qualitative

data from students' learning process such as diaries, teachers' journal and a semi-structured interview.

As a consequence, the researchers found that through the collaboration of the students (high and lower achievers) working in groups and the teachers as a guide, it was possible to create in the classroom a collaborative atmosphere where learners had the opportunity to enhance learning through the interaction and knowledge construction within the teams. Also, it was showed that through the use of teamwork, the positive interdependence, the team member's learning and success, personal responsibility and interpersonal appropriated behaviors were increased due to the interventions made by the researchers. Finally, it was demonstrated that through teamwork low achievers could benefit from working collaboratively with high achievers, since the first ones could take advantage of this, in order to clarify concepts and misunderstandings, and improve teamwork skills, such as decision-making, trust building, cohesion and conflict management.

As regards to the above, the previous study differs from this one, since the current study aims to determine if project-based learning engage students to work collaboratively in the EFL classes, and the previous research was aimed to foster Self-Directed Learning to Engage A1 EFL students in a learner-centered classroom by using Scaffolding-Based Collaborative Learning Teams. Also, the population is another factor that makes this research different from the one previously mentioned. Now, in terms of the similarities that the previous study has with this one, it can be said that both are focused on using teamwork in order to enhance and offer new opportunities to the students to maximize their learning process by working collaboratively with others. Also, in both cases students could develop social skills and

learn how to work in groups, handle conflicts, respect their partner's' ideas and opinions and generate effective discussions.

Having in mind the above, the previous study is important to this one because of the fact that gives support to the researchers when they state that through the use of teamwork, students can enhance and develop new skills, such as the social ones. They can improve their weaknesses and reinforce their strengths, clarify doubts and build knowledge by working with others who have different experiences, opinions, perspectives and learning processes.

Furthermore, one contribution that the previous study had on this one, in terms of constructs is the wide variety of authors and definitions that it provided to the researchers, which allowed them to have a more comprehensible idea about the meaning of collaborative learning and some of the aspects for which this concept is recognized; such as, negotiation, to learn by interacting, working together, respecting each individual's contribution, to achieve a common goal, and so on. Also, it is worth mentioning that because of the importance of the previous study and the variety of definitions that it has about collaborative learning, the researchers opted for selecting and using some of them in the present research, in order to give to the readers a complete idea about what this concept means.

What is more, the data analysis was other of the contributions provided by this study, since it was made using as based the Grounded Theory and the sequence of three stages proposed by Corbin and Strauss, which are described in chapter three, and allowed the researchers to achieve an understanding of the phenomenon under investigation by cross-checking, comparing and contrasting the data obtained from the instruments used during the stage of implementation.

Moreover, Watts, Garcia-Carbonell & Rising (2015) with their research *Student perceptions of collaborative work in telematic simulation*, which aimed to demonstrate that collaborative work had an important role to provide students with opportunities to acquire other skills through simulation and gaming methodology. This research applied a qualitative method research design and the researchers created a criteria for assessing students' portfolios. Furthermore, for data collection researchers used peer and self-assessment, questionnaires, and surveys.

With this in mind, the study showed that students learnt different ways of solving problems through collaborative work, and students could develop several skills, since the group work involved not only the solution of a task, but also different factors like: participation, integration, discussion groups and relationship with others. In addition, this research found that group work had many advantages during the students' learning process, where they were able to acquire knowledge and develop a variety of skills by achieving common goals. However, it was vital that all members of the group had a good communication in order to have a positive outcome.

Consequently, the researchers of this study decided to divide the participants into smaller work groups with students from different countries, who in turn were assigned with certain topics and tasks. Also, the instructor acted as a facilitator. With this, it is possible to see some similarities with the current study, due to the fact that the idea is that students learn how to work collaboratively through the accomplishment of a project. Besides this, there were twenty-six participants who were "telecommunication engineering students" who used ICONS (computer-assisted network simulation), with this platform the participants worked as a team in each class

with the intention of identifying a country role in the simulation scenario, in order to develop communicative skills. Also, the researchers analyzed the information based on the portfolios that the participants had to write in which they had to reflect about their own participation and evaluating their groups. Besides this, in this research the groups will be divided randomly and each group will be assigned with an specific task, all this with the aim of making students to see the teacher as a facilitator instead of the “person” who makes all the decisions inside the classroom, because it is not only the teacher’s responsibility but also theirs. On the other hand, the difference with this study is that they did the project in a virtual platform.

According to the above, it is possible to notice that the research is relevant for this study because through this, it was possible to understand that collaborative work helps students to develop linguistic skills and communication skills and to become active participants during the whole learning process by generating on them the ability to take responsibility of his/her and partners’ learning by achieving common goals. However, there are some important factors that they have to take into account like: communication, work distribution, organization and active participation between all the members of the group in order to achieve an excellent result. For the previous reasons, the researchers used this study with the purpose of understanding how collaborative learning works and how through the use of some strategies, it is possible to facilitate the students work like for example the use of assessment after the activity, in order to raise awareness of the students learning process and examine students’ perceptions. Also, it supports one of the constructs of this study, due to in the research it is stated that collaborative learning is a good strategy to give to the students full responsibility and to take charge on their

work. In addition, this research explains the difference between collaborative and cooperative work which was something made in this study too.

On the other hand, a research developed by Kreijns, Krishna & Jochems (2003) called *Identifying the pitfalls for social interaction in computer-supported collaborative learning environments*, which was focused on studying the collaboration in a group through a worldwide network. During this process, the authors realized that is often attributed to the teacher the problem of the lack of interaction between the groups and it is reflected in an online interaction. They were given the task of finding solutions to improve these aspects of Computer Supported Collaborative Learning (CSCL).

To develop such interaction, they put into practice three approaches which were cognitive, direct and conceptual, which contributed to the promotion of interaction, developed small skills and learner's effort to achieve a common goal. In the research, they found different types of attitudes taken by some members of the group, since when the group was too large, some members did not contribute to the common work. Related to this, the researchers stated that there are three main individuals which did not work properly: 1) Free-rider who is someone who does something when is easier, 2) Social loafing which is related to someone who never talks or appears during the work, and lastly 3) Sucker who is someone who refuses to do any task.

The results shown by this study are that although (CSCL) has a good base, in some cases the effort is not enough for some members of the group. Therefore, these studies showed the pitfalls found in social interaction in a technological means. Some of the methods used in this

research were useful by classroom but the fact that the interaction was through a worldwide network did not show a great advance to develop a collaborative skill.

In contrast to this study, although their methods contribute to the development of this research project, the present study is not going to make use of technology resources, since each activity of the project will be made inside the classroom, in order to generate face to face interaction between the students. It is noteworthy that "social interaction is a prerequisite for collaboration" regarding this, a good social interaction is essential to the development of any project.

After having mentioned some of the findings of some studies made about collaborative learning, it is also necessary for this research to do the same but with Project-based learning, due to as it was mentioned previously, it is the strategy that researchers have chosen for promoting collaborative learning on students during the EFL classes. That is why the desire for mentioning some of the contributions that PBL has made to the development of the social skills of students and the promotion of their collaborative learning.

On top of that, the previous research made a good contribution to this study because it stated that without a good interaction the collaborative learning cannot be properly promoted. Also, this research was made in an online environment rather than in a face to face classroom, so it was difficult for the researchers to have a good interaction with the participants, but in spite of this they showed that even in an environment in which the students do not have a physical interaction the collaborative learning is necessary.

Regarding to the above, it demonstrated that working with different type of activities, which engaged students not only on learning a foreign language, but also on building new

knowledge through the interaction between the participants is a key point to promote collaborative learning. These authors collected data based on their forums and online activities that students made and uploaded to the platform. Based on that, they could notice if the students improved the way they worked collaborative.

Taking into account the study made in the University of Hong Kong by Chu, Chow & Tse (2011) called *Using collaborative teaching and inquiry project-based learning to help primary school students develop information literacy and information skills*, it could be seen that the aim of this was to examine the effects that collaborative teaching and project-based learning had on primary students' information literacy and IT skills. The study applied a mixed method research design and the researchers used self-report questionnaires, focus group discussions, telephone interviews and face-to-face interviews for data collection.

As a result, this study showed that through the combination of collaborative teaching approach and project-based learning, students had a positive impact in terms of the development of different skills because the intervention of this study led them to the improvement in the information literacy and IT skills on students. Moreover, this study also showed the effectiveness of combining these two approaches, since the outcomes were excellent for the students, due to the fact that they started to become more conscious of their own learning process and they were able to look for the solution of a problem, instead of having the teacher given them the answer.

The previous study was the product of the collaboration between three teachers from different subject areas. But, the current study aims to engage students in learning how to work collaboratively with others by working in groups during the development of a project. On the other hand, the use of project based learning in this study showed that it has a good impact on

getting students start taking responsibility of their own and partner's learning, which is what this study is looking for.

With this in mind, it is possible to understand that the study of Chu, Chow & Tse is relevant to this study, due to it showed the positive effect that project-based learning has on students and how throughout the use of it, students become less dependent on the teacher, and at the same time allow them to take an active role and to collaborate each other. Also, another important contribution that the previous research provides to this study is related to the constructs, due to the fact that the authors supported the effectiveness of project-based learning and provided significant information and definitions related to PBL. For this reason, it was possible to have an understandable review of the definition of PBL, because the authors argued how this approach is effective for teaching problem solving and decision making skills.

Moreover, a study conducted by Gültekin (2005) called *The Effect of Project Based Learning on Learning Outcomes in the 5th Grade Social Studies Course in Primary Education*, took place in a primary school in Turkey. The project was developed through the Minister of Education in Turkey, which was implemented for all the subjects. In this research, students were encouraged to participate actively during the classes in order to make them to solve real life problems, all this with the intention of centering the class on the students and lead them to take control over their academic process, social interaction and classroom environment.

This approach was one of the most effective teaching learning methods, because students were learning by giving solutions to a problem presented by the teacher. The instruments used in this project were: achievement test, semi-structured interviews and Instructional materials

prepared in accordance with the project-based learning approach, which were used for test the control in the groups and to know students and opinions.

The study was developed with fifth graders and it was demonstrated that implementing this approach helped to increase the students' research skills and to let students to look for information and share what they found with their classmates engaged them to generate discussions and agreements, foster their critical thinking skills and take responsibility for their own process. This process developed on students a strong commitment, both in their learning process and interpersonal relationships.

Taking into account the previous research project, it is acceptable to say that this has a similarity with the actual research project, because both seeked that students were interested on learning by developing a project as a starting point to develop skills that will help them during their academic process and life, such as making a research by their own, interacting with others, knowing how to work with different people.

The previous research made a good contribution to this research, because it was also implemented in a school, with the intention of determining if there was any improvement in students' learning process by the development of a project. This research also studied the teachers and students' thoughts before and after the implementation of the project. This research used qualitative and quantitative research methods. They implemented several instruments, which allowed them to make that students and teachers understood in an easier way better, what they had to do and how they had to do it. At the end of the research, they found that students were more motivated to learn and teachers saw the importance of mix books and classroom activities with project and experiential learning.

Finally, a study conducted by Musa, Mufti, Abdul & Mohamed (2010) called *Project-based Learning: Promoting Meaningful Language Learning for Workplace Skills*, which was carried out in Malaysia with twenty-nine second year students from the Faculty of Information Science and Technology and the Faculty of Science and Technology, who were taking the course of Workplace Communication. This research was focused on finding out to what extent PBL facilitated the teaching and learning of workplace skills, such as language skills, interpersonal skills, collaborative skills and leadership skills on students who were going to be working collaboratively in groups with people from different ethnic groups and backgrounds. The researchers of this study made use of both qualitative and quantitative research methods and they made use of a survey questionnaire in order to collect data.

As a consequence, the researchers found out that students learnt accountability because of the continuous process of goal setting in PBL, since by working in groups each member of the group has to make his/her better effort in order to obtain an excellent product which had the characteristics establish for it at the beginning of the project. Also, students learnt to be responsible due to they were under pressure because of the expectations of their peers. Besides this, the researchers noticed that by engaging students in a project, they have opportunities to acquire new information and knowledge from their peers, since they are asked to investigate about a specific topic and to share that information inside their groups and why not with other groups' members. During this process of the development of the project, learners had to become in good listeners and had to respect and accept the ideas and opinions giving by others. As a final aspect, the participants of this research stated that by working in a project they were aware of the

vital role that they play in their learning process and they started to establish goals which were directed to improve their skills and increase their knowledge.

Regarding to some of the differences that this study has with respect of the present one, it can be said that one of them is the population, due to as it was mentioned before the actual study worked with children and the previous one worked with adults. Also, the methodology since this was a mixed research, it means that both qualitative and quantitative research was implemented. Talking about the data collection instruments, they are different to the ones that this research adopted, due to the fact the present study made use of field notes, self-assessment checklists and focus group interviews, while the previous study implemented questionnaires which followed the Likert scale questions and was divided by sections one for PBL and the other one for Collaborative Learning. Now, talking about the similarities found between the previous research and the current one are that it is seeked to promote collaborative skills on the students by using project-based learning and having the students working in groups and with people who have different personalities and characteristics, since they belonged to different ethnic groups, like for example Malays and Chinese people.

The study mentioned before has relevance for this one, since it supports once more the idea about PBL can be a strategy that English teachers can use if they want to promote on their students some characteristics or elements of the collaborative learning.

With the aforementioned studies and the results obtained from each one of them, it is necessary to remark that the present research attempts to determine if project-based learning engage students to work collaboratively in the EFL classes, by the development of a project that is directed to promote on students some characteristics of the collaborative learning, which as it

could be seen in the previous studies, are relevant not just for having a good environment inside the classroom, but also for creating a new learning environment, and a new way to learn and practice a second language.

Theoretical Framework

This chapter seeks to define project based and collaborative learning. These concepts will be explained through the overview of different authors, with the purpose of having different perspectives that allow this research to have a better understanding about what these concepts mean.

Additionally, the differences between collaborative learning and cooperative learning which are commonly confused are explained, but for the purpose of this study the first construct will be analyzed accordingly.

Collaborative learning

In order to know how collaborative learning can be promoted in the EFL classes, it is crucial to be familiar with the differences between collaborative learning and cooperative learning. According to Dooly (2008) these concepts are different because in the cooperative learning, the teacher still has control over the students and on what they are working on, even though they are working on their groups. But, in the collaborative learning, the goal is to give students full responsibility over what they are doing, in order to allow them to build knowledge together, share their ideas and improve together as a group, with the purpose of achieving a common goal.

For example, in a collaborative class the students develop a project by working together in order to achieve a common goal and common tasks, which are generally focused on solving a

problem or creating a product. So, it means that the activities are open assignments because during the project the participants are constantly discussing together with the intention of making decisions to achieve their common goals, for that reason the process is unpredictable and dynamic. Furthermore, during this process students do activities like: Debates, collaborative writing, group discussions, among others; in which they have the chance to learn from the different group members. In addition, through this process the students understand what their responsibility is in their learning process.

On the other hand, in a cooperative class the teacher is the person who makes decisions, for that reason the teacher is who delegates the sub-tasks. Besides this, the process is predictable and the students have to work on the production of a known product. That is why, the students have limited responsibility and different goals, and the teacher still having the complete control of the class.

With the above, it is important to clarify, that this research is going to adopt the collaborative learning concept, in order to analyze how English teachers can promote collaborative learning inside the classroom by using project based. After having clarified the differences between cooperative learning and collaborative learning, this second construct will be defined in a deeper way.

For instance, McInnerney & Roberts 2004 (quoted on Kozar,2010) define collaborative learning as “a method that implies working in a group of two or more to achieve a common goal, while respecting each individual’s contribution to the whole” (p.205). With this, it is possible to understand that collaborative learning implies that students learn how to work as group by accepting the different contributions and opinions from all the members of the group, in order to

generate discussions and reaching agreements which allow students to develop critical thinking. Also, through collaborative learning students can have a meaningful learning, because of the fact that students by working as a group, not only are increasing their knowledge about the topics that they are learning, but also they can improve or develop their social skills, since they have to listen to their classmates' opinions and accept that also those opinions are important for the group, additionally they have to reach to agreements in order to achieve the group's final goal.

With regards to the above, it is possible to understand that allowing students to work in groups inside the classroom has a great impact on students' learning process, due to as Dewey (quoted on Oxford, 1997) affirms "learners do not learn in isolation; the individual learns by being part of the surrounding community and the world as a whole" (p. 447). Thus, collaborative learning has an important role within the classroom, since it permits students to interact with the whole class by building and agreeing different strategies which allow them to work collaboratively and to be part of their own learning process.

In the same line, Gokhale (1995) says that the term of collaborative learning refers to "an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own" (p.22). According to the previous quote, it is possible to infer that because of the collaboration given by all the members of the group, if one student is successful during the learning process and obviously working in a group, the rest of the members of the group are going to be successful too, because of the active exchange of ideas, discussions and debates given inside the group, which helps to increase the interest among the participants (members of the group), to promote critical thinking, to retain information more easily and the most important

aspect to take responsibility for their own learning, for the reason that are the students who are generating the ideas and the knowledge necessary to accomplish their goal.

Besides this, Gokhale affirms that by working as a group, students can increase their knowledge by challenging their partners to defend their ideas about a particular topic and by challenging themselves to defend their own from the others' ideas, all this with the intention of making agreements that might be satisfactory for all the members of the group and help for the success of it in a future.

Equally important, Johnson 2001 (quoted on Prieto, 2007) defines collaborative learning as “a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject” (p. 77). The previous statement demonstrates that through collaborative groups, students with different levels of ability can work and improve their learning together. It means that students who have low levels of ability can benefit from those who have a higher level of proficiency, due to they can receive support, assessment and orientation from the learners who are in an advanced level.

As Johnson mentioned before, students can work in groups in order to do an activity, to solve a problem or to do a project, which allows them to interchange ideas and all those aspects described before can be guided by the teacher. To this Vygotsky (quoted on Oxford, 1997) says that “the teacher acts as a facilitator or guide and the provider of assistance. Teachers perform a great service to students by providing any and all forms of assistance that might help students develop their language and cultural skills” (p. 448). With this, it is possible to notice that in order to promote collaborative learning on students, the role of the teacher is also vital due to the fact that teacher has the major influence on students’ learning process inside the classroom, since is

he/she is the one who gives students the tools, the strategies and the opportunities to promote collaborative learning. Beside this; it is crucial to consider that, teacher is the person who during the class is motivating students to learn and to take responsibility of their own learning process through the creation of different activities based on students' needs and interests.

With respect to the difference in teacher's role between collaborative and cooperative learning Rockwood (1995) states that in collaborative learning the teacher ceases to be the figure of authority inside the classroom and empowers the small groups, in order to give them the chance of taking responsibility over their own learning. Also, the teacher acts as a guide and facilitator for students. On the contrary, in cooperative learning the teacher remains having the control over the class, it means that he or she continues saying students what to do and how to do it. (quoted on Noobanjong & Louhapensang, 2013, p. 107).

Besides this, Johnson, Johnson, Stanne & Garibaldi 1990 (quoted on Biesenbach 2004) identified five elements which allow to notice if collaborative learning is taking place in the classroom: Positive interdependence; Promotive interaction; Individual accountability; Social skills and Self-evaluation. (p. 157). The first one is related to the organization of the roles that each member of the group has to play and the distribution of the tasks that each one of them has to develop, in order to facilitate the collaboration inside the group. The second element is about the responsibility that each member of the group has to have with the group's goal. Here it is necessary that students learn to share their knowledge with others and questioning their peers with the intention of generating knowledge which stimulates the learning process of all the members of the group.

The third one is related to the active role that each member of the group has to play. In this case, students have to manage an active attitude during the learning activities, they have to complete their own tasks and have to be willing to help their peers whenever they need it. The fourth aspect has to do with students' social skills like making decisions, building trust, and managing conflicts. And the last element has connection with the process of assessing individual and collective collaboration and performance of each member of the group as well as the group in general.

Accordingly to the previous authors' definitions about collaborative learning, this research interprets this concept, as a strategy that allows students to work together in order to achieve a common goal, a strategy that gives students the opportunity to build a better understanding about learning a foreign language, thanks to the teacher's tools and guidance provided with the purpose of helping students to accomplish their objective as a group, where all the members are successful.

Project-based Learning

As it has been mentioned before, working in groups become in an important strategy to build knowledge together either about a specific topic or in a subject. To do so, it is recommendable to use Project-based Learning as the medium through which students can search, understand and build knowledge by doing it themselves. Besides this, the teacher can engage students during the lesson by the creation of a project that involves real situations which they will probably have to face in the real world. So, students will have to apply the concepts learnt in previous classes in each one of the different stages of the project taking into account what they are going to research.

According to Adderley 1975 (quoted on Hong & Rossini, 2010) says that project based instruction:

1. It involves the solution of a problem, though not necessarily set by the student himself/herself;
2. It involves initiative by the student or group of students, and necessitates a variety of educational activities;
3. It usually results in an end product (e.g., report, computer programmer, a model);
4. It often goes on for a considerable period of time;
5. The teaching staff assumes an advisory role instead of an authoritarian role. (p.294)

According to the author's definition, first of all students need a real question or a real problem to which students will have to give an answer or a possible solution, that they have chosen or that was provided by the teacher in a previous step. As a result obtained from this process, students will have the chance to develop critical thinking, creativity, communication and collaboration. When students already know what the project is going to be about; students will need to know what is the question that they will answer and what is the topic about which they will have to look for information.

That is why, a real context is posed which has a significance and relevance to students' interests. After this, each member of the group has voice and choice about what they found previously, they will have to make agreements about what information is relevant and what is not, how they are going to synthesize all the information that they found and what each member of the group is going to do in order to make the project. With this it is possible to notice the vital role that collaboration plays between each group of students, since it allows them to interact each

other and interchange ideas, with the purpose of achieving a common goal, which in this case will have to be finished and presented as an excellent final product to the teacher and to their partners too. The next step will be to get organized and revise the project. This step involves the supervision of the teacher, since it allows teachers to guide and support students in a correct and successful way. The last part of the project is the public audience of the project, in which students will have to present their projects by giving an answer to the question or problem assigned by the teacher at the beginning of the project. In the same line, Krajcik, Czerniak & Berger 1999 (quoted on Hong & Rossini, 2010) states that:

The PBL approach engages students in exploring important and meaningful questions through a series of investigations and collaborative activities. These students ask questions, collaborate with each other in designing their investigation activities, collect and analyze data, share ideas, draw conclusions and create final products. (p. 294).

With the above, it is possible to understand that project based learning is an approach that seeks to engage students in a project, through which students apart from having the opportunity to explore important and meaningful questions or problems based on their real contexts and the common problematic situations that they have to face during their live, like for example; social, political or educational problems they will be able to build their own knowledge by working with others, with the intention of generating debates and discussions, which challenge them to find a solution that takes into account all members' point of view and opinions, since it will help them to improve their social skills and teach them to work collaboratively, which is the main purpose of this study.

Taking into account what Krajcik, Czerniak & Berger said, project-based learning motivates students to work together as a group, to collaborate each other at the moment of doing research about the topic assigned and to analyze and draw conclusions, with the intention of achieving to create an excellent final product, through which it can be reflected all the hard work and commitment given for all the members of the group, in order to achieve their common goal, which was to present an excellent work to the rest of the students and the teacher too. Also, PBL allows students to construct meaningful learning through the interest and motivation. Besides this, students have the control and the responsibility of their own learning process.

What is more, the previous authors stated that the roles in this type of instruction are so important, since PBL teachers play an important role, because they have to provide students the correct input, in order to build a good learning environment that motivates students to develop the project by working collaboratively during the class and each step of the project. The collaboration among students is the most important point that this research seeks to promote on students because as they are working in groups, they provide more than answer to a question; they will learn how to work in groups which is one of the most important skills that people should have nowadays. The teacher in this case, supports and observes how the groups are working. If they are having difficulties in their groups about how they are developing the project. In this instance, teacher can offer students a guide about how they should look for information, and support them in each one of the steps that the project has, as the project is divided in steps, each step becomes in a task for students, so the project is more manageable for both students and teachers, and step by step students are aware of their own process doing the project. So students

are in charge of their own learning process and their partners' learning process and they feel less dependent on teacher's help and support.

Additionally, Chiang & Lee (2016) state that PBL develops:

Students' thinking skills, allowing them to have creativity, encouraging them to work cooperatively, and leading them to access the information on their own and to demonstrate this information. PBL usually require students to participate willingly in the meaningful learning activities proposed, mostly teamwork. (p. 709).

With the above, it is possible to notice that PBL allows students to demonstrate what they have learnt working collaboratively in their groups by allowing them to take a role inside their groups and to share what each one of them know, all this with the purpose of finding a solution to a problem or to create a product that they were asked to do. Besides this, students have the chance to be in charge of their own learning process and to help those ones who have weaknesses about any topic or skill to achieve a high level of proficiency.

On top of that, through the interaction that students make during the project process, they have the opportunity to develop different skills due to the project involves a variety of interdisciplinary activities which achieve that they start making sense of the changes that they have to do in their attitudes with the intention of accomplishing their own and common goals. In addition to this, PBL increases students' motivation towards learning by providing different environments in the classroom where students can work in groups and share their own opinions without being afraid of making mistakes and be ashamed by their classmates.

Chapter 3

Research Design

This chapter seeks to describe the research paradigm which is qualitative research, and was used and implemented during this research. The second concept explained is action research that is the approach involved in this project. Then, the setting, the participants, the data collection instruments implemented in order to obtain and analyze the results will be mentioned. Finally, the section of ethics is briefly presented.

Research paradigm

Qualitative research

The researchers implemented qualitative research, which according to Merriam (2009) is mainly concerned in “understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (p.13). With regards to this, the aim of the research is to determine the contribution that project based has on the promotion of collaborative learning on eighth graders at Prado Veraniego School during the English classes, due to the fact that it is necessary that they understand the meaning and importance of how to work in groups in order to achieve a common goal.

In addition to that, it is known that not all students learn and process learning in the same way, since there are several factors that influence their learning process such as their context, age, personality, etc. For this reason, through qualitative research the aim is to understand and analyze how children can develop a project working collaboratively with the teacher and their classmates taking into account these factors.

Furthermore, in words of Merriam (2009) “Another important characteristic of qualitative research is that the process is inductive; that is, researchers gather data to build concepts, hypotheses, [...]. Qualitative researchers build toward theory from observations and intuitive understandings gleaned from being in the field” (p.15). According to the previous statement, the researchers decided to carry out a qualitative research, since it allowed them to build their own hypothesis to determine how project based learning engaged students to work collaboratively in their English classes, which was validated through the analysis and interpretation of the different perceptions given by each one of the participants of this study, in each data collection instrument used by the researchers during the different sessions planned and the observations made during the classes. Besides this, the researchers were focused on interpreting what was happening throughout the implementation stage, in terms of the promotion of the collaborative learning on students by using PBL as strategy.

Besides this, Denzin & Lincon 2000 (quoted on Ritchie & Lewis 2003) states that “Qualitative research is a situated activity that locates the observer in the world. (...) qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, and phenomena in terms of the meanings people bring to them”. (p. 171). Therefore, it can be understood that through qualitative research, researchers had the opportunity to comprehend and interpret how students worked collaboratively in a natural way; the attitudes and reactions that students showed when they were working in groups and the role that each student played inside the group.

In addition to this, this study was also focused on analyzing the importance that working in groups had on students to develop different skills, such as the social ones, and to become then

more autonomous and less dependent on the teacher. This allowed students to be more conscious about their learning process as a group by working collaboratively.

Research approach

Action research

Consequently, the research approach that the researchers implemented was action research, due to it served to the purpose of this study; which according to Bassey 1998 (quoted on Koshy 2005) describes “action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice” (p. 8). Therefore, the aim of this research was to intervene in the problematic situation related to the difficulties that students had at the moment of working in groups during the EFL classes, in order to make a change and improvement of that situation. Besides this, the teachers became investigators of the teaching context, which was the focus of this research; while at the same time, they were the participants of it, since they were given students the support, guidance and ideas necessary for helping them to achieving the final goal of the class project during all the implementation stage. Based on that, this study adopted action research approach due to, it allowed the researchers to carry out an action in order to improve a situation presented in a teaching context, and in this way, to improve the learning process of EFL on students.

Furthermore, Burns (2010) says that “The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice”. (p.9). It can be understood that, through action research, teachers had the opportunity to identify a situation that was affecting the students’ learning process, with the purpose of finding a solution that helped them to contribute to the improvement

of it, and at the same time allowed students to develop new skills and become active participants during the classes.

With the following sentence “situation that is affecting the students’ learning process” mentioned in the previous paragraph, it does not mean that the teacher or the students are the cause of the problem; on the contrary, it means that it can be a situation in which they can take advantage of, because it can allow students to reflect about the aspects that are not allowing them to have a good performance and learning, and to think about the possible methodologies that can be used in order to improve day by day.

This research approach was carried out by the researchers by taking into account the four steps proposed by Kemmis and McTaggart 1988 (quoted on Burns, 2010) which are Planning, Action, Observation and Reflection. In the first step, what the researchers did was to identify the problem and the reasons why this problem was taking place inside the classroom, by making use of a need analysis made in the form of a questionnaire. This allowed the researchers to know what was happening in the teaching context, with the intention of developing an action plan which allowed them to generate improvements and changes on the problematic situation, in which this study was focused on. During step two, the researchers applied the action plan designed in the previous step in order to start generating changes during the English Class on the collaborative learning.

In the third step, a constant process of observation during the development of the sessions was carried out, with the purpose of analyzing if any effect in students’ collaborative learning was taking place. Besides this, the data collection phase took place in order to document the

context, actions, and opinions that were appeared inside the classroom during the development of the sessions.

And in the fourth step of the action research approach, researchers evaluated and described the effects obtained after the implementation of the action plan, with the intention of understanding what happened during each session and to check if the results expected at the beginning of this study were accomplished.

Setting

This research was carried out at Prado Veraniego School. It is a public school located in the north of the city of Bogota, specifically in the neighborhood Prado Veraniego. It is a mixed school (boys and girls) and the education in this school goes from primary (pre-primary education to fifth grade) and secondary (sixth to eleventh grade). The mission of Prado Veraniego School is to generate and strengthen cognitive, social and practical processes directed towards the academic education of competent human beings by creating a quality communication, which allows them to have healthy human living-together.

In terms of English subject, there is not a teaching specific foreign language model, approach, or method in the Prado Veraniego School. However, this school has two English teachers, one for primary and the other one for secondary. This school handles a different frequency of time for the English classes, it means that for primary, students have two weekly hours of English class, but for secondary these are three weekly hours of English class. In this school, English teachers do not make use of English course books. On the contrary, they bring to the classes some photocopies which have exercises related to the topic that is being taught.

There is not enough emphasis on practicing the listening and speaking skill, but there is in reading and writing, due to the fact that the last two skills are the ones more practiced during the classes. Teachers speak most of the time in Spanish due to the level of the students is elementary. There are few occasions in which they speak in English and when they use English, students ask her to translate it into Spanish.

Participants

The participants of this study were students of eighth grade. They were children between the ages of thirteen to fifteen years and there were thirty-four students in this grade. The English level of these students was elementary. They were good at reading and writing skills, since these ones were the most reinforced by the titular teacher during the English classes. They had weaknesses in their speaking and listening skills, due to the fact teacher did not provide students with enough opportunities for practicing them during the classes.

Some of the grammar topics that they knew were present and past simple, present and past continuous, verb “to be”, future with “will” and vocabulary related to colors, food, clothes, adjectives, verbs, numbers, parts of the house, body parts, and family members among others. The activities that they enjoy to do are those ones related to reading short stories based on topics of interest for them, games in which they can put into practice the vocabulary previously learnt, like for example Pictionary, breaking telephone and so on, and listening activities in spite of the teacher used them few times.

Data collection instruments

In order to collect the information needed to give an answer to the research question of this study, it was necessary to implement some instruments for collecting data, which showed the

effects that project based had on students' collaborative learning, it means if they were engaged working collaboratively in their English classes. According to this, the data collection instruments that were implemented by the researchers were: field notes, focus group interviews, self-assessment checklists and questionnaires.

Field notes

According to Johnson 2008 (quoted on Mertler, 2009) "Classroom observations are usually recorded in the form of field notes. Field notes are written observations of what you see taking place in your classroom" (p.115), with this is possible to understand that in order to collect data, this instrument was useful to the research owing to the fact that researchers needed to analyze, how each step of the project helped students to learn collaboratively during the English classes.

Additionally, the purpose of using field notes during the data collection process, was to record all the necessary information that allowed the researchers to analyze how the activities implemented during the class generated a change on students' role and collaborative learning, the students' reactions in relation to the different activities implemented, the main difficulties during the performance of the activities and the most and least effective parts of the project.

Consequently, based on the information collected through this data collection instrument, the researchers had the opportunity to reflect about all those aspects that were good enough and all those ones that could have been made better, in order to make an analysis of the procedures carried out by researchers during the implementation of the project.

In order to collect information with this instrument, the researchers used and adapted a field notes format designed by Velasco (2016), which was focused on specifying the research

problem which was related to the students' difficulties at the moment of working collaboratively in groups during the EFL classes. This format consisted of three sections; the first one allowed the researchers to write the title of the project, the objectives of the field notes in each session, the place where was taking place the observation, the date when it was made, the researchers' names and the number of participants during the observation. The second section (observation) was divided in five aspects, which were mentioned by Johnson et al., 1990 on the theoretical framework of this study: "Positive Interdependence, Promotive Interaction, Individual Accountability, Social Skills and Self-evaluation" which contributed to identify the elements in which students were having a progress. Also, this section had a space where the researcher wrote some comments related to the questions of each aspect previously mentioned, which were focused on each one of the groups that were being observed during the classes. The answers of these questions were related to the theory that supports this project. (See appendix B)

Focus group interview

The second data collection instrument was focus group interview, which according to Lewis & Ritchie (2003) is a method that allows "Participants present their own views and experience, but they also hear from other people. They listen, reflect on what is said, and in the light of this consider their own standpoint further. Additional material is thus triggered in response to what they hear". (p. 171). According to the above, through a focus group interview researchers can have an idea about the participants' perspectives, feelings and experiences which will be focused on a specific topic of interest for them. Besides this, each one will learn from the opinions given by the others participants, in order to reflect about what he/she thinks and to develop a critical thinking.

Regarding to the above, researchers benefited from the use of focus group interviews, since they had the opportunity to know what students thought about working collaboratively in groups for developing a project, their feelings and the difficulties that they had at the moment of working in groups. All this with the intention of analyzing what characteristics of collaborative learning were being promoted.

This focus group interview consisted of eight questions which were thematized into the five relevant aspects of collaborative learning established by Johnson et al., (1990) and which were previously mentioned on the theoretical framework. Besides, this interview was applied to all the participants of this research and in groups of five students. They were recorded with the intention of obtaining the data that support this study. (See appendix C)

Self-assessment checklist

The third data collection instrument was self-assessment checklist, but before giving some definitions of this instrument, the researchers find the need of define the concept of assessment in order to understand more the purpose of using the self-assessment checklist. So, in words of Walvoord (2010) who defines assessment as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decision about how to improve learning” (p.2). With the above, it can be noticed that through the use of assessment during the class, students can become aware of their own learning process due to the fact that it allows them to set goals and to verify if they achieved them at the end of the session. Also, through the process of assessing themselves, students can notice their weakness and strengths, and in this way to look for a solution that helps them to deal with those problems that are affecting their learning process.

That is why, this research opted for making use of some self-assessment checklists, which according to Dudden (2007) “checklists can help students develop metacognitive awareness of their intellectual processes”. (p.62) With the above, it can be noticed that through the use of self-assessment checklist, students could notice if the goals/objectives of the class had been accomplished properly and also if they had any suggestion or comment about the project/class that they had been working on, they could take advantage of this, in order to tell what they think should be improved.

Also, through the process of self-assessment and reflection students could have a control over their own learning process, since they could reach a level in which they could evaluate themselves, if they worked properly by achieving the objectives of the class, if they had some weaknesses and which were their strengths.

Another important point of view of Dudden is that “the checklists (...) help learners develop confidence and independence as they internalize newly encountered operations and strategies”. (p. 62). Following this idea, at the beginning of the class, teacher mentions the goals of the class and based on it students begin to do their duties, when the class is over, teacher must know what students did, the tasks that they were asked to do, so by doing a self-assessment checklist, students will know what they did in the class and what did not. So, students during the class create and internalize new strategies, which makes them less dependent on teachers, since they are aware of the time and tools necessary to achieve the objectives of the class. Also, they have the chance to notice all those aspects in which they are failing, in order to improve them and have a better learning process. (See appendices D, E, F)

Questionnaires

The fourth data collection instrument was a questionnaire that according to Marshall (2006) “Researchers administer questionnaires to some samples of a population to learn about the distribution of characteristics, attitudes, or beliefs” (p.125). With regard to this, it is clear that questionnaire was useful as a data collection instrument for the researchers, since it allowed them to have an idea of students’ perceptions, attitudes, beliefs and opinions about working in groups on a project during the English classes with people who they were not accustomed to work with. This information was also useful for the researchers, due to it allowed them to determine if PBL engaged students to work collaboratively in the EFL classes.

Regarding the purpose of the implementation of the questionnaire, the researchers decided to make use of a questionnaire with structured closed questions, which according to Oppenheim 1992 (quoted on Cohen, Manion & Morrison 2007) say that “closed questions are in that they can generate frequencies of responses amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample”. (p. 321). This kind of questions allowed the researchers to know the point of view that each participant had toward the use of PBL during the classes and the class methodology (group work) implemented by the teachers. Besides this, it gave researchers the chance to analyze and compare students’ answers, in order to analyze some of the reasons why some students like or dislike to work collaboratively in groups with the purpose of developing a class project.

With respect to the question mode selected by the researchers, it was chosen the Likert Rating Scale which according to Bertram (2007) is a “response scale primarily used in questionnaires to obtain participant’s preferences or degree of agreement with a statement or set

of statements” (p.1). So, this kind of questions offered to the researchers an insight of the different perceptions and preferences that students had toward working in groups and developing project during the English class with the collaboration of others. The questionnaire was composed of ten questions and was divided into two sections. Section A was focused on PBL and section B was about collaborative learning, this with the intention of having knowledge about these two topics which were the main interest for the researchers. (See appendix G)

Ethical considerations

This study considers that it is important to clarify that some actions were taken in order to address ethical considerations, such as the creation of some consent letters, which were presented to the principals of the school with the purpose of asking them for permission to do the stage of implementation in the school with the population of main interest for the researchers. Similarly, parents and students were given a consent letter where it was described the purpose of the research, the procedures, the confidentiality of data collection process and the clarification that this intervention will not have any implication in the assessment process of each student. So, it means that there were three consent letters, the consent letter for the principals of the school (See appendix H), the consent letter for the parents (See appendix I) and the consent letter for the students (See appendix J).

Chapter 4

Introduction

Instructional design

This study followed a process in which researchers applied a need analysis (questionnaire), where it was found that students had some difficulties working in groups, since

they stated that they preferred to work alone, because they considered that group work was not going to facilitate their own and their partners learning process. For that reason, researchers designed seven sessions, using project-based learning as strategy for promoting collaborative learning on eight graders. The idea was that through the development of a project that consisted on the creation of a magazine, students will learn how to work collaboratively and at the same time might improve in some of the grammar topics they were working with the titular teacher: additionally, they might be able to improve some skills like social and writing skills.

The previous factors and skills were improved on students, since they had to work in groups in order to create the article of the magazine that they had to do for the class project proposed by the teachers. Talking about the grammar topics, students showed some improvements in the use of present and past simple and continuous, time expressions and they also had the chance for learning new vocabulary related to adjectives and verbs, due to the fact that the majority of the seven lesson plans planned by the teachers were based on the syllabus administered by the home room teacher. This, with the intention of reinforcing more on those topics that students had already learnt from their teacher. Also, some of the doubts that students had related to the topics previously learnt were clarified during the sessions and the students were able to write their articles based on those topics and the explanations given by the teachers.

Regarding the social skill, it was developed due to the fact that students had to work with others, they had to communicate and discussed in their groups and they learned to accept their partners' ideas. Related to the writing skill, it was improved throughout the implementation, because students had to write their own articles in groups and to correct them taking into account

the feedback given by the teachers. So, through this process of feedback students could notice the grammar mistakes, coherence and spelling that they were making in order to improve them.

During these seven sessions, students by working in groups worked on the creation of a magazine which was named “Our Time Together Magazine”. There were seven groups and each group had the responsibility of writing an article that had to give an answer to the question of the project. The sessions were divided in the following way: In the first session, the researchers presented the project to the students; this with the purpose of informing students with a clear idea about what they were going to have to do in each session and the question that they needed to answer at the end of the project. Furthermore, the groups were organized by the researchers in order to make students work with those people who are not accustomed to work with, this with the intention of making them to work collaboratively in spite of the people who they had to work with, since they were accustomed to work with their friends . Besides this, the researchers gave each group a Template for Project-based Learning format, which contained the steps that were going to be carried out during each session and the general objectives of the class project. (See appendix K)

In the second session, students had to select the name of the magazine working as a group, for doing this in each one of the groups students had to think about the name that they think was appropriated for the magazine, then they had to say it to the rest of the class and after having listen the different options, the whole group had to select the best name. Also in this class, each group had to select the information that they were going to use for their article. In the third session, the main objective was that students learnt how to write an article. To do this, teachers wrote an article related to the school in class by asking students some questions related

to the activities, subjects and events made in school and taking into account students' ideas and experiences and showing them the parts that the article has. In the fourth session, students started writing their articles working in groups. The idea was that through the interaction generated inside the group, they could discuss and share ideas, in order to accomplish the main objective as a group that was writing the article.

In the fifth session, teachers gave to students the article that they wrote in the previous class with feedback. The idea was that each group made the corrections by working collaboratively, it means that students had to distribute the tasks, to discuss about how to make the corrections of the article and how to continue writing it, to listen and respect their partners' ideas and to establish roles. To do this, at the beginning of the class teachers asked students to decide which student was going to do a specific task in order to verify at the end of the class if that student had done the task he/she was in charged to do. In the sixth session, students had to write the final version of the article, so they had to work collaboratively to make the corrections, the decoration images and all that elements that they considered as a group had to change for their article. In the final session, all the groups had to present the articles that they wrote during the previous sessions and at the end of this, students had to answer the question of the project. Also, researchers expected that students had improved their collaborative work and knew how to work in groups in an effective way.

# session	Learning objectives	Activities	Data Collection Instruments
Session 1	<ul style="list-style-type: none"> Teacher will present the project “Prado Veraniego’s magazine.” to the students and will organize the groups. 	<p>Students will know what they will have to do in the project, in order to start taking decisions as a group, with the intention of generating ideas for developing the project.</p>	<p>No data collection instruments.</p>
Session 2	<ul style="list-style-type: none"> Students will have to discuss and decide as a group an interesting name for the magazine. 	<p>Ss will select the name of the magazine by voting for their partners ideas.</p> <p>Ss will be organize in their groups and start working in their articles, they have to discuss about the title of the article and the information that they will use for do it.</p>	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Self-assessment checklist: This instrument will be used with the intention of verifying if students made the activities and if they achieved the goal of the class. Besides this, Ts will have the opportunity of knowing students opinions about the activities and their feelings working in groups.</p>
Session 3	<ul style="list-style-type: none"> Students will participate actively providing ideas to the teachers in order to write the article that will serve as example. 	<p>Ts are going to teach Ss how to do a brainstorming, for doing it Ts are going to brainstorm some ideas given by the Ss in order to explain them how to write an article and the parts that it has.</p> <p>Ss will start discussing what information they need for their article, the name, the design: images, decoration and color.</p>	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Focus group interview #1: With this instrument Ts will know the perceptions, feelings, experiences and opinions that Ss have</p>

			about working collaboratively during the English classes for developing a class project.
Session 4	<ul style="list-style-type: none"> Students will interact and communicate their own ideas, during the whole lesson, while they are discussing about how and what to write on the article. 	<p>During this session Ss will start writing the first draft of their articles, using the information that they searched as homework.</p> <p>At the end of the class, Ts are going to collect the articles in order to make the corrections of them if it is necessary.</p>	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Self-assessment checklist: This instrument will be used with the intention of verifying if students made the activities and if they achieved the goal of the class. Besides this, Ts will have the opportunity of knowing students opinions about the activities and their feelings working in groups.</p>
Session 5	<ul style="list-style-type: none"> Students will learn to respect their partner's ideas and to divide the work in order to have a better organization inside the group. 	<p>Ss will read the comments made by the teachers.</p> <p>Ss will interact in their groups in order to make the corrections of the errors identified by the Ts during the revision of the article drafts with this, Ss will have to communicate their opinions and agree how to correct the articles.</p> <p>Ss will continue writing their articles and will give them to the Ts at the end of the class.</p>	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Self-assessment checklist: This instrument will be used with the intention of verifying if students made the activities and if they achieved the goal of the class. Besides this, Ts will have the opportunity of knowing students opinions about</p>

			the activities and their feelings working in groups.
Session 6	<ul style="list-style-type: none"> Students will learn to respect their partner's ideas and to divide the work in order to have a better organization inside the group. 	Ss will have to write the final version of the article, they have to work in their groups to make the corrections of the errors that they have, and as a group they have to select the decoration images and all the elements that they consider necessary for their article.	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Questionnaire: This instrument will allow them to have an idea of students' perceptions, attitudes, beliefs and opinions about working in groups on a project during the English classes with people who they were not accustomed to work with.</p>
Session 7	<ul style="list-style-type: none"> Students will present the final product of the project. 	In the final session, all the groups will have to present the articles that they wrote during the previous sessions and at the end of this, students will have to answer the question of the project.	<p>-Field notes: With this instrument Ts will collect information related to Ss actions and behaviours showed during the class while they are working in groups.</p> <p>-Focus group interview #2: With this instrument Ts will know the perceptions, feelings, experiences and opinions that Ss have about working collaboratively during the English classes for developing a class project.</p>

			-Students' artifact: This instrument will evidenciate the product of Ss' collaboration during all the sessions.
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Table 1: Timetable for the development of the implementation.

Lesson Planning

The implementation involved the development of seven face to face meetings and these sessions were held once a week during seven weeks. These sessions were planned taking into account the topics that were being taught by the English teacher of the school and were contented in the curriculum of the school. It is worth clarifying that in spite of we asked students to include the grammar topics taught by the titular teacher, the researchers did not focus on teaching grammar to students during the sessions, since it was not the purpose of this research, but during the development of the sessions if students had doubts about the correct use of a specific grammar structure, teachers explained it to them.

The seven sessions of the implementation, involved the development of a class project, which consisted on the creation of a school magazine by working in groups. Each session had established some goals, which were different session by session, and involved different tasks which allowed students to work collaboratively during the class.

In order to create the lessons plans containing the activities that were going to be developed during the class, the researchers made use of the lesson plan template (See appendix L) proposed by Gamboa (2013), which was divided into five main aspects, the date of the session, the learning objectives of the class which allows researchers to know what students need to develop in each session, the time estimated for doing each activity planned for the session and

the description of the activities designed for the session, and lastly the instruments that will be used in order to collect data from it. (See Table 1)

As it has been mentioned before, the data collection instruments of this research are: Field notes, which was the instrument more relevant for the study, since it was used most of the time during the implementation of the research. This instrument was used during sessions two, four, five and six. In the field notes, the researchers wrote information about the students' behavior and reaction related to group work and their progress related to the promotion of collaborative learning. When this instrument was not used, the researchers applied the focus group interview, which was carried out two times. The first one was applied in the third session and the other one in session six and which was used with the intention of knowing students' perceptions about group work.

As well as the field notes, the self-assessment checklist was used in the majority of the sessions, specifically in sessions two, four and five. The role of the self-assessment checklist was important, because students self-assessed as they completed the tasks and could write some comments about their progress or about the session. In these self-assessment checklists, students had to answer three main questions that were related with the tasks that they had to develop throughout the session. They had to answer YES or NO if they completed or not the tasks of the lesson. Also, as it was previously mentioned, at the end of the self-assessment checklist students found the comment part, where they had the chance of writing their feelings and thoughts about the session, as well as their strengths and weaknesses.

In the sixth session, students had to answer a questionnaire, for doing it teachers started reading question by question and explained it in order to clarify any doubt that students could

have about it. This allowed teachers to be sure that students had understood each one of the questions. This questionnaire was applied with the intention of knowing students opinions about some aspects related to collaborative learning and project-based learning, and their preferences when they were working in groups, if they preferred working alone or they learnt better if they share with their peers.

To review, this chapter described the activities carried out during the implementation phase and the data collection instruments used in each one of the sessions. So, in the next chapter the findings of this research and how they provides a solution to the research question will be explained and described.

CHAPTER 5

Data analysis and Findings

Once the researchers had implemented the activities based on project-based learning (PBL), the main results and answers obtained from the lessons taught and the instruments applied during the study, in order to determine if PBL engaged eighth grader students to work collaboratively in EFL classes, in a public school in Bogota were written.

To collect the data, researchers used four data collection instruments; field notes, focus group interviews, self-assessment checklists and questionnaires. The role of the field notes was to show the progress that students had session by session through the five characteristics mentioned by Johnson, Johnson, Stanne & Garibaldi (1990) previously in the theoretical framework (Positive interdependence, promotive interaction, individual accountability, social skills and self-evaluation).

The second instrument was the self-assessment checklist. They were profitable since the researchers had the chance to know students' opinions and the accomplishment of the tasks that they had to develop during the sessions.

Talking about the two focus group interviews that were applied, they allowed the researchers to know the points of view that students had in some aspects related to the implementation of the project. Furthermore, the questionnaire helped researchers to know the students perceptions about working collaboratively in groups for developing a project.

In order to analyze the data, the researchers used grounded theory approach which in words of Corbin and Strauss (1990) "seek not only to uncover relevant conditions but also to determine how the actors under investigation actively respond to those conditions, and to the consequences of their actions." (p. 419). With this, it is possible to understand how the participants acted during the investigation and how through their actions it was possible to find new information that helps researchers to build new theory that explains the phenomena that was studied.

Data management procedures

As it was mentioned before, the data analysis was based on the data collected from the field notes, self-assessment checklist, focus group, and questionnaire and in order to analyze the data collected the researchers followed the Strauss and Corbin's (1990) procedures (open, axial and selective coding) (p. 423)

Validation

The procedure employed to validate the data was triangulation which according to Johnson and Christensen (2012) is the "cross-checking information and conclusions through the

use of multiple procedures or sources. When the different sources are in agreement, you have corroboration” (p. 301). Thus, after the analysis and comparison of the four instruments used during the implementation, it was demonstrated some common patterns which were organized into a chart that allowed the emergence of the categories and subcategories.

Furthermore, triangulation was used because according to Cohen & Manion (quoted on Ortrun, 1992), “triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior” (p. 139). As it can be seen, the triangulation technique allowed the researchers to verify whether the results obtained in one of the instruments were also provided in the other instruments implemented during the research.

With the purpose of analyzing the data, the researchers made use of three procedures: open, axial and selective coding. According to Corbin and Strauss (1990) open coding is related to:

The interpretive process by which data are broken down analytically. The purpose of open coding is to help the analyst gain new insights into the data by breaking through standard ways of thinking about phenomena reflected in the data. (p.423)

The researchers made use of open coding to start looking for information that was similar among the instruments used during the research. To do so, the researchers gathered the information that had similar patterns and organized them by labels, in order to identify the most relevant information that helped them to create the categories and subcategories, which gave an answer to the main question of this study. To do so, the researchers inserted the data of each instrument in different Excel™ charts. So, the thirty-four students’ responses in each instrument were transcribed and then, all the responses were coded by making use of color coding technique

that allowed the researchers to see in the selective coding phase, which parts of the data belonged to which category. Also, the researchers looked for the most and the less frequent patterns of each instrument.

To start with, the researchers tabulated the responses given by each student in the questionnaire, with the purpose of analyzing them. (See below Figure1)

Section A: Project-Based Learning	Respuestas		
	Si	Me es indiferente	No
1) Al momento de realizar un proyecto prefiero trabajar solo.	6	7	21
2) Siento que mi nivel de Inglés podría mejorar si trabajo en grupo.	24	2	8
3) Puedo consultar información por mi cuenta, sin el profesor me lo requiera.	25	5	4
4) Siento que si trabajas en un proyecto en grupo, puedo fortalecer mis lazos de amistad con mis compañeros.	23	4	7
Section B: Collaborative Learning	Si	Me es indiferente	No
5) Considero que se me facilita dar mi punto de vista, opinión e ideas trabajando en grupo.	29	1	4
6) Creo que aprendo más trabajando en grupo que solo.	19	8	7
7) Siento que aprendí a respetar cada opinión que dan mis compañeros de grupo.	31	3	0
8) Siento que he aprendido a delegar y cumplir con los diferentes roles que hay al momento de trabajar en grupo.	27	7	0
9) Creo que puedo resolver mis dudas, más fácil por medio de la ayuda de mis compañeros de grupo.	25	5	4
10) Podría acoplarse a cualquier grupo de trabajo.	10	10	10

Figure 1: Open coding phase questionnaire sample.

After this, the researchers started highlighting with green color the students’ responses that were significant for the research, since they had something in common with those ones given in the other three data collection instruments and showed an improvement in the students’ perception about working in groups. Then, the researchers made the analysis of the Self-assessment checklists, by coloring with green color the comments that had relation with the aspects mentioned in the questionnaire and which showed an advance in the students’ collaborative learning. Also, it was colored with green color the aspects that had relation with that information mentioned in the questionnaire. (See below Figure 2)

SELF-ASSESSMENT CHECKLIST 1 Session #2					
Students' names:	Group #	Q1 Did we discuss and agree the name of the magazine as a group?	Q2 Did we bring to the class the information about the section related with my school and share it in the group?	Q3 Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?	Comments
Maia Bohler Yurany Rodriguez Laura Ramirez Nataly Hernandez Vanessia Toro Laura Borilla	Group 1	yes	yes	yes	Pues en esta sesión trabajando juntas nos sentimos un poco raras, pues no estamos acostumbradas a trabajar juntas y pues algunas no se hablan con otras.
Robinson Bustos Sebastian Dias Laura Rodriguez Miguel Rodriguez Alejandra Baron Yufana Cedeña	Group 2	yes	yes	yes	Apesar de que no todos nos hablamos tratamos de trabajar en grupo. Fue un poco difícil ponernos de acuerdo, tratar de comunicarnos pues porque no todos participaban mucho.
Paula Gonzalez Sara Murte Maria Cepeda Camila Garcia Dana Marquez Andrez Perez	Group 3	yes	yes	yes	Algunos de nosotros no se sienten muy bien trabajando en la forma en la que nos organizaron ya que algunos de ellos no hablan con otros. Algunos se sintieron un poco tímidos, pero a pesar de eso tratamos de trabajar juntos para dar un buen trabajo.
Santiago Gonzalez Mariana Botero Sharon Torres Monica Triana Sofia Mora Angie Martinez	Group 4	yes	no	yes	Algunos de nuestros compañeros no aportaron mucho para el trabajo. Nos tocaba decirle "Oiga haga ayude a hacer esto", pero cuando le decíamos eso pues se ponía a hacerlo. Nos sentimos raros pero es falta de costumbre.
Carlos Ibaque Diego Barahona Luisa Casas Steven Marrique Mateo Rico Isabella Rico	Group 5	yes	yes	yes	Todos nos sentimos bien trabajando juntos para hacer la revista. Todos hablan con todos, algunos participan más que otros pero pues todos tratan de hacerlo.
Antorela Rodriguez Diego Iglesias Felipe Barron Ivonne Misnasa David Carreño	Group 6	yes	yes	yes	Pues fue un poco difícil ponernos de acuerdo para trabajar juntos porque algunos pues no ayudan mucho y otros casi ni hablan con los demás, pero pues tratamos de hacer lo que más pudimos para sacar un buen trabajo.

Figure 2: Self-assessment checklist sample. Session #2.

Afterwards, the researchers analyzed the field notes by organizing the information in groups and sessions, in order to analyze the progress that each group had during the whole the project. For example an improvement in the group one was shown, since this group in the first session did not have a good communication between all the members of the group, but at the end of the implementation they showed an improvement in the way they communicated each other and they worked more as a group instead of working individually. (See below Figure 3)

The screenshot shows a detailed field notes spreadsheet with the following structure:

- Columns:** Aspecto, Sesión 1, Sesión 2, Sesión 3, Sesión 4, Sesión 5, Sesión 6.
- Rows (Group 1):**
 - Observation: How is the student's organization in the groups? (X in all sessions)
 - Interaction: Is there any discussion between the members of the group? (X in all sessions)
 - Accountability: Does each member have an active role during the session? (X in all sessions)
 - Skills: Was there an effective interaction between all the members of the group? (X in all sessions)
 - Evaluation: Do each member of the group make comments about the progress that they improve? (X in all sessions)
- Rows (Group 2):**
 - Observation: How is the student's organization in the groups? (X in all sessions)
 - Interaction: Is there any discussion between the members of the group? (X in all sessions)
 - Accountability: Does each member have an active role during the session? (X in all sessions)
 - Skills: Was there an effective interaction between all the members of the group? (X in all sessions)
 - Evaluation: Do each member of the group make comments about the progress that they improve? (X in all sessions)
- Rows (Group 3):**
 - Observation: How is the student's organization in the groups? (X in all sessions)
 - Interaction: Is there any discussion between the members of the group? (X in all sessions)
 - Accountability: Does each member have an active role during the session? (X in all sessions)
 - Skills: Was there an effective interaction between all the members of the group? (X in all sessions)
 - Evaluation: Do each member of the group make comments about the progress that they improve? (X in all sessions)

Figure 3: Field notes simple

Subsequently, the two focus group carried out by the researchers at the beginning and at the end of the research were analyzed, with the purpose of identifying students’ responses to some changes in their perceptions about group work. For doing it, the researchers highlighted with green color the most common patterns found between students’ responses and the most relevant for the purpose of this research. Also, the yellow color was used in order to highlight those answers that were useful for the research, but were not repeated in the other instruments and the red color which meant that the information was not relevant at all for the purpose of the present study. (See below Figure 4)

PARTICIPANTES	# INTERVIEWS	# QUESTIONS				
		1	2	3	4	5
		Al Momento de trabajar en grupo, las tareas son repartidas o todos hacen la misma actividad? ¿Quién reparte las tareas?	¿Como es la comunicación dentro del grupo? ¿De que manera actuan cuando deben tomar decisiones?	¿Como describiria su relación con los compañeros de grupo? ¿Como te sientes dentro del grupo?	¿Se ofrece apoyo cuando alguien lo necesita?	¿Hay algun tipo de organización dentro del grupo al momento de desarrollar las actividades?
1 (Grupo 1)	FOCUS GROUP 1	Nos ayudamos unas con otras. Osea somos dos y dos.	Cada una da una idea y todas opinan si les gusto o no.	Con todas me la llevo bien. Normal como compañeras.	Si, porque es parte del grupo. Se supone que es como una ayuda mutua.	No la hay.
	FOCUS GROUP 2	No repartimos porque tenemos en cuenta que muchas veces no les gustan algunas partes de la tarea. Cada uno escoge lo que quiere.	Pues todas opinan y se vota. Alguien da una idea y le preguntamos a todas si les parece y pues gana la mayoría.	Somos un grupo unido, no peleamos que porque alguien tenga una opinión diferente.	Si uno no entiende pues obviamente una persona del grupo se lo puede explicar.	No, todas opinan y ya.
	FOCUS GROUP 1	Osea trabajamos de a parejas.	Cada una da una idea y todas opinan si les gusto o no.	Normal, a la hora de estar en grupo como que compartimos ideas.	Si, porque es parte del grupo. Se supone que es como una ayuda mutua.	No todas opinan y ya.

Figure 4: Focus group 1 & 2 sample.

Then, the axial coding stage was carried out which in words of Corbin and Strauss (1990) is “in axial coding categories are related to their subcategories and these relationships tested against data. Also further development of categories takes place and one continues to look for indications of them”. (p. 423). As it can be noticed, through the axial coding phase the researchers made conclusions based on the comparisons of the data collected among the instruments, in order to organize the previous information obtained from the open coding type, into six main categories which allowed them to synthesize the data and to have a better overview

of this with the purpose of starting to create and select the main categories and subcategories, which supported the purpose of this research.

The researchers compared the information of all the instruments, with the intention of verifying and confirming the concurrence of similar patterns and in this way to start forming the categories and subcategories. (See below Figure 5)

Instrument	Code	Description
Focus group	QUERER TRABAJAR	El grupo de trabajo se formó para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	PROBLEMAS DE TRABAJO	Se presentaron problemas de trabajo durante el desarrollo del proyecto.
	PROBLEMAS DE TRABAJO	Se presentaron problemas de trabajo durante el desarrollo del proyecto.
Self-assessment checklist	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
Field notes	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
Questionnaire sample	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.
	COMUNICARSE	Se comunicaron entre ellos para poder trabajar en equipo y poder aprender de los demás.

Figure 5: Axial coding phase Focus group, Self-assessment checklist, Field notes and Questionnaire sample.

Taking into account the previous process, the final stage of analysis which was selective coding stage was carried out, which according to Corbin and Strauss (1990) is related to “the process by which all categories are unified around a central "core" category and categories need further explication are filled-in with descriptive detail”. (p. 424). So, the process of final selection took place since the researchers had to select from the six categories created in the axial type, the most important ones that gathered the relevant phenomena, which emerged during the sessions of the implementation and was noticed during the phase of data analysis carried out by the researchers.

To accomplish it, the researchers contrasted the identified patterns that were found in data analysis and which were more focused on the study. After having reduced the codes got in the previous stage, the researchers started to connect the similar information with the purpose of creating the sub-categories and the categories. So it means that, categories and subcategories emerged after classifying and categorizing the information by using open, axial and selective coding. (See below Figure 6)

Learning from my partners through collaborative learning	Sub-category 1 "Exchanging ideas"	<ul style="list-style-type: none"> * En grupos son más personas opinando, dando más ideas hay cosas que uno no sabe y que el otro dice y así entonces uno aprende más. (P1 FG1 Q8) * Siempre preguntamos cualquier inquietud y hay veces que hay varias opiniones y hay veces que hay una sola entonces entre esas varias opiniones se escoge la más lógica. (P13 FG2 Q4) * Cada una da una idea y todas opinan si les gusta o no. (P1 FG1 Q2) * Pues todas opinan y se vota. Alguien da una idea y le preguntamos a todas si les parece y pues gana la mayoría. (P1 FG2 Q2)
	Sub-category 2 "Improving Our English"	<ul style="list-style-type: none"> * Pues le empezamos a explicar si no entiende algo. (P14 FG1 Q4) * Digamos en este caso no me gusta el inglés entonces mi compañero sabe entonces él es el que me explica las cosas que yo no sé (P15 FG2 Q8) * ...es que yo no se y pues los que están en el grupo si saben y al estar con ellos pues yo puedo seguir aprendiendo de lo que ellos saben.(P12 FG1 Q8) * Podemos mejorar el rendimiento académico.(P12 FG2 Q8)
	Sub-category 3 "Assessing our learning process together"	<ul style="list-style-type: none"> * Pues en esta clase como que nos falta un poco más de organización a la hora de realizar el trabajo, casi el tiempo no nos alcanzó para hacer todo. Todos trabajamos en grupo y dimos ideas. (#3 SS5 G1) * La comunicación porque hay veces que en los grupos no hay una buena comunicación y no se puede realizar el trabajo de una buena forma. (P12 FG1 Q6) * Yo quería que todos deberíamos aportar más, cada uno decir "en que les puedo ayudar, necesitan que traiga algo, necesitan que les colabore en algo". (p24 FG2 Q6)
"Social Skills"	Sub-category 1 "Roles Agreement"	<ul style="list-style-type: none"> * Siento que he aprendido a delegar y a cumplir con los diferentes roles que hay al momento de trabajar en grupo (Q:8 B) * todos nos damos ideas y podemos repartir todo el trabajo entre cada uno (P25 FG2 Q2) * Nos ayudamos unas con otras. Osea somos dos y dos. (P1 FG1 Q1) * Hay veces que si hacemos todos la misma tarea para ayudarnos. Hay veces que a un integrante se le asigna una tarea diferente. (P12 FG1 Q1)
	Sub-category 2 "Developing interpersonal skills"	<ul style="list-style-type: none"> * Nos pareció muy interesante esta sesión porque pues es como una oportunidad para aprender a trabajar en grupo, a aceptar las opiniones de los demás y ayudar a los demás a que aprendan. Nos sentimos un poco más unidos. (#2 SS5 G3) * Bien, a la hora de trabajar todos proporcionan ideas. (P2 FG2 Q3) * 4) Siento que si trabajo en un proyecto en grupo, puedo fortalecer mis lazos de amistad con mis compañeros * 7) Siento que aprendí a respetar cada opinión que dan mis compañeros de grupo * Nos gusto mucho el proyecto porque aprendemos y convivimos con las personas que antes no convivíamos. (#2 SS4 G6)

Figure 6: Selective coding phase sample.

Analysis of categories

To present the categories and subcategories that emerged during the data analysis, it is essential to remember the objective of this study. This research is aimed on determine if PBL engaged eighth graders to work collaboratively in EFL classes in public school in Bogota.

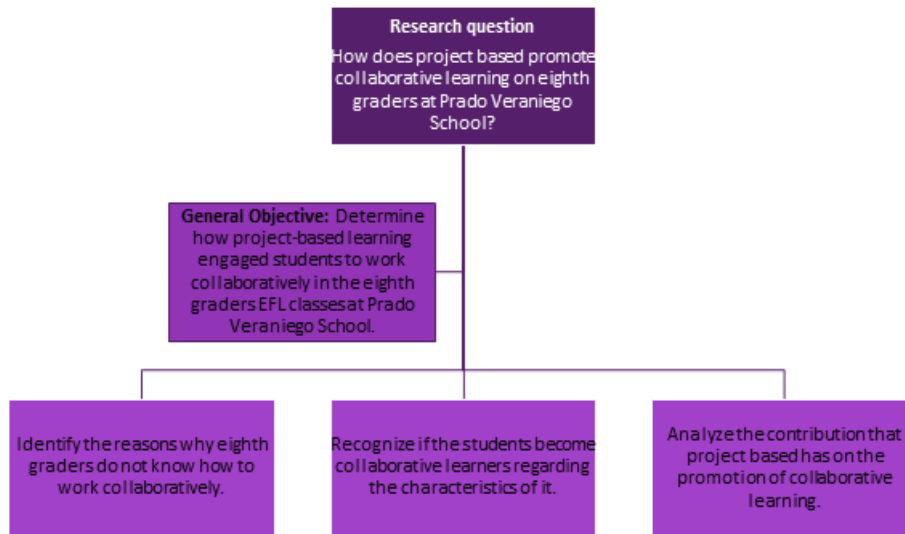


Figure 7: Research question, General Objective, Categories and Subcategories.

Category 1: “Learning from my partners through collaborative learning”

On this study, the first category is related to the responsibility that each student had with the learning process of their partners and the opportunities that each one had to learn from the others, which was developed through the different discussions carried out by the members of each one of the groups and the active role that they had to play, during the sessions in order to accomplish the different tasks that were proposed by the researchers to promote collaborative learning on the students. Besides this, the benefits that students had at the moment of working collaboratively in the development of a project during the EFL classes will be shown.

This category is conformed by three subcategories that explain the most important elements, which support that collaborative work helped students to develop and enhance their learning process through the group work and collaboration, which stimulated on students an active role and make them to notice the big responsibility and the impact that they can have over their own and partner’s learning process.

Subcategory 1.1: “Exchanging ideas”

It was found that “discussion” is one of the most important elements that learners needed when they were working in groups, due to through this they had the opportunity to express their opinions based on what they knew and listened, this is supported by Johnson, Johnson, Stanne & Garibaldi 1990 (quoted on Biesenbach 2004) who say that “learn to share their knowledge with others and questioning their peers with the intention of generating knowledge which stimulates the learning process of all the members of the group”. (p. 157)

What was mentioned in the previous quotation was reflected during the sessions, since students started showing progress session by session because in each one of them, they improved their interaction while they had to discuss in their groups the better ways of accomplishing the tasks that they had to do, all this with the intention of generating that students could build new knowledge together by listening and accepting their partners ideas, it means that while more experience they had working in groups more skillful they became. Also, it is worth clarifying that students had an elementary level of English, it means that when they had to share their ideas, they tended to use their mother tongue, but while they were more focused on the development of the project they tried to make more use of English.

This subcategory emerged from the application of self-assessment checklist at the end of each lesson, with the purpose of monitoring the students’ performance during the lesson related to the tasks that they had to develop and the perceptions that they had about the class in terms of group work. This self-assessment checklist was applied in groups, in order to analyze later the progress that each group was showing through the different sessions. So, when researchers started to analyze the data collected from this instrument, they found that students showed a

progress in the exchanging of ideas, since it allowed them to learn from their partners at the moment of discussion about the best way of doing something or when they received an explanation about something they did not understand.

With the above, the researchers could interpret that because of the development of different activities during the English class, students had the need of interacting each other with the intention of listening their partners' suggestions and ideas for developing the class project, since for them it was the only way of negotiating and knowing what to do and how to do the activities. Also, it could be understood that students developed this skill, since they were in constant contact and interaction with their partners, and that it was necessary to provide students with opportunities of group work, in order to achieve that they knew their partners and started generating patterns of interaction among them. Besides this, researchers understood that it was important to give students a reason why they had to discuss and negotiate inside the group, in order to make them understand that interaction is necessary at the moment of exchanging ideas.

As demonstrated in the excerpts below, the participants at the beginning of the implementation were not good at exchanging ideas and generating discussions inside their groups, since they were not accustomed to work with people different to their best friends and some of them did not talk with the rest of the integrants of the group. It was the case of the participants of group one and two. (See below Figures 8 and 9)

CRITERIA		YES	NO
1	Did we discuss and agree the name of the magazine as a group?	X	
2	Did we bring to the class the information about the section related with my school and share it in the group?	X	
3	Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?	X	
COMMENTS:			
<p>pues en esta sesión trabajando juntas nos sentimos un poco raras. pues no estamos acostumbradas a trabajar juntas y pues algunas no se hablan con otras.</p>			

Figure 8: Self-assessment checklist sample. Group 1. Session #2

CRITERIA		YES	NO
1	Did we discuss and agree the name of the magazine as a group?	X	
2	Did we bring to the class the information about the section related with my school and share it in the group?	X	
3	Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?	X	
COMMENTS:			
<p>A pesar de que no todos nos hablamos tratamos de trabajar en grupo fue un poco difícil ponerlos de acuerdo tratar de comunicarnos porque no todos participaban mucho.</p>			

Figure 9: Self-assessment checklist sample. Group 2. Session #2.

However, after having carried out some sessions in which students were working collaboratively for developing the tasks planned, the students’ perceptions related to group work changed and this demonstrated that students learnt to express their opinions and accept those ones given by their partners in spite of these ones were different to theirs, since it allowed them to learn from their partners at the moment of discussion about the best way of doing something or when they received an explanation about something they did not understand. (See below Figures 10 and 11)

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?	X	
2	Did we start writing the first draft of the magazine's article?	X	
3	Did we bring to the class the necessary material to write the article?(dictionary)	X	
4	Did we deliver to the teachers the first draft of the article?	X	
<p>COMMENTS:</p> <p>En esta clase ya todos hablaron más unas con otras porque pensamos que pascinos de acuerdo para saber que ibamos a escribir en el primer parrafo del articulo algunos no aceptaban las ideas de los otros pero por el pibal nos pusimos de acuerdo nos gusto leerse</p>			

Figure 10: Self-assessment checklist sample. Group 1. Session #4

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?	X	
2	Did we start writing the first draft of the magazine's article?	X	
3	Did we bring to the class the necessary material to write the article?(dictionary)	X	
4	Did we deliver to the teachers the first draft of the article?	X	
<p>COMMENTS:</p> <p>Nos parece muy divertido es una manera de comunicarnos mejor entre nosotros y aprender más sobre el colegio</p>			

Figure 11: Self-assessment checklist sample. Group 2. Session #4

Furthermore, these findings can be seen in the field notes written in some of the sessions of the implementation and during the development of the class, with the purpose of identifying and describing the advances that each group was having in each one of the aspects specified in the field notes format. Below, some excerpts of the notes taken about group one and two at the beginning of the implementation are showed, which reflect the difficulties that each one of the group had related to the aspects previously described. (See below Figures 12 and 13)

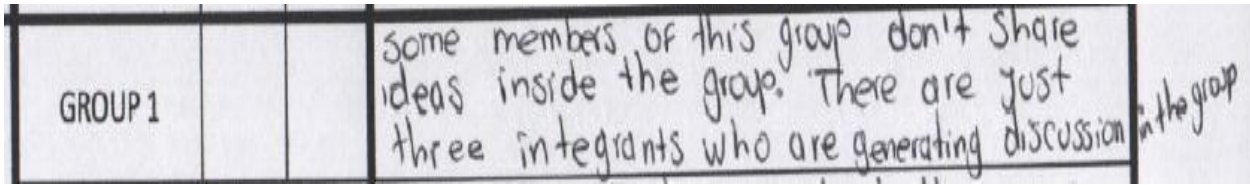


Figure 12: Field note sample. Group 1. Session #2

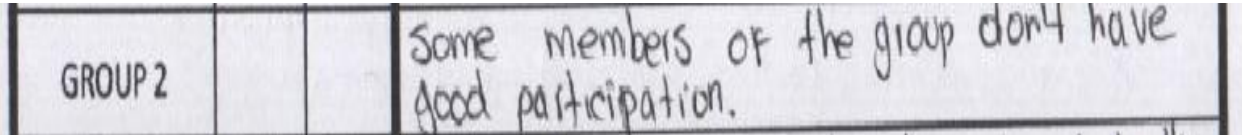


Figure 13: Field note sample. Group 2. Session #2

With this instrument, the researchers analyzed the changes that each group had by comparing the comments written in each one of the sessions. So, it was also demonstrated with this instrument that participants improved their communicative skill, which allowed them to participate actively during the sessions without being afraid of expressing their points of view in front of others. It was found that through group work students had more opportunities to exchange ideas and to learn from a person different from their English teacher. (See below Figures 14 and 15)

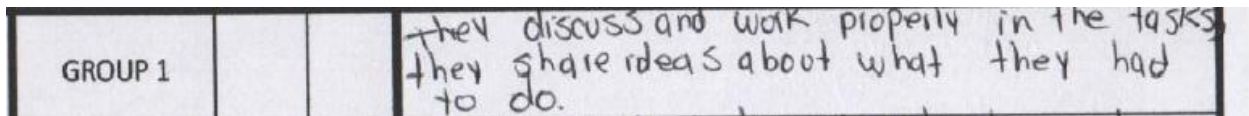


Figure 14: Field note sample. Group 1. Session #5.

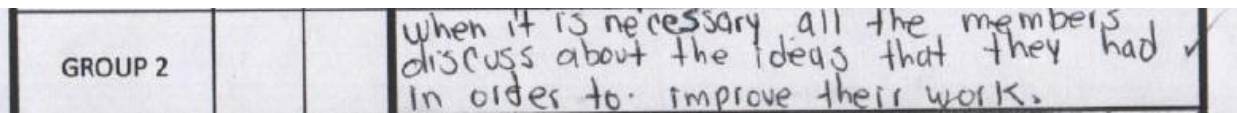


Figure 15: Field note sample. Group 2. Session #6

Additionally, the researchers validated the previous findings with question five (part B) of the questionnaire implemented in the sixth session, which was applied to thirty-four students. The response given to this question is shown below in a graph: (See below Figure 16)



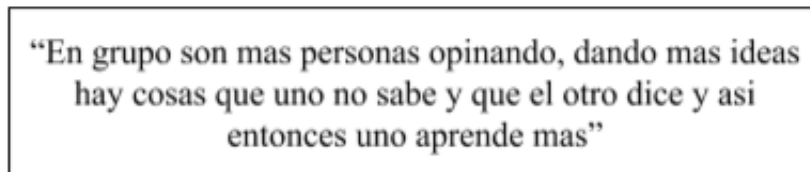
Figure 16: Questionnaire sample. Part B. Question #5.

With the previous figure, the researchers noticed that the 85 percent of the participants, which is equivalent to twenty-nine students from the thirty-four participants in total, considered that it was easier for them to give their point of view, ideas and opinions by working in groups, instead of working individually.

So, it demonstrated that the majority of students improved their communicative skill through the lessons, since in each session they had to work with others with the purpose of making agreements which allowed them to do a successful work and to learn new things from the others. Also, this improvement on students' belief about giving opinions in groups could take place because of the similarities that students had related to the age and the level of authority. Maybe, students considered that it was easier for them to give their point of view by working in groups with people who are the same age and level of importance and authority in the classroom, instead of expressing their opinions in front of the class and to the titular teacher. Perhaps, giving ideas to the titular English teacher in front of the rest of the class, was more embarrassing for them, since they could be thinking that if they said something incorrect to the teacher, he/she

could make a comment that could be funny for the rest of the class, so it could be one of the reasons why the previous change occurred at the end of the implementation.

Furthermore, students stated that they learnt more when they worked with others, since they considered that if there were more people giving their ideas, there would be something that they didn't know but their partners did: and in this way they were able to exchange their knowledge with those ones who still having gaps of knowledge about any topic. That is why, participant 1 gave the following response in the first focus group carried out by the researchers at the beginning of the implementation: (See below Figure 17)



“En grupo son mas personas opinando, dando mas ideas
hay cosas que uno no sabe y que el otro dice y asi
entonces uno aprende mas”

Figure 17: Focus group #1 sample. Participant 1. Question #8.

According with the above, it could be noticed that while students had the opportunity to work in groups session by session, they had an improvement on their social skills, which was developed by the negotiations and discussions carried out inside the groups and by each one of the members of it.

Subcategory 1.2: “Improving Our English”

During the analysis of the data collected, the researchers found common patterns in each one of the instruments, collected data reflected that through the development of a class project by working collaboratively in groups, students could improve their English level and obtained new knowledge from the help and explanations given by their partners instead of just making use of those explanation and instructions giving by the teacher.

That is why, this subcategory emerged from the application of a questionnaire in the sixth session, which was focused on knowing the changes that students had in their perceptions about project-based learning and collaborative learning. This questionnaire was answered individually; but at the moment of doing the analysis of it, the answers were tabulated in order to know the number of students who agreed with the statements stated by the researchers with the intention of observing the changes on the students’ opinions about group work and PBL.

As demonstrated in the excerpt below, the participants stated that they felt that their English level improved if they worked in groups instead of learning in isolation. This result came from the question two (part A) of the questionnaire applied to the thirty-four students who were the participants of this study and which determined the following: (See below Figure 18)



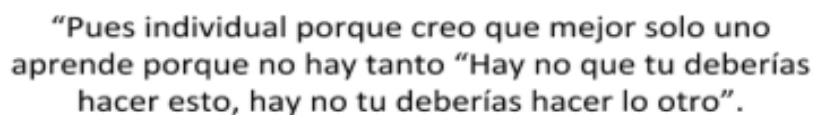
Figure 18: Questionnaire sample. Part A. Question #2.

With the above, the researchers proved that the 71 percent of the participants, which was the equivalent to twenty-four of the thirty-four participants, affirmed that they could improve their English level by working with others instead of working alone. The researchers believed that this change on students’ perceptions about group work happened since students were the people who played an active role during every session. They were who discussed in their groups

in order to make agreements about the best way to develop the class project and they were who listened their partners experiences, ideas and information, in order to learn what to do and how to do the articles. They were the protagonists of their own and their partners' learning process and the teacher just provided them with opportunities for developing new knowledge instead of being the person who explained them everything and did not allow them to take responsibility over their own learning.

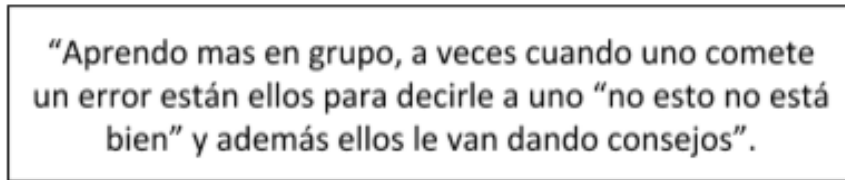
So, with the above, it could be demonstrated according to Dewey (quoted on Oxford, 1997) says about that "learners do not learn in isolation; the individual learns by being part of the surrounding community and the world as a whole" (p. 447); was totally because through this response students manifested that they could improve their level of English if they worked in groups, since if they did not understand a topic one of their partners could explain them with the purpose of supporting them during their learning process.

Apart from the responses given by the students to the question eighth of the questionnaire, the focus group also provided evidence related to the students' point of view change about the advantages that group work had over their learning process, since it brought them opportunities for learning from their partner and supporting each other. (See below Figure 19)



"Pues individual porque creo que mejor solo uno aprende porque no hay tanto "Hay no que tu deberías hacer esto, hay no tu deberías hacer lo otro".

Figure 19: Focus group #1 sample. Participant 20. Question #8.



“Aprendo mas en grupo, a veces cuando uno comete un error están ellos para decirle a uno “no esto no está bien” y además ellos le van dando consejos”.

Figure 20: Focus group #2 sample. Participant 20. Question #8.

With the previous excerpts, it can be demonstrated the positive impact that the implementation stage had over the perception that participant 20 had about the benefits of working collaborative for developing a project, since in the first focus group he answered to the question “¿Consideras que aprendes más trabajando en grupo que de manera individual?”, that he learnt more if he worked individually, due to he did not have to discuss with other person if he/she did not do what they had to do. But in the second focus group, the improvement that this participant had was relevant for this research, due to the fact he accepted that he could learn more by working in groups because if someone made a mistake, the members of the group could explain them how to it better the next time and could give them some advices based on their experiences and knowledge.

Furthermore, these findings can be seen in the Self-assessment checklist on which the students of each group had the opportunity of writing their feelings and opinions about each lesson. Through the analysis of this instrument, the researchers found a progress, due to the group five at the beginning of the implementation thought that they learnt better by working individually; but throughout the lessons they became aware that if they worked in groups they could also obtain new knowledge from their partners and that those students who had a high level of proficiency in English could help to those who did not; and in this way, they could achieve that they had a good English level and could improve their level of proficiency in the

language by working collaboratively during the EFL classes. The previous comparison between the two self-assessment checklists can be seen below: (See below Figure 21 and 22)

CRITERIA		YES	NO
1	Did we discuss and agree the name of the magazine as a group?	x	
2	Did we bring to the class the information about the section related with my school and share it in the group?	x	
3	Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?	x	
<p>COMMENTS:</p> <p>en esta sesión no nos sentimos bien trabajando en grupo alguno de nuestros compañeros no participaban ni tenían ideas. la verdad sentimos que aprendemos más trabajando en solos que en grupo</p>			

Figure 21: Self-assessment checklist sample. Group 5. Session #2

CRITERIA		YES	NO
1	Did we divide the tasks (some of us made the corrections of the article and the other ones continued writing the article)?	X	
2	Did we continue writing the article of the magazine?	X	
3	Did we deliver to the teachers the article with the corrections and the new part of the article?		X
<p>COMMENTS:</p> <p>NOS SENTIMOS BIEN TRABAJANDO EN GRUPO PORQUE TODOS DAMOS IDEAS SOBRE QUE HACER. SI ALGUIEN NO ENTIENDE ALGO PUES OTRO LE EXPLICA. NOS COMUNICAMOS BIEN HA SIDO BUENO TRABAJAR ASI PORQUE PODEMOS MEJORAR NUESTRO NIVEL DE IDIOMAS Y APRENDER NUEVAS COSAS GRACIAS A LA COLABORACION DE TODOS LOS COMPAÑEROS DE GRUPO</p>			

Figure 22: Self-assessment checklist sample. Group 5. Session #6

Regarding to the above, it was found that because of the collaboration given between all the members of the group, the exchanges of ideas, the discussions and the explanations developed for each one of the integrants could make possible that all students were successful during the learning process, since as Gokhale (1995) states in collaborative learning students with different performance levels work in small groups toward a common goal, which makes them the primarily responsible and the main characters in the development of one another’s learning as well as their own.

Subcategory 1.3: “Assessing our learning process together”

This subcategory is related to the opportunity, that students had in order to generate an impact over their partners' learning process and their own learning, due to in each session students were evaluating their partners and themselves process, with the intention of learning from those errors and at the same time to improve to those aspects in which they had weaknesses day by day. It could be demonstrated through the self- assessment checklist, where each group had to make a reflection about what they needed to do, in order to improve their work and accomplish the tasks.

Furthermore, the focus group showed some students' opinions, which talked about how they corrected their partners and how they were helped when they had some difficulties. Another data collection instrument that reflected the same results were the field notes, in which where the researchers wrote about the aspects that students needed to improve and how those aspects were showing an improvement during the sessions.

That is why, this subcategory emerged from the data analysis in which the researchers found that the collaborative work not only encouraged students to express opinions and learnt how to work in group, but also it helped students to be more conscious about the important role that they played in their learning process by being aware of those skills that they needed to improve and strengthen with the intention of being better day by day. Also, the development of a class project helped students to be less dependent on the teacher and be more creative and independent at the moment of looking for the best solutions to a problem by working in groups. This can be showed in the below excerpt in which the students stated: (See below Figure 23)

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?	X	
2	Did we start writing the first draft of the magazine's article?	X	
3	Did we bring to the class the necessary material to write the article?(dictionary)	X	
4	Did we deliver to the teachers the first draft of the article?	X	
COMMENTS:			
<p>Nos sentimos bien con el grupo porque nos apoyamos en todo y nos decimos en que debemos ser mejor para hacer un buen trabajo</p>			

Figure 23: Self-assessment checklist sample. Group 5. Session #4

As it can be seen, through the self-assessment checklists students could develop critical thinking, since they had to assess themselves and the others. In addition, through the discussions that they had as a group, they could assess their process in this checklist and they wrote what they needed to improve. Through this, it was possible to notice that students had clear that in order to have a good learning process, they had to assess their partners and work with them session by session, so they kept getting better lesson by lesson.

Additionally, the notes taken by the researchers on the field notes, served as an example of how step by step the students started to be more assertive in their decision making process, and how without the teacher's help they could find solutions for their "problems". It was also noticed that, the process of self-assessment was not easy for the students, due to the fact that they did not feel comfortable when they had to correct their partners. However, when they started to work collaboratively, they felt more confident when they had to talk with their partners about their errors and what they could do, in order to improve their knowledge having in mind the collaboration of each one of the integrants of the group. For example, in the below excerpts it is possible to notice how one member of the group started to be conscious lesson after lesson about what they needed for improving their work. (See below Figure 24)

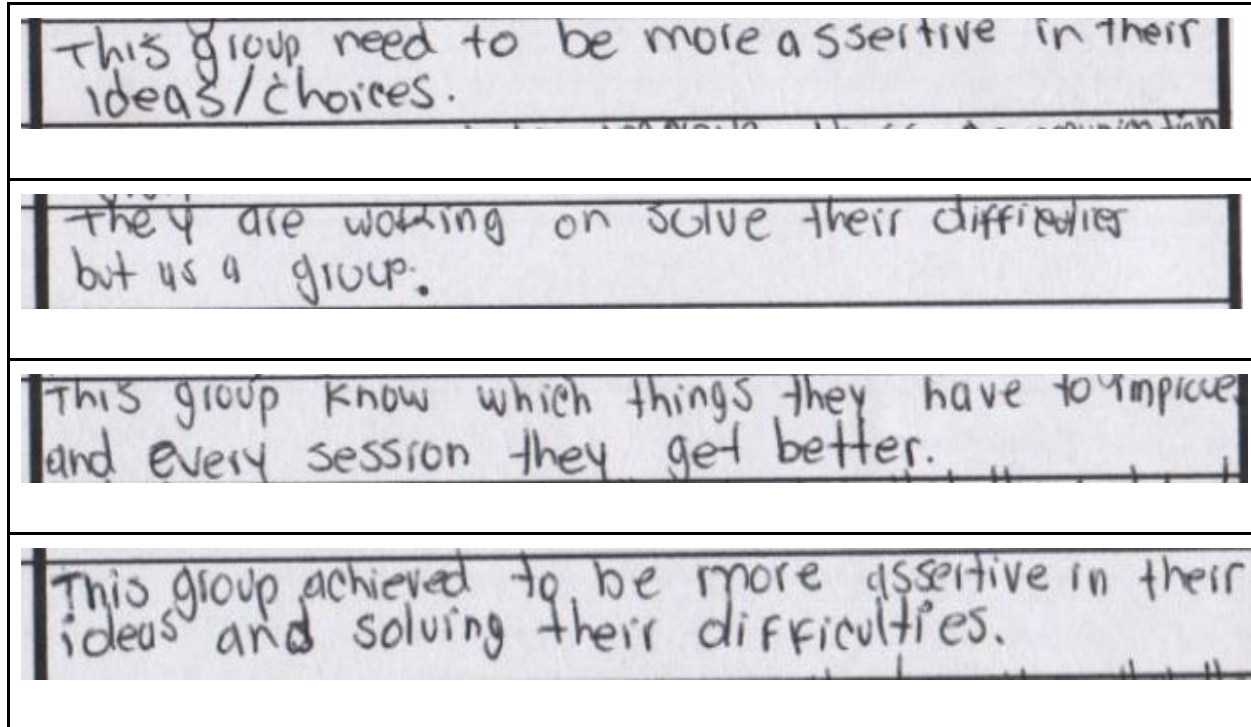


Figure 24: Field notes sample. Group 5. Sessions #2, #4, #5 & #6.

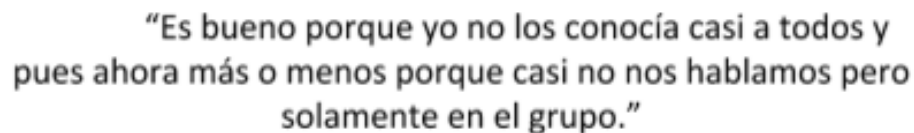
Thus, these field notes, showed that at the beginning of the research participants did not have idea about how to solve their difficulties; however, when they started to understand how to solve a problem between all the members of their groups, they started having an improvement. So, with this it is possible to say that collaborative learning developed on students, critical thinking in terms that they could analyze and evaluate the whole learning process, with the intention of realizing what is being done wrong and improve it.

Subsequently, based on the previous data collection instruments was shown that students developed the ability to think rationally, in order to solve problems that presented during the development of the project by reflecting together about what was the best option for the development of the article and taking into account the opinions given each one of the members of the group. As an example, in each session they had a problem about deciding what to write on the article or how to start writing it, so if a member of the group had an idea either if it was

wrong or not, they took time to think about it and if it was appropriate for the article and everybody agreed, they made use of that idea. So, as a result there was an improvement in the way students dealt with problems, while they assessed themselves and their partners.

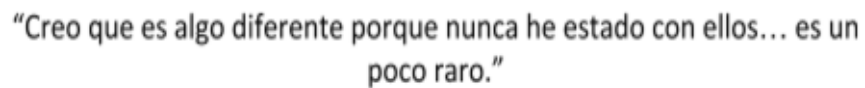
Category 2: “Social skills”

This category is related to social skills, during the whole project the students had to create new relationships. In spite of the students were in the same classroom, many of them did not know their partners in terms of they had not had the opportunity to work together, because, when they had to work in groups, they always selected the same partners. It could be noticed in the following excerpts obtained from two different students during the first focus group. (See below Figures 25 and 26)



“Es bueno porque yo no los conocía casi a todos y pues ahora más o menos porque casi no nos hablamos pero solamente en el grupo.”

Figure 25: Focus group #1 sample. Participant #20.



“Creo que es algo diferente porque nunca he estado con ellos... es un poco raro.”

Figure 26: Focus group #1 sample. Participant #21.

That is why, this research was focused on promoting collaborative learning, on teaching students how to work with others without taking into account if those people were their best friends or not, in order to achieve their common goals. Taking into account this, during the implementation of this research the students had the opportunity to create new relationships, to communicate and interact each other, which could be reflected during the activities that were

implemented where the students had to interact actively, interchange ideas and expressing opinions. So, at the end of the implementation, students had more and better relationships, and a good communication with their partners.

In addition, this category is conformed by two subcategories, which explain part of the most relevant information collected during the data collection phase and which support the creation of the following subcategories that will be mentioned below and where some students ideas and thoughts about the changes that they had while they were working in groups will be showed, with the intention of achieving their common goals. Finally, how the development of a class project served to the students to improve some of their skills with the collaboration of their partners will be demonstrated.

Subcategory 2.1: “Roles Agreement”

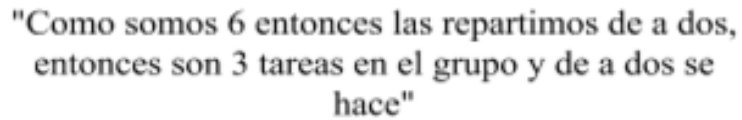
This subcategory emerged from the information collected with the data collection instruments previously mentioned and with which the researchers could observe the progress that the students were having session by session on the development of social skills, due to these skills are necessary for the students when they are working in groups, because in order to accomplish the tasks that they are doing, they needed to communicate each other, to share ideas and make little discussions and agreements.

As demonstrated in the excerpts below, the participants had to learn how to communicate with others properly at the moment of making agreements, for the organization and distribution of the tasks inside the group which was not easy to learn for them, but throughout the lessons they were improving. (See below Figure 27 and 28)



"Cada uno escoge lo que quiera hacer."

Figure 27: Focus group #1 sample. Participant 13. Question #1.



"Como somos 6 entonces las repartimos de a dos,
entonces son 3 tareas en el grupo y de a dos se
hace"

Figure 28: Focus group #2 sample. Participant 13. Question #1.

Interestingly in the first focus group, the participant thirteen expressed that in her group they did not have a clear idea about how to organize their work. They just did what they wanted to do without having a discussion in order to establish their roles. However at the end, the participant thirteen affirmed in the focus group two, that her group had showed a change, since they started to distribute the work by pairs with the purpose of accomplishing the main task planned for the lesson. With the above, it could be noticed how through the development of a class project, the members of the group started to improve their communication in order to agree roles and distribute the work between all the members of the group with the intention of working as a group.

This constant change that students were having while they were working in groups, could also be seen on the below excerpts of the self-assessment checklist, which belong to group three, the group of the participant thirteen. In these self-assessment checklists, the students wrote about the changes that they had lesson by lesson. They stated that at the beginning of the implementation, they felt uncomfortable working with their partners; but then, throughout the sessions and because of the activities that they had to develop together, they started to learn how to work in groups. (See below Figure 29 and 30)

CRITERIA		YES	NO
1	Did we discuss and agree the name of the magazine as a group?	X	
2	Did we bring to the class the information about the section related with my school and share it in the group?	X	
3	Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?	X	
COMMENTS:			
Algunos de nosotros no se sienten muy bien trabajando en la forma en la que nos organizaron ya que algunos de ellos no se hablan con otros, algunos se sintieron un poco tímidos pero apesar de eso tratamos de trabajar juntos para dar un buen trabajo			

Figure 29: Self-assessment checklist sample. Group 3. Session #2.

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?	X	
2	Did we start writing the first draft of the magazine's article?	X	
3	Did we bring to the class the necessary material to write the article?(dictionary)		X
4	Did we deliver to the teachers the first draft of the article?	X	
COMMENTS:			
nos parecia muy interesante la clase porque es como una buena oportunidad para aprender a trabajar en grupo a aceptar las opiniones de los demas y ayudar a los demas a que aprendan nos sentimos un poco mas unidos			

Figure 30: Self-assessment checklist sample. Group 3. Session #4.

Additionally in the previous excerpt, it was possible to see how the participants of this group showed a change during the sessions, since they learnt how to work in groups improving their communicative skill. In addition, this group was one of the groups whose integrants took more time to adapt working with their partners, due to they always were who selected the people who they wanted to work with, but in this project the teachers organized the groups, which caused that at the beginning of the implementation students seemed shy, uncomfortable and showed a passive role inside their groups, as it was mentioned in the previous excerpts.

Subsequently, the same results found in the previous data collection instruments can also be seen in the following excerpts of the field notes taken by the researchers. In these excerpts, it is illustrated the improvements that students had over their communicative skill throughout the sessions: (See below Figure 31)

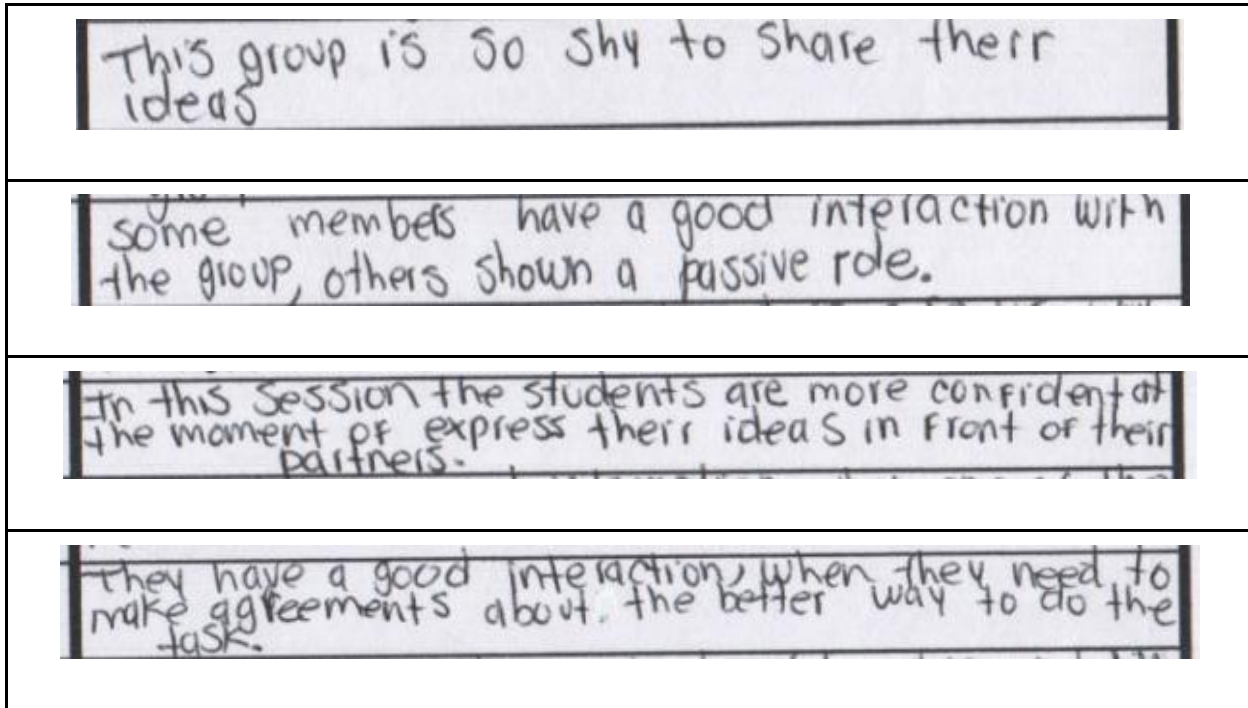


Figure 31: Field notes sample. Group 3. Sessions #2, #4, #5 & #6.

The previous excerpts proved that the participants of this research, had an improvement in their communicative skills and established new relationships with their partners. Also, at the end of the implementation, they started to get along with all the members of the group. In the analysis and explanation of this subcategory the group three was taken as example of “change”, since in spite of all the groups showed improvements in the communicative skills, the integrants of this group were who had the biggest change in terms of the improvement of the communicative and social skills. It was the group that at the beginning did not want to work

together, but session by session they showed a progress and at the end of the class project they achieved the objective of it.

Bearing this in mind, at the beginning of the development of the magazine, students did not know how to divide the tasks in order to work productively during the session, but while students were developing the project having in mind the teachers' advices about group, roles and tasks organization, students realized the importance and the benefits of knowing how to divide the tasks, they noticed that it was the best way to finish their tasks easily and at time by taking into account the participation and role of all the members of the group.

Subcategory 2.2: "Developing interpersonal skills"

Previously, it could be noticed that students improved their learning process through the collaborative work. Also, it was noticed that students had an improvement on their interpersonal skills session by session. So, in order to make clear the concept of interpersonal skills, researchers present a short description of some of them. The first one is related to verbal communication which is related to the situations on which students had to talk and to each other while at the same time, they are listening their partners' ideas and opinions. Besides this, students were working in the development of a class project, so it means that if they found certain problems, they had to make use of problem solving and decision making skills.

At first, some students did not show a correct development on their interpersonal skills, since sometimes they did not accept the ideas given by others, which were totally different to those ones given by them. It can be supported with the following excerpt, taken from a self-assessment checklist written by the students of group one: (See below Figure 32)

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?	X	
2	Did we start writing the first draft of the magazine's article?	X	
3	Did we bring to the class the necessary material to write the article?(dictionary)	X	
4	Did we deliver to the teachers the first draft of the article?	X	
<p>COMMENTS: En esta clase ya todos hablaron más unas con otras porque teníamos que ponernos de acuerdo para saber que iban a escribir en el primer párrafo del artículo algunos no aceptaban las ideas de los otros pero por el final nos pusimos de acuerdo nos gustó leerlo</p>			

Figure 32: Self-assessment checklist sample. Group 1. Session 4

With the above it can be seen, that students from this group were not accustomed to accept the different ideas given by others, so it showed that it was a difficulty for them to develop their interpersonal skills. But through the sessions, they learnt how to accept and listen others' ideas with the intention of taking advantage of the opportunity to work with others to achieve a mutual outcome. Also, the way that students made decisions together allowed them to get better in their listening skills through which they could know how to interpret in a respectful way what others members of the group wanted to say or express.

That is why, the question seventh of the questionnaire “*Siento que aprendí a respetar cada opinión que dan mis compañeros de grupo*” showed that a 91 percent of the students learnt how to respect each opinion given by the members of the group. (See below Figure 33)



Figure 33: Questionnaire sample. Question 7. Part B.

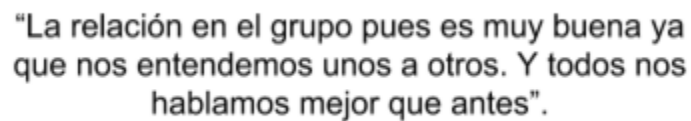
With the above, it can be interpreted that in spite of that at the beginning of the implementation, sometimes students did not agree with the ideas given by the others members of the group, and everyone wanted to do their will; students developed their verbal and nonverbal skills, the way in which they express themselves to give their opinion and their gestures changed, so they could improve by 91 respect towards their peers.

Besides this, the implementation and the development of a class project in groups, contributed to the improvement of the relationships between the students, since at the beginning of the implementation, students manifested that they preferred to work individually or in some cases they said that they did not feel comfortable working in their groups. This can be seen in the following excerpt taken from the first focus group from the participant 29 who belonged to group 2: (See below Figure 34)

“Casi nunca hablamos en el grupo y cada uno está por su lado y ya”.

Figure 34 Focus group #1 sample. Participant 29. Question #2.

With the above, it can be demonstrated that the relationships of the students at the beginning of the sessions were not the best because they were accustomed to work with their friends or known people for them. This problem was improving throughout the sessions, due to the fact that students had to work in groups in order to develop the class project planned by the teachers; so this gave them the chance to know about their partners and to improve their social skills by the collaborative work used to develop the class project. This change could be seen in the previous participant (participant 29), when the researchers carried out the second focus group. (See below Figure 35)



"La relación en el grupo pues es muy buena ya que nos entendemos unos a otros. Y todos nos hablamos mejor que antes".

Figure 35: Focus group #2. Participant 29. Question #3.

Regarding the above, the researchers could noticed the improvement that this participant and not only this participant but the rest of the members of the group had in terms of their relationship inside the group. In this focus group, the participant said that the relationship between the members of the group had a significant change, since everybody in the group started to talk with all the students and they started to accept and listen the opinions given by them. The same perception related to the strengthening of the friendly ties of the students could be noticed to in the response given by all the students to the question four (Part A) of the questionnaire applied by the researchers in one of the final sessions of the implementation. (See below Figure 36)

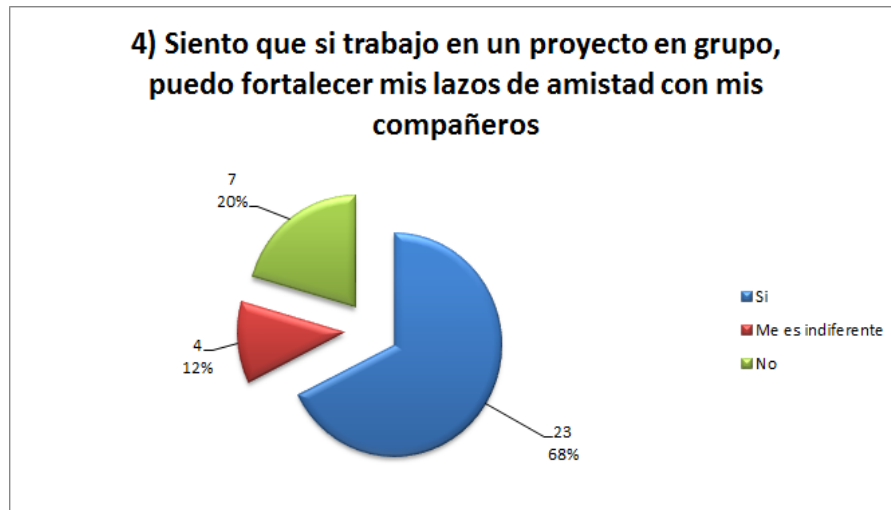


Figure 36: Questionnaire sample. Question 4. Part A.

As it can be seen in the previous figure, 68 percent of the participants, which is the equivalent to twenty-three of the thirty-four participants, stated that they could strengthen their friendly ties with their friends if they developed a class project working in groups. So, it could be clearly seen the great impact that the class project had on the improvement of the students' relationships, since they felt more joined and without fear at the moment of expressing their ideas during the discussions generated in each group by the students who were always agreeing the best way for developing the different tasks.

To sum up, the researchers found that through the use of project-based learning during the EFL, not only is improving students learning process, but also their collaborative learning, which is related to their social skills and the group work. These and other conclusions established by the researchers after the implementation and the data analysis will be described in the following chapter.

CHAPTER 6

Conclusions

Throughout this chapter, the most relevant findings obtained by the researchers after the implementation and the data analysis stage will be mentioned and summarized, as well as some of the answers given to the research question of this study. Also, the pedagogical implications found will be described and likewise the limitations that the researchers had during the development of this research will be described too. Finally, some ideas for further research will be proposed with the intention of generating on future readers the desire of researching about this interesting field.

Relevant Findings

As a result of the implementation and analysis done, and the categories and subcategories found, the researchers could identify some principal findings, which allowed them to give an answer to the research question of this study and achieve the objectives proposed at the beginning of this research.

- It was found that through the developing of a class project by working in groups, students could engage to work collaboratively, since they had the opportunity to discuss and exchange ideas and opinions, which helped them to learn and understand better some topics that they did not know. Researchers think that students arrived to this result, since while they were working in groups, the people who acted as teachers were the students the majority of the time. They were who explained students what to do and how to the article, they were who looked for the necessary information for writing their articles and shared it with their

partners, in order to teach and show them what they had found. Students were who take the control of the class, which allowed them to be the teachers and the students at the same time, it means to be the source of knowledge for their partners and to be the containers of that knowledge too. So, it can be concluded that because of the use of PBL, students engaged to work collaboratively during the English classes due to the fact that this approach allowed the teachers to give students total control over their learning process during the development of the project, with the intention of showing them that it is not only the teacher the person who knows and teaches everything, but also they can do the same since they have a lot of abilities that help them to accomplish their goals and to help others to learn new things. So, it means that when teachers take an advisory role, students are forced to look for solutions to the problems that can be appear during their learning process, to look for information in order to know what to do, to correct their own and partners' mistakes and to be responsible for what is happening around them, so that is why students were forced to work more and to take full participation and responsibility over their learning process.

- Through the development of this research, the researchers found that two of the most common reasons for which students did not know how to work in groups are: Firstly, students were not accustomed to work in groups, because of the bad experiences that they had had working in groups with students they did not tend to work with and because of the lack of constant opportunities offered by teachers to let students to work in groups during the classes. Secondly, they did not know

how to organize and distribute the activities that they had to develop at the end of the class, so when they had to give it to the teachers, they had not finished the activities or they had to finished them rapidly, without taking time for reading what they wrote and making corrections if it was necessary. So, it means that because of the stress and the pressure caused by group work, students preferred to avoid group work by making use of individual work, on which they had not to organize and distribute anything, but after the sessions students showed a wide advance in organization and distribution of the tasks which helped them to change their conception about group work.

- Another important finding was the promotion of some collaborative learner characteristics on students during the development of the sessions and the class project. Session by session students were showing an advance related to the ability of organizing the role of each member of the group and the distribution of the tasks. Also, students could understand that it is not only the teacher who is the responsible of their learning process, but they also are responsible of it and their partners learning process, since they belonged to their groups too. Besides this, students learnt the importance of setting goals due to the fact that those goals can guide and give them an idea about what they want to achieve. Other important aspect was the active role that the students played during each one of the sessions, in order to achieve the both the goals of the session and the final goal, which was the creation of the magazine. Finally, throughout the constant interactions and discussions generated inside the groups, the students showed an improvement in

their social skills, due to during the creation of the magazine the students had to make decisions together, to negotiate and to manage conflicts.

- By the use of Project-based learning during the English classes, it was possible to promote collaborative learning on eighth graders at Prado Veraniego School, because before the implementation students did not have the opportunity to work in groups during the English classes, in order to express their ideas and to make decisions as a group. But when the researchers proposed them the option of developing a class project in groups (the creation of a magazine), first they could understand the benefits of group work and the real responsibility that each one of them had inside the group and their own learning process. Also, through the promotion of collaborative learning through the use of PBL, students learnt to listen and share their ideas and to empower the class, it means to take an authoritarian role, since they had to make agreements for the creation of the magazine. So, during the implementation stage and the development of the English classes the teachers just were inside the classroom like “guiders”, but the biggest decisions were made by the whole group, each step of the project was the product of their decisions. With this, it is possible to say that each one of the seven steps of the project was the result of the collaborative work that students did during the class project “Our Time Together Magazine”.
- At the beginning of the implementation, students were organized in groups. The idea was that students had to work with those people who they were not accustomed to work with. For several reasons, the relationship and

communication between the students in each group was not the best. But throughout the sessions, it was noticed that the relationship of the members of the groups was notably improving, due to the constant interaction that students had to manage, when they gave and listened ideas and when they had to organize and distribute the work. Besides, the majority of the students mentioned in the two focus group interview and questionnaire, that working in groups helped them to strengthen the friendly ties with their partners, since the constant interaction generated inside the groups allowed them to carry out conversations not related to the project, but focused on knowing some things about their partners' likes and dislikes, free time activities and so on.

- Furthermore, a process of self-assessment and peer-assessment was noticed by the researchers, since students throughout the sessions could become aware of the weaknesses that they had in their learning process and could think about the improvements that they needed to do in order to have a better performance. When students worked in groups to develop an activity, they could have the chance of noticing the weaknesses that they or their partners had and could help them notice those shortfalls that avoid them to be successful in their learning process, and in this way to collaborate them to improve those problems with the purpose of making them to have a better performance every day. With this, the researchers noticed that through the promotion of collaborative learning, students made use of self-assessment and peer-assessment, since they had to correct the mistakes that they made at the moment of writing the articles, in order to improve it and obtain

a good result from it. Besides this, students could practice peer-assessment since they tried to say each other all those aspects on which they had to work more, in order to avoid that the performance of the group was affected for those weaknesses. So, it could notice that through self-assessment and peer-assessment process students could develop critical thinking since they had to look for the best way to make each other notice their weaknesses and to think as a group with the intention of helping that person improve on those aspects and to avoid that those problems affect the rest members of the group.

Research Question Findings

Taking into account the research question that drives this study “*How does project based promote collaborative learning on eighth graders at Prado Veraniego school?*” and the analysis done to the data obtained from the implementation phase, it could be noticed that through the application of project-based learning during the EFL the researchers could promote on students collaborative learning, since through the development of a class project, students had the opportunity of learning to work in groups with people who they were not accustomed to work with.

Doing a project in groups during the EFL classes, allowed students to maintain a constant interaction between all the members of the group, due to they had to agree between all of them the best option that allowed them to be successful in each one of the sessions. Besides this, the fact of developing a class project gave students the opportunity to share and teach new knowledge to those people who lack of it, because in the groups there were different students who had different points of view, different perspectives and different experiences which made

that the knowledge be diverse and students could benefit from the explanations and opinions given by others.

Furthermore, thanks to the support given between the students, it could be possible to improve on learners the social skills which were necessary at the moment of working with the people who surrounded them. It is due to students had to look for the best way to maintain a good communication and relationship inside the group in order to generate a friendly atmosphere which allow them the correct development of the work. Also, students started to talk more among all of them not just with the members of their groups, but also with the rest of the class, since they had to agree with the rest of the class the design of the final product of the project.

Additionally, students learnt to self-regulate and self-evaluate themselves in order to improve all those aspects in which they were having problems and which were affecting the correct performance of the group at the moment of developing the tasks. When they noticed that the time was not enough to finish the activities that they had to do, they said things like “The next time we have to divide work, in order to finish it at time”, and in the following section they showed a good performance and progress.

Basically, project-based learning as strategy to promote collaborative learning allowed students to work collaboratively in order to achieve a common goal, which not only benefit to one of them, but to all of them. It is because PBL gives them the opportunity to share knowledge in the different situations where they had to generate discussions, explain and clarify doubts to their partners, listen and respect each other’s ideas and identify the aspects on which each integrant has to work on. All this with the purpose of improving the performance of the group, and generate and strengthen the friendly ties of the students.

Implications

Pedagogical Implications

After the development of this study, it was possible to realize the importance of generating learning situations and opportunities during the EFL classes, where students had the opportunity of working with others in small groups, since through group work students could be aware of the big responsibility that they had over their peers learning process and not just over their own learning process.

Also, through group work during the EFL classes, teachers could increase the English level of those students who were not as good as others, due to if students were working together in small groups, the students who had a high level of proficiency could help to those ones who still having problems in some areas of the language.

Additionally, teacher could have the chance of strengthening the social skills of the students who were not accustomed to accept the ideas and opinions given by other members of the class. It could be done through the development of a project, where students had to discuss about the way of doing a final product. This will allow them to listen the opinions given by other people, which will be different to their point of view, but which could enrich the learning process of the student. Also, students could make new friends and even strength the friendly ties with their old friends. With the purpose of creating a friendly atmosphere inside the classroom, which is essential in a classroom if the teacher wants that the environment of the classroom be free of problems and disagreements between the students.

Limitations

Now some of the challenges that the researchers faced along the implementation of the present research study will be mentioned. One of this challenges was the fact that the time given for each English class was not enough, since it lasted one hour and fifteen minutes. So, researchers could not provide the students with a good guidance during the process and sometimes students were not able to finish the activities in one session, which implied to finish that activity the next class. For this problem, it was necessary that each researcher was in charge of two groups during the class, in order to provide those groups more support and help, with the intention of achieving that students felt guided by the teacher the majority of the time.

Another difficulty that the researchers faced with during the implementation stage was the extracurricular activities at the school, which in two opportunities did not allow the researchers to carry out the session and the activities planned for those days. So, for this inconvenient the researchers had to look for another time for teaching the class in the same week, but in a different schedule. Here, it was very important the collaboration given by the teacher of the class, since she was the person who gave the researchers the population, the time and the permission for doing the implementation and data collection stage with her students.

And the last difficulty that was present during this process, was the level of English proficiency that students had, in spite of the good work that they showed at the end of the sessions, students demonstrated in some cases problems at the moment of writing their articles for the magazine (the final product of the project), due to the lack of vocabulary and in some cases the lack of mastery of some grammatical structures. So, for trying to give a solution to this problem, the researchers tried to give to the students a short explanation about the grammatical

structures they had problems with. Also, they tried to monitor the groups during all the class in order to clarify their doubts or to explain them something they did not understand. Besides this, the students were the key for solving this problem in some way, because as it was mentioned before, through group work students could help each other and learn new things from their partners.

Further Research

The results obtained in the present research study showed that project-based learning is an effective strategy that can promote collaborative learning on students who belong to face to face courses, since the development of a class project gives students the chance to interact with their partners, to exchange ideas and opinions, to teach each other, and to do all those activities previously mentioned, which allow students to achieve a common goal and in this way to work collaboratively during the EFL classes.

Thus, after having seen the benefits that teachers can provide students with the use of project-based learning to promote collaborative learning during the EFL classes, this research proposes the following research questions that can be used in future research carried out by the people who could be interested in continuing searching about this topic, but whose focus might be virtual courses, due to as it was possible to see the focus of this study was face to face courses, so that is why this research find the need of researching if it is possible to promote collaborative learning on students from virtual courses by using project-based learning.

- Can project-based learning have the same effectiveness in the promotion of collaborative learning on students from virtual courses as it has on students from attendance-based courses?

- How can project-based learning promote collaborative learning on students from virtual courses?
- How can collaborative learning be improved through the design and use of Task-based Learning activities?
- How can collaborative learning improve some of different learning skills like Listening, Speaking, Reading and Writing?

APPENDICES

Appendix A: Need Analysis Questionnaire










CORPORACION UNIVERSITARIA MINUTO DE DIOS
LICENCIATURA EN IDIOMA EXTRANJERO INGLES
PROMOTING COLLABORATIVE LEARNING USING PROJECT-BASED
APPROACH

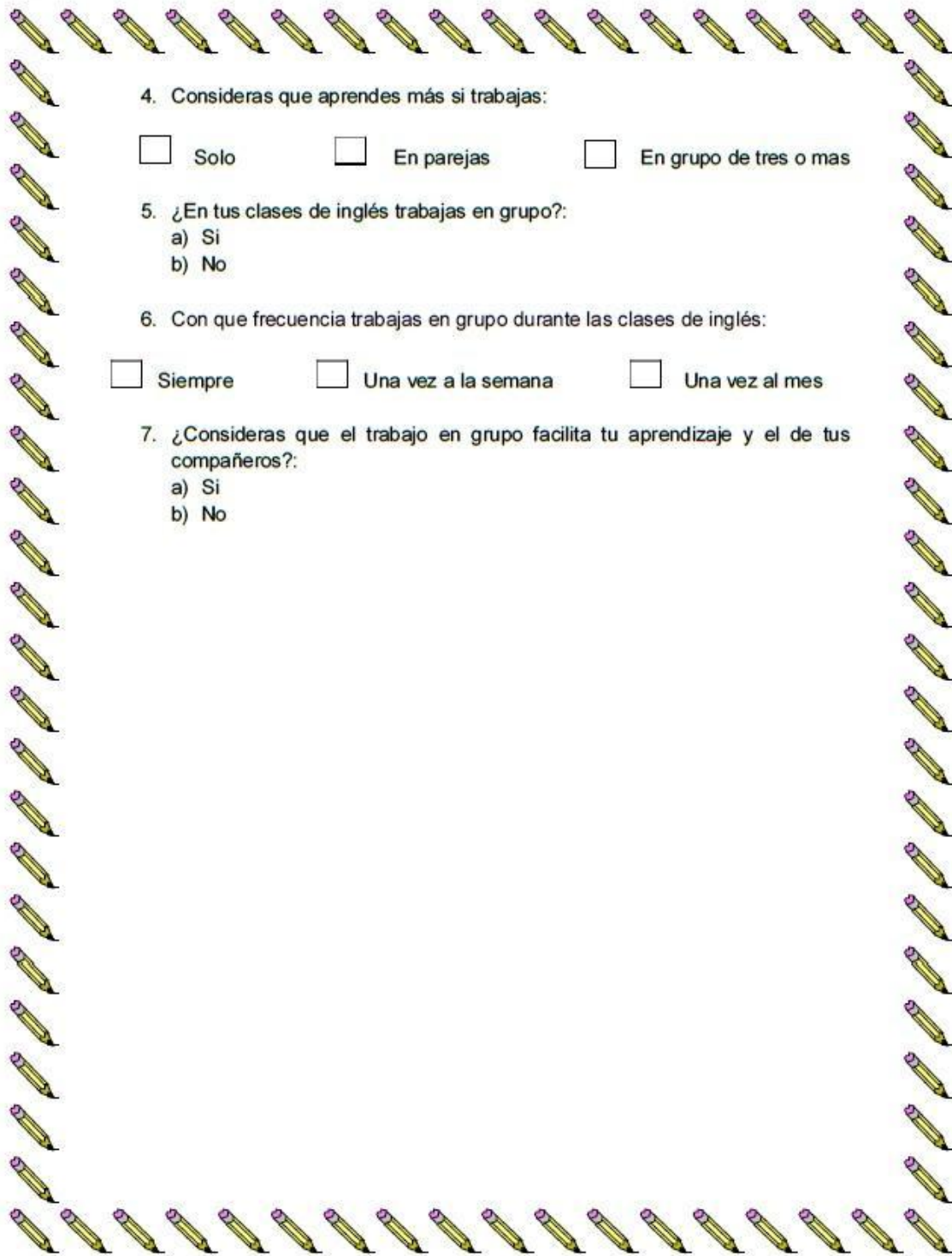
"Need Analysis questionnaire"
Conociendo mis preferencias en mi clase de Ingles

Sexo: Femenino _____ Masculino _____
Grado: _____ Edad: _____

Señala con una X la opción (A, B, C o D) que consideres de tu preferencia.

1. ¿Qué es lo que más se te facilita en la clase de Ingles?:
a) Hablar
b) Escuchar
c) Leer
d) Escribir
2. ¿Qué es lo que más se te facilita en la clase de Ingles?:
a) Hablar
b) Escuchar
c) Leer
d) Escribir
3. Señala con una X la opción que consideres de tu preferencia:

Que tanto me gusta	Mucho	Muy poco	No me gusta
Trabajar en parejas			
Trabajar solo			
Trabajar en grupo de tres o mas			



4. Consideras que aprendes más si trabajas:

Solo En parejas En grupo de tres o mas

5. ¿En tus clases de inglés trabajas en grupo?:

a) Si
b) No

6. Con que frecuencia trabajas en grupo durante las clases de inglés:

Siempre Una vez a la semana Una vez al mes

7. ¿Consideras que el trabajo en grupo facilita tu aprendizaje y el de tus compañeros?:

a) Si
b) No

Appendix B: Field notes format

FIELD NOTES FORMAT
(Format to Specify the Research Problem)

Title of the Project:
Objectives:
Place:

Field Note #:
Date:
Researchers:

of participants:



ASPECTS	GROUPS			COMENTARY
	DESCRIPTION	Y	N	
1. POSITIVE INTERDEPENDENCE How is the students' organization in the groups? Is there any distribution of tasks?	GROUP 1			
	GROUP 2			
	GROUP 3			
	GROUP 4			
	GROUP 5			
	GROUP 6			
	GROUP 7			
2. PROMOTIVE INTERACTION Is there any discussion between the members of the group? Do all the members of the groups share their ideas in order to make agreements?	GROUP 1			
	GROUP 2			
	GROUP 3			
	GROUP 4			
	GROUP 5			
	GROUP 6			
	GROUP 7			
3. INDIVIDUAL ACCOUNTABILITY Does each member have an active role during the session? Do all members help each other?	GROUP 1			
	GROUP 2			
	GROUP 3			
	GROUP 4			
	GROUP 5			
	GROUP 6			
	GROUP 7			
4. SOCIAL SKILLS Was there an effective interaction between all the members of the group?	GROUP 1			
	GROUP 2			
	GROUP 3			
	GROUP 4			
	GROUP 5			
	GROUP 6			
	GROUP 7			
5. SELF-EVALUATION Do each member of the group make comments about the aspects that they need to improve?	GROUP 1			
	GROUP 2			
	GROUP 3			
	GROUP 4			
	GROUP 5			
	GROUP 6			
	GROUP 7			



Appendix C: Focus group interview 1 and 2

UNIVERSIDAD MINUTO DE DIOS
 FOCUS GROUP INTERVIEW FOR STUDENTS
 PROMOTING COLLABORATIVE LEARNING USING PROJECT-BASED LEARNING

Objetivo: Con esta entrevista pretendemos conocer tu punto de vista, en relación a algunos aspectos que se encuentran relacionados con el trabajo en grupo. Vale la pena aclarar que la información que proporcionas será usada para fines educativos e investigativos y tu identidad no será revelada ya que todo será manejado bajo anonimato.

Pregunta #	Enunciado
1	¿Al momento de trabajar en grupo, las tareas son divididas o todos realizan la misma actividad?
2	¿Cómo es la comunicación dentro del grupo? ¿De qué manera actúan cuando deben tomar decisiones?
3	¿Cómo describirías tu relación con los compañeros de grupo? ¿Cómo te sientes dentro del grupo?
4	¿Se ofrece apoyo cuando alguien lo necesita?
5	¿Hay algún tipo de organización dentro del grupo al momento de desarrollar dichas actividades?
6	¿Piensan que deben mejorar algo para que el desempeño del grupo sea cada vez mejor? ¿Por qué?
7	¿Cuándo alguien comete errores dentro del grupo como son corregidos?
8	¿Sientes que aprendes más trabajando en grupo o de manera individual? ¿Por qué?

¡Gracias por tu colaboración!

Appendix D: Self-assessment checklist format

Checklist 1: Session #2

SELF-ASSESSMENT CHECKLIST

Group #: _____

Students' names:

CRITERIA		YES	NO
1	Did we discuss and agree the name of the magazine as a group?		
2	Did we bring to the class the information about the section related with my school and share it in the group?		
3	Did we discuss about the title, organization and materials that will be used for decorating the page or pages of the article?		
COMMENTS:			

Appendix E:

Checklist 2: Session #4
 SELF-ASSESSMENT CHECKLIST

Group #: _____

Students' names:

CRITERIA		YES	NO
1	Did we present to the teachers and classmates the information about the section of the article?		
2	Did we start writing the first draft of the magazine's article?		
3	Did we bring to the class the necessary material to write the article?(dictionary)		
4	Did we deliver to the teachers the first draft of the article?		
COMMENTS:			

Appendix F:

Checklist 3: Session #5
SELF-ASSESSMENT CHECKLIST

Group #: _____

Students' names:

CRITERIA		YES	NO
1	Did we divide the tasks (some of us made the corrections of the article and the other ones continued writing the article)?		
2	Did we continue writing the article of the magazine?		
3	Did we deliver to the teachers the article with the corrections and the new part of the article?		
COMMENTS:			

-			

Appendix G: Questionnaire format

UNIVERSIDAD MINUTO DE DIOS			
CUESTIONARIO			
"PROMOTING COLLABORATIVE LEARNING USING PROJECT BASED LEARNING"			
<p>A continuación hay algunos enunciados con los que algunas personas están de acuerdo y otros en desacuerdo. Nos gustaría saber tu opinión respecto a cada afirmación, para ello debes poner un "X" en la casilla que mejor indica tu opinión. Muchas gracias por tu ayuda.</p>			
Enunciados	Si	Me es Indiferente	No
SECTION A: PROJECT-BASED LEARNING			
1. Al momento de realizar un proyecto prefiero trabajar solo.			
2. Siento que mi nivel de inglés podría mejorar si trabajo en grupo.			
3. Puedo consultar información por mi cuenta, sin que el profesor me lo requiera.			
4. Siento que si trabajo en un proyecto en grupo puedo fortalecer mis lazos de amistad con mis compañeros.			
SECTION B: COLLABORATIVE LEARNING			
5. Considero que se me facilita dar mi punto de vista, opinión e ideas trabajando en grupo.			
6. Creo que aprendo más trabajando en grupo que solo			
7. Siento que aprendí a respetar cada opinión que dan mis compañeros de grupo.			
8. Siento que he aprendido a delegar y cumplir con los diferentes roles que hay al momento de trabajar en grupo.			
9. Creo que puedo resolver mis dudas, más fácil por medio de la ayuda de mis compañeros de grupo.			
10. Podría acoplarme a cualquier grupo de trabajo.			

Appendix H: Consent letter for principals

INSTITUCIÓN EDUCATIVA DISTRITAL PRADO VERANIEGO-SEDE A Formato de Autorización-Directivos

Bogotá D.C., 13 de Julio de 2016

Proyecto de grado: Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos.
(Promoting collaborative learning through Project-based learning).

Respetados directivos,

Con la intención de contribuir en el desarrollo del aprendizaje colaborativo para mejorar las relaciones interpersonales entre los estudiantes al momento de trabajar en grupo, se desea desarrollar un proyecto de investigación llamado "Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos", el cual se planea realizar con los estudiantes de quinto grado de la jornada mañana. Esto con el fin de realizar durante la clase de inglés un proyecto de aula titulado "Historical Magazine-Revista Histórica", cuyo objetivo será promover el aprendizaje colaborativo en los estudiantes y mejorar sus habilidades sociales. De igual manera, ellos tendrán la oportunidad de desarrollar su habilidad de escritura en este idioma.

La implementación de este proyecto investigativo se llevará a cabo durante 8 sesiones. En cada sesión será realizado un paso del proyecto de aula titulado "Historical Magazine-Revista Histórica". Estas sesiones les brindara a los estudiantes la oportunidad de trabajar de manera colaborativa y activa durante las clases de inglés bajo la supervisión y guía de los profesores.

Para hacer el seguimiento del desarrollo de este proyecto serán realizadas algunas observaciones, audio-grabaciones, entrevistas de grupo y cuestionarios, los cuales serán usados como soporte al momento de analizar el desarrollo del aprendizaje colaborativo en los estudiantes durante la realización del proyecto de aula propuesto.

Vale la pena aclarar que a los participantes les será garantizada estricta confidencialidad con la información que se obtenga, es decir; que los nombres de los estudiantes no serán publicados en ningún documento ya que todo será manejado bajo anonimato, esto con el fin de proteger y asegurar la integridad de los estudiantes involucrados en este proyecto de investigación.

Para que quede constancia de que conocen esta información y la aprueban para ser desarrollada en su institución solicitamos firmar el presente consentimiento.

Hada Esmeralda Cortes Paez
Coordinadora

Jose Ignacio Casallas
Rector

Cordialmente,

Karol Julieth Romero Alfonso
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Naomi Andrea Parra Palacio
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Kedly Johanny Criollo Acosta
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Appendix I: Consent letter for parents

**INSTITUCION EDUCATIVA DISTRITAL PRADO VERANIEGO-SEDE A
Formato de Autorización-Padres de Familia**

Bogotá D.C., 13 de Julio de 2016

Proyecto de grado: Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos.
(Promoting collaborative learning through Project-based learning).

Respetados Padres de Familia,

Con la intención de contribuir en el desarrollo del aprendizaje colaborativo para mejorar las relaciones interpersonales entre los estudiantes al momento de trabajar en grupo, se desea desarrollar un proyecto de investigación llamado "Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos", el cual se planea realizar con los estudiantes de quinto grado de la jornada mañana. Esto con el fin de realizar durante la clase de inglés un proyecto de aula titulado "Historical Magazine-Revista Histórica", cuyo objetivo será promover el aprendizaje colaborativo en los estudiantes y mejorar sus habilidades sociales. De igual manera, ellos tendrán la oportunidad de desarrollar su habilidad de escritura en este idioma.

La implementación de este proyecto investigativo se llevará a cabo durante 8 sesiones. En cada sesión, será realizado un paso del proyecto de aula titulado "Historical Magazine-Revista Histórica". Estas sesiones les brindará a los estudiantes la oportunidad de trabajar de manera colaborativa y activa durante las clases de inglés bajo la supervisión y guía de los profesores.

Para hacer el seguimiento del desarrollo de este proyecto serán realizadas algunas observaciones, audio-grabaciones, entrevistas de grupo y cuestionarios, los cuales serán usados como soporte al momento de analizar el desarrollo del aprendizaje colaborativo en los estudiantes durante la realización del proyecto de aula propuesto.

Vale la pena aclarar que a los participantes les será garantizada estricta confidencialidad con la información que se obtenga, es decir; que los nombres de los estudiantes no serán publicados en ningún documento ya que todo será manejado bajo anonimato, esto con el fin de proteger y asegurar la integridad de los estudiantes involucrados en este proyecto de investigación. De igual manera, este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia de que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento.

Nombre del estudiante: _____

Firma madre

Firma padre

SI NO

Cordialmente,

Karol Julieth Romero Alfonso
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Naomi Andrea Parra Palacio
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Keidy Johanny Criollo Acosta
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

INSTITUCION EDUCATIVA DISTRITAL PRADO VERANIEGO-SEDE A
Formato de Autorización-Estudiantes

Bogotá D.C., 13 de Julio de 2016

Proyecto de grado: Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos.
(Promoting collaborative learning through Project-based learning).

Estudiantes de quinto grado

Apreciados estudiantes,

Como ustedes saben nos encontramos cursando la carrera de Licenciatura en Idioma Extranjero Inglés en la Universidad Minuto de Dios, y con la intención de contribuir en el desarrollo del aprendizaje colaborativo para mejorar las relaciones interpersonales entre los estudiantes al momento de trabajar en grupo, deseamos desarrollar un proyecto de investigación llamado "Promoviendo el aprendizaje colaborativo a través del aprendizaje basado en proyectos", el cual se planea realizar con ustedes estudiantes de quinto grado de la jornada mañana. Esto con el fin de realizar con ustedes durante la clase de inglés un proyecto de aula titulado "Historical Magazine-Revista Histórica", cuyo objetivo será promover en ustedes el aprendizaje colaborativo y mejorar sus habilidades sociales. De igual manera, ustedes tendrán la oportunidad de desarrollar su habilidad de escritura en este idioma.

La implementación de este proyecto investigativo se llevará a cabo durante 8 sesiones. En cada sesión, será realizado un paso del proyecto de aula titulado "Historical Magazine-Revista Histórica". Estas sesiones les brindara la oportunidad de trabajar de manera colaborativa y activa durante las clases de inglés bajo la supervisión y guía de los profesores.

Para hacer el seguimiento del desarrollo de este proyecto serán realizadas algunas observaciones, audio-grabaciones, entrevistas de grupo y cuestionarios, los cuales serán usados como soporte al momento de analizar el desarrollo del aprendizaje colaborativo en ustedes durante la realización del proyecto de aula propuesto.

Vale la pena aclarar que a los participantes les será garantizada estricta confidencialidad con la información que se obtenga, es decir; que sus no serán publicados en ningún documento ya que todo será manejado bajo anonimato, esto con el fin de proteger y asegurar su integridad en este proyecto de investigación. De igual manera, este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Como constancia de que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

Nombre: _____

Cordialmente,

Karol Jullieth Romero Alfonso
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Naomi Andrea Parra Palacio
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Keidy Johanny Criollo Acosta
Estudiante de Licenciatura en Inglés
Universidad Minuto de Dios
Investigador

Appendix K: Project-based learning-Lesson planning for students

CORPORCAION UNIVERSITARIA MINUTO DE DIOS
 LICENCIATURA EN IDIOMA EXTRANJERO INGLÉS
 PROMOTING COLLABORATIVE LEARNING USING PROJECT-BASED APPROACH

TEMPLATE

Grade: 8th
Level: Elementary
Topic: Magazine
Grammar/expressions: Adjectives, Present Simple, Past Simple, Prepositions of place, Time expressions.

Title: Our Time Together Magazine

Driving question:

How much do we know about our school?

Objectives:

<p>Research: Students will be able to research information about the kind of sections that a magazine has, the characteristics of each section and how to write an article, in order to create the magazine about their school.</p>
<p>Communicative: Students will be able to communicate in their groups, with the purpose of generating agreements and discussions about the organization and preparation of their articles in the magazine as a final product.</p>
<p>Grammar: Students will be able to make use of the following grammar structures (Adjectives, Present Simple, Past Simple, Prepositions of place, Time expressions) during their writing sessions in order to create the articles which are going to be include in the magazine.</p>

4. Use of technology:
 Technology as computers and Internet will be used in the development of this project as a research tool, since they will have to look for the necessary information, which allow them to know the sections that a magazine has, the characteristics of each section and the images that will be used in the organization of the articles and the magazine.

5. Collaboration
 The collaboration will be seen during the development of this project, when students have to agree in their groups the information that they are going to present in their articles; when they select the relevant information and images. So each member of the group will have to propose ideas and opinions about the best ways of creating this final product.

Activities:

Step 1:

- Teacher is going to introduce the topic of the project "Our school magazine".
- Teacher is going to organize students by groups and is going to give them the specific section (music, fashion, sports) that they have to write about.

Step 2:

- Each group is going to think about an interesting and coherent name for the magazine. Then all the class is going to decide which one of the names given for each group is the best name for the magazine.
- Students are going to share the information that they found as homework about the section that teacher gave to each group.
- Each group will have to think about the title of the article and how it will be organized (images, materials).

Step 3:

- Teacher will teach students how to write an article. For doing it, teacher will write a short article about the school (the school's history, the kind of subjects, the events made in the school, etc.).
- Teachers will write the article on the board with the students' help.

Step 4:

- The groups are going to start writing the first draft of their articles.
- Students will hand the draft to the teacher at the end of the class.

Step 5:

- Teacher will return to each group the draft of the article and students will have to correct it and they will have to hand it to the teachers at the end of the class.

Step 6:

- Teacher will return students' articles and students will have to start transcribing what they had written in the previous sessions. At the end of the class they will have to give to the teacher the articles finished and decorated by their own hand.

Step 7:

- The whole group will put together the articles to form the Magazine at the beginning of this session.
- Each group will have to present in front of the class the article that they wrote and will have to show the section that they did.

Appendix L: Lesson plan format

Lesson Plan 3

Activities and timetable

Session and date	Learning objectives	Time	Pedagogical activities	Kind of data to be collected
<p>Session three: Teaching how to write an article.</p> <p>Date: August 10th 2016</p>	<p>Learning objectives:</p> <ul style="list-style-type: none"> ● Students will interact and communicate their own ideas, during the whole lesson, while they are discussing about how and what to write on the article that teachers are using as example to teach them how to write it. ● Students will learn to respect their partner's ideas. ● Students will answer teacher's question about the project, the activities implemented 	<p>15 mins</p> <hr/> <p>30mins</p>	<p>Opening:</p> <p>1). Ts will start the class with a "Memory game", with the topic "Animal". The idea of this game is that Ts will put on the board 16 cards, 8 cards will have the image of some "animals", and the other 8 cards with the name of those animals, the idea is that T will put those cards but without showing the image or names and some Ss will pass and flip the image in order to put the "pairs"; if the S doesn't find the pair, he/she will put again the card without showing the image and will pass another S, and so on.</p> <p>The animals will be:</p> <ul style="list-style-type: none"> ● Rhino ● Turtle ● Seal ● Tiger ● Panther ● Whale ● Giraffe ● Koala <hr/> <p>Presentation:</p> <p>1). Ts are going to ask Ss</p>	<p>The data that is going to be collected during these activities will be notes based on the observations of specifically students' behaviors, interactions, interventions and strategies used at the moment of working collaboratively during each one of the activities previously mentioned. For doing it, one of the researchers (R2) will be taking notes, while the other two will be in charge of the class.</p>

d and their experience working in groups with people they didn't like to work a lot.

if they know what elements should contain an article. Ts are going to write Ss' answers on the board. After this, Ts are going to tell Ss that they are going to help them to write a short article about the school.

2). For doing it, Ts are going to do a brainstorm with some of the ideas given for the students in order to use those ideas for write the article later. After the brainstorm exercise, Ts are going to start writing the article on the board with the help of the students and they are going to explain Ss what they have to write in each paragraph.

3) Ts are going to give Ss some minutes to take notes about the explanation of how to write an article.

30mins

Guided Practice and Communicative Practice:

1). After having showed Ss the example of an article and having explained them what the article should contain and how long it should be, Ts are going to ask Ss to start writing their first draft of the article for the magazine.

2). Ts will be walking

			<p>around the classroom in order to monitor Ss' work and to help them whenever they need it.</p> <hr/> <p style="text-align: center;">Assessment:</p> <p>1). Ts are going to ask Ss some questions about the explanation given by the Ts about how to write a short article in order to check Ss understanding and to know if they have doubts or not.</p> <hr/> <p style="text-align: center;">Closing:</p> <p>1). Ts will ask Ss to bring the English dictionary the next class.</p> <p>2). Ts will ask Ss to bring images that they found about the sessions that they have. In order to organize the article.</p>	
		5mins		
		2mins		

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