

**A QUALITATIVE DESCRIPTIVE STUDY: THE USE OF PROJECT-BASED
LEARNING TO IMPROVE ORAL COMMUNICATION IN AN EFL
CLASSROOM.**



AUTHOR

PAOLA SARAY NAVARRO RODRIGUEZ

University of Cordoba Foreign Languages

Department Faculty of Education and Human Sciences

English Language Teaching Program

May 2020

**A QUALITATIVE DESCRIPTIVE STUDY: THE USE OF PROJECT-BASED
LEARNING TO IMPROVE ORAL COMMUNICATION IN AN EFL
CLASSROOM.**

AUTHOR

PAOLA SARAY NAVARRO RODRIGUEZ

paolanavarrorodriguez@gmail.com

**Thesis Submitted in Fulfillment of the Requirements for the Degree of English
Teacher**

Advisor

Mag. Danilza Lorduy

**University of Cordoba Foreign Languages
Department Faculty of Education and Human Sciences
English Language Teaching Program**

May 2020

Acceptation page

Advisor

Daniela Jordy Andlauer

Juror

Delia Paz González Lara

Juror

Pamela Rojas Alvarado

Acknowledgments

"I can do all things through Christ who strengthens me" (Phil. 4:13)

I want to thank God first, because before this moment, he assured this me when I experienced his mercy years ago, and today his promise is fulfilled.

To my entire family, especially to my parents Arnoldo Navarro & Mercedes Rodriguez and siblings Vanessa, Jesús David for making my life happiest, Francisco, Miriam, Erlinda, and Alexander, and to my aunt Ivon for being my most unconditional support in all the processes of my life. I thank life for my own family Hernandez Navarro, especially my son Jaime Camilo, who was my greatest motivation to carry out this great research. To my husband Israel for his love, patience, and company since 2016 and throughout my university life, the realization of this research represents not only his love but also the support we have given each other. To my parents-in-laws Lidis and Neder for loving me like another daughter and helping me unconditionally since I met them.

To my teachers Nora Noriega Nieves, Osterman Ayala Cogollo and Liliana Caballero Ramirez, Tatiana Becerra, José Herazo, Paula García, Jaime Nieto and Víctor Morelos from whom I learned the true principles of a good teacher, they are my role models as excellent.

Finally, yet importantly, good people and friends that university of Córdoba gave me: Lucero Vilorio, Estefanía, Yennifer Navaja, Luis Manuel Ramos, Reinel Oyola, Andrea Ayazo, and all the members of the FEU Córdoba.

Abstract

Project-based learning or PBL as short is a teaching method that offers students fundamental tools for both cognitive and personal development through the completion of a project aimed at providing alternatives to a real-world problem. Although some researchs have been done on the benefits of PBL, little have emphasized on the characteristics of materials that can be used during the learning process including required standards for improving oral participation.

The purpose of this study was to investigate through document analysis the characteristics of materials that must meet the PBL method to improve students' oral participation. Data included observation, archival data, and reflection. The results showed that the characteristics of the materials to improve oral participation employing PBL must be based on communicative tasks and the learner-centered approach integrated into the general English materials to achieve the purpose. The conclusion is that, although it was difficult to find a document specifying the characteristics needed to help learners improve their oral participation through PBL, teachers are free to create or adapt authentic materials based on approaches whose purpose meets the requirements that learners need to improve.

Keywords: PBL, Materials, Oral participation

Table of content

1.	Introduction.....	7
2.	Theoretical Framework.....	12
	2.1 Conceptual framework.....	12
	2.1.1Project-Based Learning.....	12
	2.1.2 Oral Participation.....	17
	2.1.3Material Design.....	20
	2.2Literature review.....	23
3.	Methodology.....	28
	3.1 Type of reserach.....	28
	3.2 Context and participant.....	28
	3.3 Data collection techniques.....	30
	3.4 Data analysis.....	32
4.	Results.....	33
	4.1 Demands of the school and context.....	33
	4.2 Demands of students of 11.....	41
	4.3 Characteristics of the material.....	42
	4.5 Sample of the material.....	43
5.	Discussion.....	49
6.	Conclusion.....	52
7.	References.....	54
8.	Appendix.....	62

1. INTRODUCTION

As a Foreign Language Teacher, many challenges need to be faced when teaching a new language in a country where the language being taught is not spoken and which also has many regional differences. There are many factors, which may influence L2 teaching success or failures in contexts. One of these factors that may influence is related to students' participation during classes.

There are different ways in which students can participate in a classroom and one of them is oral. Oral participation has been described as an important aspect that enhances learners' acquisition of knowledge and academic achievement (Lim, 1992, as cited in Mutar, Q. M., Mohammad, A., Khaleel, M. A., & Mohamed, R. S. (2018, p.1)). Thus, participation allows the student to become more involved in the learning process, which in turn allows them to self-evaluate their difficulties and strengths.

The need to encourage students in oral participation of L2 has been reported in many studies, it was found that also “allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply the theory. It teaches students to think critically” (Garside, 1996, as cited in Marija Susak 2016, p.5); however, this has become a big challenge for public schools in our Colombian context, given circumstances that are affecting students both outside and inside the classroom. Outside the classroom, it has been noticed that students are not motivated to study at home, nor to practice what teachers usually teach in their lessons.

The observations during the teaching practicum in a rural State school, I witness that students did not want to participate orally in English classes. Some students got bored because they could not find a connection with the teacher's class activities and themes of

their interest since they were used to work with elemental expressions and basic grammar structures, as well as writing on photocopies or their notebook so intervene was not interesting because class topics were not related to their real-world context.

In the same view, many of the students got frustrated because they have not had the accurate experience that prompts them to learn an L2. This is causing students no longer to perceive the importance of learning an L2 due to classes have become somewhat boring by continuing using a tedious methodology for most of the students. This produces a lack of motivation to participate despite the teacher's efforts to make the class “dynamic”.

Changing those features have become a big challenge for teachers who are interested in their student success in the learning process. It is also true that the learning process does not only depend on the teacher but on the responsibility that the student must acquire to do things.

For this reason, a need has arisen to find a solution that allows students to learn with responsibility and motivation to participate. Thus, designing units, lessons, and suggesting activities taking into account the characteristics necessary to improve students' oral participation might contribute to better actions from teachers and their interest in promoting talk time in English classes. One method found meets most of the requirements so that, the gaps can be filled efficiently and interestingly, with relevant usage in and out of the classroom.

This method is called Project-Based Learning or PBL, defined as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p.1). This teaching method gives to students the opportunity to gain knowledge and skills by working for an extended time investigating

and responding to an authentic, engaging and complex question, problem, or challenge (BIE, 2015, p. 1, as cited in Kwietniewski, K (2017, p.3), that are the social abilities required for the 21st century. According to Gonzales, K; Correa, J; Rojas B (2017, p 3), this method is also powerful since it helps students to improve their oral participation throughout a significant project, which tries to solve a real problem that exists in their communities. In this study, I emphasize in the design of materials, the inclusion of relevant information of the students' in focus context.

Studies show that PBL has been used in different contexts as well as in different professional fields, as a result of its benefits, more teachers of any content area are using it as a teaching method satisfactorily. English has been no exception, besides; very few studies have reported information on syllabary design, units, or lessons for suggesting materials that help students participate orally which would be performed in a real lesson.

To my knowledge, on Khoiriyah, K., & Setyaningrum, R's. (2017) study, gave a good instructive path with the characteristics of Project-Based Learning which followed when developed a syllabus for English as a foreign language class in Indonesia, however, there were not found suggestions for materials to improve oral participation.

This study is particularly projected to design materials (activities) addressed by the PBL principles, which have been demonstrated by several studies that encourage students to participate actively in classes. The intention is to help students from 11th grade of the school, who live in an environment where a natural disaster such as flooding occurs almost annually and these students have limited defense mechanisms to counteract the mishaps of these natural phenomena. Hence, designing activities based on the PBL method may eventually

promote students' participation using English more spontaneously developing a project that benefits an entire community.

Therefore, the purpose of this study was to identify characteristics of the materials integrated into the PBL method that can help 11th graders' students to improve oral participation in English classes and explore how PBL lesson and materials would encourage them to get involved in a meaningful project for them in the target language. To get that purpose, a unit and lesson plans were designed.

With this in mind, here is presented the question that lead this research.

- Which are the characteristics of teaching and learning activities in the frame of project based learning to promote oral participation in an EFL class?

This study has great importance in the educational community since it can be beneficial for people that research this method. This study is also important since here will be found samples of the unit plan, lesson plans as well as materials that can be developed in real class taking into account characteristics used in a PBL which can serve as a reference when designing Project-Based lessons.

This document is structured in different sections. In the first part, it will be appreciated the theoretical framework, which has been divided into two main chapters: the conceptual framework and the literature review. The conceptual framework specifies some definitions associated with Project-Based Learning and students' oral participation and material design, whereas the literature review contains information concerning the implementations of Project-Based Learning.

After these sections, there are explained in detail different aspects related to the methodology, the research questions, and the data collection techniques that were essential to conduct this descriptive study.

The following section corresponds to the results; there are samples of the unit plan, lessons, and materials as well as the characteristics of materials and the way they would be used in real situations. Finally, there is the discussion and the conclusion sections respectively.

2. THEORETICAL FRAMEWORK

This chapter is separated into two categories; Conceptual framework and Literature review. The conceptual framework provides the definitions that guide this work while the literature review provides the analysis of sources such as books, journal articles, and theses on PBL.

2.1 Conceptual Framework

In this chapter, the definitions of the most relevant concepts in this research regarding the questions of this qualitative study are explained in detail: Project-Based Learning (PBL), Oral Participation, and Material Design.

2.1.1. Project-Based Learning

Project-Based Learning is a teaching method which uses student-centered pedagogy, Lípová, T (2008, p.17) stated that students can choose the topic and discover their strengths and talents for specific tasks. It suggests that students assume the most important role in the teaching-learning process. This method has, as one of its purposes, to engage students in using their skills to solve real problems through the development of a project, thus allowing the student to deal with context issues.

Brandon Goodman (2010) establishes that PBL teaches students not just content, but also important abilities in which students have to be able to function responsibly in our society (p.1). It often results in the development of content that helps students to express their creativity, critical thinking, collaboration, and sometimes motivation; those aspects are part of the 21st-century skills. Other important aspects of this era focus on problem-solving,

reasoning, analysis, interpretation, synthesizing information, which people must learn to develop to position themselves for world success in the era of globalization.

According to Brandon Goodman (2010), Project-Based Learning has been rated to be most effective than traditional instruction (teacher-centered), and increase academic achievement, since those who work on projects show greater motivation and commitment to their studies thanks to collaboration among the participants, as well as creativity that unleashes a powerful and influential creative energy around students and teachers. Other benefits can be achieved through this process, which is revealed in a large number of studies; for instance, Lípová, T (2008, p. 25) described a series of profits that PBL brings to students; they were taken from archival data:

- Motivation: "Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language." (McDonough 1981, p.149). The project, for instance, may get students motivated since they actively work for a real-world problem to solve.
- Cooperation and group work: According to Ur (1997) group work "contributes to a feeling a feeling of cooperation and warmth in the class" (p.232), however, some students do not always work well in collaboration with their classmates. The teacher is where it counts, motivating, and assisting students to work with others by showing benefits as helping people learn from each other; this in itself brings people closer.
- Learner's autonomy and experiencing success: In concordance with Lípová, M (2008) "Project work is not only supporting group work but it is successful in developing personal skills of the individual learner as well; this includes the

development of self-recognition, responsibility and positive attitude to lifelong learning", (p.23). It is to say that students are aware of their progress.

- Process and product: "project is a process-product balanced approach" (Legutke, Thomas 1993, p.158). The process is a series of steps until a product is reached. This means a balance because both are equally important. Every final product is a very creative piece of work built up gradually.
- Learning while doing: It is a learning style not focused on kinesthetic learning as might be interpreted, but the one in which students learn while developing activities from which new and relevant information is subtracted. This style does not necessarily involve body language to get the knowledge but the experience.

This last point implies that PBL methodology is based on the educational constructivist theory, an autonomous process in which student structures or creates their learning and has the main role in the process of knowledge acquisition. They initiate the construction of their learning with the guidance of the teacher. For instance, Davis, Maher, Noddings (1990), assumed that with PBL, learners have the opportunity to construct their knowledge both individually and collectively (p. 3). In theory, learning individually means that the learner is an information constructor. People actively construct or create their subjective representations of objective reality (Learning Theories, 2017, p.1). Davis, Maher, Noddings (1990, p.3), says that the individual learner has an instrument kit of concepts and skills with which they must construct to solve problems existing by the location. In contrast, learning collectively is known as Social Constructivism where the knowledge can grow better under the collaboration among people.

In that sense, teachers must be opened to help students to construct their knowledge or to encourage them to build it with the help of their peers. The teacher performs as a map to success, rather than teach to reproduce isolated facts such as expressions like greetings, numbers, days of the week, and parts of the house and so on. Some constructivist elements that teachers can use in classes are lectures, textbooks assignments, class discussions, students' debate, student-led lessons, and project-based learning, as presented by Tomlinson.

Furthermore, Project-based learning as a constructivism element offers students a way to obtain their knowledge through meaningful work linked to the real world. There are seven steps to follow in a project, according to Jalinus, N.; Nabawi, R; & Mardin, A. (2017):

1. A need to know: is a problem presented within the community that needs a solution, this connects the content to the real world. It could be a classroom, school, or global community.
2. A driving question: This step seeks a solution to a problem question that students will be answering thorough investigation and further inquiry. The question is established in the mind of the students for what is to come up. It is important for the teacher to no control as much as possible this step, since this greatly promotes student autonomy allowing them to choose which problem to solve.
3. Voice and choice: This step is based on the students' age and English level. This comes up with a plan to teach the content via a project. The teacher sets the amount of freedom that the students will have in this stage taking into account students' level.
4. 21st-century skills: According to Simpson (2011), the PBL approach led the students to communicative competence, authentic learning, learner autonomy,

cooperative and collaborative learning, higher-order thinking skills, language proficiency, self-efficacy, and self-esteem, those mentioned are part of 21st-century skills. The teacher must make sure that students not only are doing busywork but also developing their minds in terms of character and capabilities.

5. Inquiry and creativity: At this point, the question has to be defined, hence, the search for a solution to the problem can take place and teachers need to make sure it is accurately developed.
6. Feedback and revision: The teacher, as a well-guided agent, will permit students to set up by offering revision and feedback to make sure students are doing it in the right path; also, students are aware of things to improve.
7. Public presentation: This step is as important as the whole process is, since presenting the work will help students to increase their motivation and create high-quality products and to use the target language. Students can adapt materials for the presentation, such as a video, projections, books, and other media, or go further by creating their artifacts as a final product to share the solved problem with the audience.

As this method requires active investigation done by students, those important steps to improve skills are decisive to the inquiry process, which must be carried out correctly, and the teacher intervenes by providing feedback for better results. The Buck Institute for Education (BIE) states that there are different levels when developing a PBL process, depending on learning ages, or depending on if learners have ever been involved with

projects. PBL can be applied according to students' cognitive, personal, and social development.

In Colombia, the MEN (National Ministry of Education) proposes in its curriculum, a methodological progressive route that starts with a task-based methodology in the initial grades (sixth and seventh grades), gradually switch to a project-based methodology and in the upper grades (eighth and ninth) and finally to a problem-based methodology in the last grades (tenth and eleventh). However, thanks to institutional autonomy that the Colombian States give to educational institutions established in the general education law or law 115 of 1994 in Article 77, we can adapt some areas to regional needs and characteristics, adopt teaching methods and organize training, cultural and sports activities, within the guidelines established by the National Ministry of Education. In that sense, the PBL teaching method was adopted, which was supposed to be used with 8 and 9 graders students (as planned in the suggested curriculum), to uses it with eleventh-grade students at an educational institution in the department of Córdoba for future real lessons.

This method was adopted taking into consideration what Railsback (2002, p.9) argued, that learning by projects implies that students can plan, implement, and evaluate projects that have real-world applications beyond the classroom giving to student the utmost relevance in the process.

2.1.2 Oral Participation

In the learning process, participation plays an important role since it allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply the theory. It teaches students to think critically (Garside, 1996, as cited in Susak, M 2016, p.5). In other words, it is assumed that the students are

participating when are learning in any of the pedagogical modalities and are developing their thinking skills. However, when someone is trying to learn a foreign language, it is important to consider what kind of participation can help any particular type of students acquire the language better and at the same time feel comfortable practicing it.

Besides, among its benefits, according to Mahdikhani and others (2016), cited in Zhafira, N (2019, p.11-13) participation:

- Adds interest to those who are distinguished for being active and contributing ideas.
- Involves students to become active in classes.
- It provides teachers with feedback on their teaching process.
- Provides student feedback on their learning process
- It can be used to promote preparedness.
- Encourages dialogue among students.
- It can be used to develop important speech skills.

In the same way, other studies have focused on the learning of a foreign language in general; it has been proposed that the development of oral participation is key to learning, not only because it can help in the classroom, but also outside. Moreover, one of the most difficult tasks that teachers have to perform in classrooms is to find the best methodology when they want to motivate students to participate in that way.

For many teachers, one of the major challenges for English teaching is to integrate students' participation in the classroom since students present a high degree of difficulty when participating.

Likewise, within the classroom, I could notice that students were not motivated to participate either, because of their elementary English level. Studies show that lack of oral

participation occurs more often when grading. For this reason, ideas have emerged to change the way students can be assessed if we want to motivate them to participate, beyond getting a grade.

Marija Susak (2016) made a study that reveals factors affecting classroom participation in general and was revealed that logistics, student traits, classroom climate, and the professor are some of them. Other studies point out that students continue to remain passive members of the classroom environment and as a result do not perceive the benefits of participation (Hyde & Ruth, 2002; Myers et al., 2009; Weaver & Qi, 2005, as cited in her document). Those factors according to Fassinger (1995) are:

- Classroom size
- Fear
- The perception of faculty authority
- Students prepare for class
- Confidence

In that order, the low rates of student participation are not only linked to one of the factors mentioned but are the combination of several of them, making the learning atmosphere somewhat tense for the students. This kind of situation can be witnessed in institutions where existing students' overcrowding, where the classmates do not have solidarity and the teacher does not play the role of guide, but of an enemy that at any moment will make them look ridiculous in front of the other classmates. Thus, students lack confidence and loss the perception of faculty authority, so, students stop preparing for classes and become passive members.

In contrast, some researchers have taken it upon themselves to seek solutions to these problems, for instance, Abdullah et al ((2012) as cited in p.13-15), shows as that teachers

must take advantage of active students, whose likes are to participate in readings, those who ask questions and to relate to peers, to encourage them to participate. Peer influence is very important in the learning process because the emotional climate provided by friendships, student support for each other, and student cooperation is an important engine in the completion of tasks. After all, two people or more sometimes think better than one.

2.1.3 Material Design

Material, according to Tomlinson (2014, p.143) is referred to as all which can be used to facilitate the learning of a language. For instance, Shameem Ahmed (2017, p.182) established that the role of teaching materials is to be that instrument or tool to be used by both teachers and learners. This tool can be applied effectively more or less depending on the understanding the users have of the nature of the tool. Tomlinson also points out that material can be in the form of coursebooks, videos, graded readers, flashcards, games, web sites, and mobile phone interaction. Tomlinson (2001, p. 66) mentioned that materials were usually introduced as examples of methods in action rather than as a means to explore the principles and procedures of their development.

In the material development, Tomlinson (2008, p.7) undertakes that ELT materials should be driven by principles of language acquisition and all units of material should be principled, relevant, and coherent with what the teacher is going to teach the students. Rubin (1979, p. 17-18) says, “Good language learning depends on at least three variables: aptitude, motivation, and opportunity”, this means that they must be engaging for students, interesting, relevant and understandable.

The characteristics of material design, as stated by Núñez, A., and Téllez, M. (2009, p. 175-176), involves the unification of reasoning and artistic processes, guided by some

fundamental factors that help both teachers and students to develop the established methodological routes. However, it has been emphasized, according to some researchers in the field such as Tomlinson (1998), Harmer (2007), Arnone (2003), and Small (1997), that some components require more work in their implementation. Núñez and Tellez (2009) stick to Tomlinson's principles of second language acquisition (SLA) that apply to materials development listed here:

1. Make an impact through innovative, diverse, and attractive content.
2. Seek to make the students feel comfortable. According to some researchers in the SLA field, it is revealed that students seem to learn more and in less time when they are relaxed and comfortable in the learning process (Dulay, Burt & Krashen, 1982).
3. Helping the student to build self-confidence, that way, their learning processes will also be faster and more relaxed (ibid).
4. The educator must be skilled in teaching and being relevant to students.
5. Encourage the student's self-investment, which will help in the effective use of resources to facilitate self-discovery.
6. The teacher must be prepared in terms of the inputs they will provide to the students. As Krashen (1985) states, these inputs need to be appropriate since they are elements that the students are already familiar with, but may also contain other sets of items to be acquired, and some students may or may not be prepared to receive them.
7. Attract attention, either consciously or subconsciously, to linguistic traits. The purpose is to make them aware of the gap between their first and second language. It

is to help the student recognize the gap between the output and the input to facilitate the acquisition process.

8. Offer opportunities for educational purposes for the second language, thus promoting language use, not just usage. In other words, the student should be offered opportunities to reflect on his or her prior knowledge and to develop strategic competence.
9. We must bear in mind that for learning to take place, students must be able to repeat new information, recovering it from short-term memory, and reproducing it when required by the teacher or through the development of activities.
10. Taking into account different learning styles such as visual, auditory, kinesthetic, analytic, experiential, global, dependent, independent, etc., as suggested by Tomlinson (1998) and Harmer (2007).
11. Take into account the affective screen of students, thus reflecting individual attitudes within the classroom, which results in different rates and grades of learning.
12. Allow periods of silence at the beginning of instruction, until students have gone through the process of understanding the target language by gaining sufficient exposure to it.
13. Stimulate the left and right hemispheres of the brain through intellectual, aesthetic, and emotional interaction. It is said that with each one people analyze factors that are involved in the process of learning and knowledge acquisition. For instance, a person can analyze time and sequence, and recognize letters, numbers, and words with the

left side, while with the right side a person can process creativity patterns, spatial awareness, and context, and recognize faces, places, and objects, as stated by Tomlinson (1998) and Arnone (2003).

14. Offering students' freedom in practice. Researchers such as Ellis (1990) claim that controlled practice tends to have a little positive effect on fluidity and the realization of new patterns in the brain.

15. Giving students feedback on their results is another aspect to take into account in the design of teaching and learning materials. This means, set series of goals that students should achieve at the end of any task. Teachers can assess those goals through tools such as rubrics, checklist, writing tasks, performance tasks, or portfolios.

Finally, it should be stressed that this study wants to give a plan that helps students improve their participation and motivate them to express their ideas orally. For this, some activities are incorporated under communicative tasks that perform pedagogical functions that work based on students' knowledge. The information shared should have functionality in a second language; this is achieved for example when there is an information gap activity. For communicative activities, it is better when exist a connection to the real world to enable students to acquire the language and skills specific to the task easily. These should be well planned so that students communicate about topics of interest and relevance to them actively, (Lambert, 2004, p.18-27).

2.2 LITERATURE REVIEW

Resembling many EFL contexts around the world, Project-Based Learning in Colombia have been increasing with a large number of investigation related to PBL that

involve different contexts and different participants, many of them with the same purpose (with interest in students' improvements in oral communication proficiency). This part of the document, are analyzed from the global to the national research studies that adopted the Project-Based Learning method as a means to improve oral participation in EFL classrooms.

The focus of the study from Kwietniewski, K (2017) on Literature Review of Project-Based Learning, was to gather the information that led to an improved definition of project-based learning. For students to gain a greater understanding of classroom content, they need to experience a hands-on environment that allows for a challenge and problem-solving opportunities. She recommends that a project-based learning environment can be used in Business and Marketing Education where students are given opportunities to apply information learned in the classroom to real-world situations and make deeper connections with the material. This real-world application allows students to strengthen their skill sets and further prepare them for their lives after school. As a result, students learned how to collaborate, make connections, and self-manage. Students provided with project-based learning opportunities are able to hone their problem solving and critical thinking skills as well. Students will be better prepared for the workforce.

Whereas, on Wade (2015) was to determine if, once teacher collaboration with school librarians or instructional coaches is involved, PBL lessons are attempted more frequently. She applied interviews with instructional coaches, along with surveys with school librarians. Results indicated that collaboration with a school librarian or instructional coach is an effective way to increase the number of PBL lessons planned and implemented. The conclusions were that PBL represents a useful approach to teach not just English but any other subject in the curriculum. Other researchers found Project Based Learning meaningful

for the development of the different students' skills including the twenty-first-century skills, which were addressed on one of the question guiding this study.

Kalabzová, M (2015) on her thesis entitled *The Application of Project-Based Learning in the English Classrooms* deals with the topic of the application of Project-Based Learning into English classes. The main focus of the study was to define what it involves for a teacher to implement PBL into English classes. The thesis shows how PBL integrates language and content learning process and the points, which unwind from that connection. The work states several conditions that successful PBL implementation roots from and there is a PBL framework presented with clearly defined phases that English learning context requires. The second part of her thesis represents the practical part and outlines the research conducted by the method of document analysis. It explores the genuine works of fifteen English teachers and their experiences with the PBL execution. The research focuses on listing the problematic areas that were considered troublesome by the teachers. The results of the research present eight major problematic themes and subsequently their subthemes that confirm the need for careful preparation for PBL and propose what fields English teachers should concentrate on when preparing students for PBL stages. The results also reveal that teachers should not underestimate PBL time management and the decrease of initial motivation.

Khoiriyah (2015) made a study concerning PBL in which moved away from the traditional, teacher-centered approach to focus on student-centered. The main objective of the study was to investigate the application of PBL in teaching for the English language in the eleventh grade of an educational institution, along with the problems faced by the teacher and their solutions. Data collection was conducted through non-participatory observation, a

semi-structured interview, and document analysis. The result of the study showed that the stages of the project-based learning method were applied under the 2013 curriculum guideline. Six steps were carried out in three meetings, such as (1) determining the essential questions, (2) designing a plan for the project, (3) creating a timetable, (4) monitoring the students and the progress of the project, (5) evaluating the outcome, and (6) evaluating the experience. It was also found that the teacher encountered several problems during the teaching and learning process of the Project-Based Learning method, such as limitation of time allocated, use of mother tongue, misleading subject matter, and others. It was concluded that the implementation of PBL fully benefits the students. Finally, the teacher successfully applied the scientific principles that moved away from traditional teacher-centered teaching to student-centered teaching and the learning process.

Arcila, M (2018) on his paper entitled as “Project-Work to improve English language competences” purposed to report accounts for the result of exploring how the use of PBL or Project Work could improve English Language Competences in a group of 11th grade at a public institution school located in Medellín-Colombia. That research project was carried out during a year (from the second half of 2017 and the first half of 2018). The results of that study revealed the positive effects on students’ performance and attitudes towards Project-Based in class. The data provided was collected through observations, journals, and a survey. The findings could evidence the positives aspects of implementing the PBL method but also the difficulties found along the process.

Cárcamo, M (2017), in her research paper entitled The Use of Project-Based Learning to Promote 8th Graders Oral Participation, purposed to explore how the use of PBL could promote oral participation on 8th graders conducted in a public institution located in Montería

in the department of Córdoba. She had a sample of six students to determine the benefits that PBL could provide to students and their attitudes towards oral participation after its implementation. For the research, data was gathered from video observation, students' diary, and focus group. Findings revealed a series of benefits acquired by the students including motivation, collaboration, innovation, and creativity, that according to Goodman, B. J. Stivers, Ph.D. and Fall (2010) as cited in her document, those are part of the positive results of implementing this method in the teaching process. Also, it was found that students' attitudes towards oral participation changed to positive, helping learners overcome fear, increase motivation, and interest during English lessons.

3. METHODOLOGY

This chapter describes the construction of the chosen methodology, it includes the type of design, appropriateness of design, research site, and the participants involved, data collection methods, data analysis to gather the necessary information to answer the research questions proposed. In addition, this section provides a brief definition of the chosen procedures and the way they worked for the study.

3.1 Type of research

This research study employed a qualitative research approach due to “It is concerned with capturing the qualities and attributes of the phenomena being investigated rather than with measuring and counting” Numan, D & amp; Bailey, K (2009, p. 10). It was implemented Document analysis with the purpose to analyze data from the syllabus and English program where learning goals concerning the English subject of students of 11 grade can be found. The collection and analysis of data, interpretation of narrative data, and gaining insight into a particular phenomenon in the process that will be carried out will show the main characteristics that a unit plan and its lessons must follow in Colombia.

Also, this research involves the use of a descriptive study that according to McCombes, S (2019, p. 1) is intended to describe a population, situation or phenomenon in a precise and systematic manner, solving the questions of what, when, where, when and how, but not the questions of why.

3.2 Context and participants.

This project was supposed to be conducted in a public institution from the rural area in the department of Córdoba. Its main characteristics describe that it is an old official school

of the department, stratum one that offers two school journeys. It is mixed, which means that both boys and girls are received as students. This school is also attended by students into strata one. With the above, I assume that it can benefit families of limited economic resources. It is a big school, which could provide educational attention to around 3,000 students from the surrounding the pathway (left and right margins) of the city in the municipality of Lorica.

The participants involved were around twenty secondary students (11th graders) from a public institution cataloged by some teachers of the institution, as the course where students present more learning struggles, not only in English but also in the other different academic areas. In previous observations, we could conclude that most of the students are in the A2 or elementary English level according to the Common European Framework since they could communicate in simple and routine tasks requiring a simple and direct exchange of information on their affairs.

In line with what I have experienced, with natural disasters in this area, it is notable that some families are forced to look for a place to live while the tragedy is happening, whether it is with a family member or in areas surrounding the sector. Those who do not have such support are simply forced to live with the tragedy and observe how the waters wash away their waxes. Students tend to stop classes, mostly at the community college, others study in the city, but their parents, due to the calamity and economic situation cannot send their children to urban schools because they do not have sufficient economical resources.

This has been also reported by UNICEF in 2007 in the area where this school is located, showed the world how that village in the municipality of Lorica in the department

of Cordoba was greatly affected by the common flooding caused by severe winters. Among the most affected was the student community who are always forced to suspend classes until the level of the Sinú River droppers. The economic situation of their parents, who live in the area, frustrated many students' plans.

At that time, UNICEF supported emergency education and recreation. However, after more than 10 years of that organization's accompaniment in the area, settlers lack defense mechanisms as well as lack of defense because they do not laws that should protect them in the event of a natural emergency. Beyond that, they need to create ideas that help them to mitigate the social impacts of the floods and to know which laws protect their integrity.

The settlers were also forced to seek refuge in a single sector of the village where the water level of the Sinú River did not reach. In synthesis, our focus is the student population, who are sometimes the most affected in those situations both academically and personally.

The idea is to be able to work with the student community first, creating for them a class unit with its respective lessons and integrating into it the creation of a project that will help them mitigate the brutal effects that the flood brings.

3.3 Data collection techniques

PROCEDURE	PURPOSE

Archival data	To analyze data related to the syllabus, an English program of the school, where information about learning goals concerning the English subject of students of 11 can be found.
Reflection	The focus of this tool was to make a reflection that illustrates the author's perspective on the use and benefits of PBL in English classes.
Observation	Describe the situation observed and experience in the classroom while developing the teaching practicum.

Table 1. Summary of data collection techniques implemented in this study

To carry out this study was implemented different data collection procedures such as archival data, reflections, and observations to analyze the data and find the required information.

Observation is defined by Marshall and Rossman (1989) as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study” (p.79). The observations allow us to describe textual situations that we need to analyze. This particular, I describe the behavior of students, their level of English, and their needs.

Mezirow (1991, p.104) defines reflection as the process of critically evaluating the content, process, or hypothesis of our efforts to interpret and make sense of an experience. Here, I describe my struggles with the students in an attempt to make them participate, and also my difficulties in doing this research with the situation presented

Finally, Archival Data was used, referred by Vogt, P; Gardner, D; and Haeffele, L (2012, p.68) to a large number of data sources to be analyzed and discussed during this research work. I analyzed the English program of the school, the syllabus for grade 11, and also the suggested curriculum that is the MEN (National Ministry of education) English guidelines for this area.

3.4 Data analysis

To know the main characteristics of PBL concerning the English subject of students of 11th graders, to improve oral participation, I analyzed data gathered by the mentioned data collection procedures through documentary analysis (document analysis).

According to Bowen, G (2009, p.27), the main purpose of this systematic procedure is to review or evaluate the document. It let me know English subject goals at the macro level: MEN's guidelines, and at the micro-level: classroom, it helped me to design the appropriate unit plan that teachers can use for students.

The archive analysis allowed me to find the necessary characteristics for the design of the materials. The observation allowed me to witness the needs of the students and the context. Reflection was used to give my opinion regarding the use and benefit of the PBL process. To answer all these questions, a series of subcategories were established to answer each one of them.

4. RESULTS

Through the analysis of archival data, reflection, and observation, a series of demands were found that must be met under certain conditions for both students and educational institutions under the guidelines of the MEN (National Ministry of Education).

This led to a study that found an effective way that will engage students in oral participation and led me to create a pedagogical route under the principles of Project-Based Learning. As a result, I created a series of activities and materials that can be implemented in future lessons in real situations or can serve as a guide that meets necessary characteristics to help students participate orally. These characteristics go together with the student-centered approach and communicative approach.

4.1 DEMANDS OF THE SCHOOL AND CONTEXT

Through an analysis of the suggested curriculum of the MEN (National Ministry of Education) and the school English program, the demands of the school suggest that students, across the school year, may be able to meet a series of goals agreed upon its guidelines. To commit the purposes set, there must be assistance and support from each area teacher in coordination with directors. Here, it is briefly analyzed the way the national curriculum was designed.

In the first instance, the process of the Colombian English curriculum design was based on a Balanced Approach (Moss, in press) which it is the balance between individual and communal needs, flexibility in the schedules timing, flexibility in activities and the

incorporation of democratic processes of the country in the unit plan content. For instance, Bailey, A; Rosario, N; Rey, L. agreed to that statement mentioning that the “design is also based upon needs analyses, both contextual in design and school-based needs” (2017, p.90). This means that the design of a course is driven by both data collected and the Balanced Approach theory. This helped to establish the goals for each course based on needs analysis. This allowed specifying methodological routes as a suggestion to follow by experts and that was based on educational approaches, as shown in the image below.

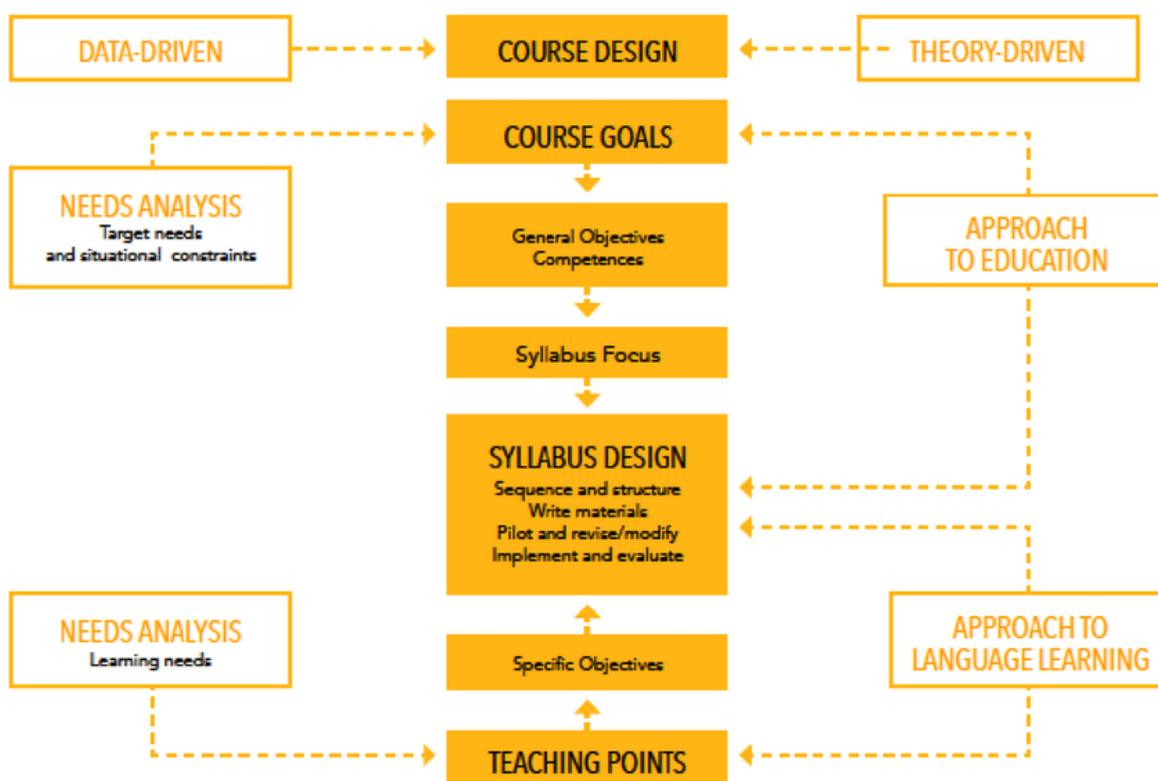


Figure 2. *The Balanced Approach to Curriculum Design (Moss, in press).*

For the identification of the context needs, there were implemented procedures such as questionnaires, document analysis, the Colombian national exam, and focus group. The results showed the following items:

1. The skills or knowledge that learners had.
2. The skills or knowledge that students should develop.
3. What students want to achieve.
4. What could be realistically achieved (but not in all contexts) given the resources and conditions they had.
5. Information about the population to which the curriculum is designed.
6. Content aligned to the needs of students.
7. The most appropriate pedagogical and assessment approaches.
8. Finally, the skills, knowledge, and resources that the teacher should have to develop the lessons.

These characteristics were grouped into two parts: the needs of society and the needs of students. After a revision of 115 law or the general law of education, the students' needs were driven and allowed to define a series of values and themes to work on within the curriculum.

The needs of society were derived from the revision of the 1991 law, and it was established that the school should help to meet some requirements of these laws, which are the basis of democracy. For this reason, we can find modules with contents very associated with the relevant issues regarding the Colombian law; here is the list of topics to work on:

1. Human development, coexistence, and citizen participation
2. Construction of national identity and integration with the world
3. Promotion of knowledge.
4. Preparation for work.

5. Development of academic skills (reading, writing, mathematics)

Such characteristics were taken into account for the curricular design proposed by the State; the results are expected to bear fruit until the year 2025. It is worth noting that this design took place during the 2014-2018 presidential term. Goals, suggested language functions, and basic standards of foreign language competence were set corresponding students' English levels according to the Common European Framework. The information there is what students are supposed to achieve. Language functions are a guide of terminologies for students to learn how to express their points of view, to describe lived experiences, and to argue. The objectives are focused on the identification of specific information related to the topic to study, to exchange information with peers, and express ideas based on personal interest.

On the other hand, there are the performance indicators, which suggest what students should know, what they should know to do, and how to perform in the class based on their knowledge. These contents establish a specific lexicon based on the topics of each module. Besides, grammar rules, suggestions to emphasize pronunciation, and suggestions to learn socio-cultural skills that will serve them in life outside school are there.

The suggested content was separated into four modules, which must be developed within the four academic periods established per school year. This means that each module is a reference for the topics to be learned in class by students during one year. In the following chart are expressed the goals, functions, and objectives that 11-grade students must accomplish during the scholar year:

11 grade	MODULE 1: Democracy and Peace	MODULE 2: Health	MODULE 3: Sustainability	MODULE 4: Globalization
GOALS	Propose sustainable actions based on the 17 proposed UN objectives.	Pose routes for obtaining health services in my community.	Evaluate daily reconciliation actions for the construction of peace.	Promote the responsible use of technology to protect privacy.
FUNCTIONS	<ul style="list-style-type: none"> -Synthesize oral and written information. -Describe the characteristics of defined topics. -Make presentations on assigned topics. -Justify opinions based on quotes and references. -Express opinions and points of view. -Request clarification. 	<ul style="list-style-type: none"> -Express opinions on defined topics. -Justify points of view. -Express agreement and disagreement. -Describe experiences, events, and feelings. -Establish comparisons between defined themes. -Synthesize oral and written information. -Give accurate information. 	<ul style="list-style-type: none"> -Express opinions on defined topics. -Justify points of view. -Express agreement and disagreement. -Describe experiences, events, and feelings. -Synthesize oral and written information. -Defend a proposal with valid arguments. 	<ul style="list-style-type: none"> -Expressing opinions -Justify points of view. -Express agreement and disagreement. -Describe experiences, events, and feelings. -Synthesize oral and written information.
OBJECTIVES	-To express their points of view in simple written and oral argumentative	-Produce simple oral and written argumentative texts on topics from other disciplines.	-Identify central points and specific information in different written and oral texts on topics of personal	-Identify explicit and implicit information in argumentative texts related to

	<p>texts on academic subjects.</p> <p>-Identify explicit and implicit information in texts of different types of topics of general interest.</p> <p>-Structure texts of different types related to general and personal interest topics.</p> <p>-Exchange oral information on topics of general and personal interest in debates.</p>	<p>Identify specific information in long written argumentative texts related to topics from other disciplines.</p> <p>-To exchange, orally, opinions, and ideas in spontaneous interactions on topics from other disciplines.</p>	<p>and academic interest.</p> <p>-Express views on topics of personal and academic interest.</p> <p>-Exchange opinions orally on topics of personal and academic interest in debates.</p>	<p>academic subjects.</p> <p>-Structure medium-length argumentative written texts on academic subjects.</p> <p>-Exchange information orally on a topic of general interest in spontaneous interactions of various kinds.</p> <p>Oral support of personal views on an established academic subject.</p>
--	---	---	---	--

Figure 3. Scope and Sequence by Language Level and Grade. LEVEL B1.

It is an important guide based on the constitutional elements, which students can learn through the English subject. So, all of the proposed elements were incorporated into the institution's English program without any changes. However, the school context suggests students already have foundations of that content taught in Social Science classes, in contrast, they should be instructed in laws that protect their integrity, as was expressed by some students. Specifically, people from townships of Palo de Agua, Nariño, and Cotocá inhabit the left margin of the Sinú River. These communities in particular are heavily hit by winter torrential waves, causing flooding, material damage, and damage to the economic and student sectors who feel abandoned by the government.

Students and the rest of the population are forced to stop their activities. On the one hand, students suspend classes until the levels of the Sinú River drop considerably whereas their parents' main economic activities are also suspended. Those activities are fishing and the extraction of sand from the depths of the mentioned river, which are interrupted thanks to the amounts of garbage and trees that the river drags, turning the work into something dangerous.

When this happens, they see little humanitarian aid from the State, but what is most detrimental to this situation is the lack of knowledge of the laws that protect them in the face of a natural disaster where the hand of man has no influence. This allowed me to do more research on the subject, and I found the National System for Disaster Management.

According to Law 1523 of 2012, National System for Disaster Management is a social process-oriented to the formulation, execution, follow-up, and evaluation of policies, strategies, plans, programs, regulations, instruments, measures, and permanent actions for the knowledge and reduction of risk and the management of disasters. Here a proposal is born, which is to carry out a project through which people will learn about the law and how it works in their favor concretely when a natural disaster occurs such as a flood.

In compliance with the legal framework of the General Education Law or law 115, and decree 1860 of February 8, 1994, as a key to development in educational institutions, which establishes "(...) the general rules to regulate the Public Education Service which fulfills a social function under the needs and interests of individuals, family and society (...)". This permits the implementation of contents according to the needs of the context under study, exactly in article 77, where it is allowed to "(...) adopt some areas to the regional

needs and characteristics, adopt teaching methods and organize training, cultural and sports activities, within the guidelines established by the National Ministry of Education”

In this research, some goals, functions, and objectives were taken from Module 3 (Sustainability) to create the class unit.

As concluded in Annex 16 of the suggested curriculum design proposal (Designing a Suggested English Curriculum Proposal for Colombia), the needs of students and teachers in Colombia were derived from the results of PRUEBA SABER 11° in 2014, and data on the academic, emotional, psychological, and social situation of a population sample. The needs were the reference for the design of the educational goals to be integrated into the curriculum; as well as for the planning and development of the curricular structure. Through a student focus group, the following needs were thrown out for the Colombian community to be improved:

1. Didactics required to help optimize the instructional scenarios and consequently the learning opportunities that are generated for students.
2. Content for a meaningful interaction in English on topics that support the construction of current and future citizens.
3. Explicit and structuring mediation of learning experiences.
4. Coherence between instruction and assessment.
5. Available and appropriate materials and equipment.
6. Use of technologies to support learning.

The above inspired the implementations of the most accurate approaches for the curriculum to be developed taking into account the need to achieve better results. For this, flexible and diverse approaches were indicated to concretize the curriculum in the classroom through Tasks-Based, Project-Based, and Problem Solving-Based.

4.2 DEMANDS OF THE STUDENTS OF 11

The demands of the students of 11 have to do with improving oral participation and knowledge of defense mechanisms proposed by the State in the face of a flood. What led me to implement the PBL method, firstly suggested for 9th grade, but now adopted for 11th grade, was what I observed before and during my weeks of pedagogical practice. I found that the 11th-grade students, who range in age from 14 to 18, had difficulty participating, some out of fear, and others because they were unmotivated to do so because of their elementary level of English. Their faces showed anguish when they were asked to participate, some did not, others did but with the help of the main teacher. In my assessment notebook, I only reported three people who participated in orally. Some teachers list them as the most problematic course in learning environments, as the least intellectually advantaged group. That put them in a demotivating situation because they are used to mistreatment, as is that type of comment and I think there is discrimination concerning that selectivity. According to my observation, they need an opportunity in which they can demonstrate they want to participate more actively in school decisions on evacuation planning, participate more actively in the selection of class topics related to their reality, but it is difficult when people make them think they are bad students.

Two students expressed to me the reasons that did not allow them to participate. The motives were related to the themes of the classes and the way they were developed, also, because students were shy. On the other hand, the teacher tried hard to make classes dynamic. Despite her efforts, the students continued to be silent in the classes. The level they showed in the second language was elementary, which was a problem not only for them but also for the school since they had to present the PRUEBAS SABER 11 or national exam, which measures the efficiency of public and private schools that ranks them from best to worst in the academy. The rector of the institution was worried about this situation and asked for support.

These students have also suffered harshly from the winter wave that has been affecting them for many years. As a member of the township of Cotocá, I have experienced some heavy flooding. According to locals, the most devastating flood occurred between 2007 and 2010. However, humanitarian aid has been insufficient; to such an extent, that external aid had to intervene to somehow counteract the tragedy in the different episodes.

The project to be carried out was designed based on Project-Based Learning, where the students are the main actors. Through this method, they are allowed to use the target language with a meaningful purpose. This project presents the possible solution to the problem of oral participation and motivation for wanting to talk presented by students as well as valuable information for the people surrounding the educational institution regarding laws that must protect their integrity when a natural disaster occurs.

4.3 CHARACTERISTICS OF THE MATERIAL

The characteristics of the materials designed for this unit were taken under various studies, for instance, Tomlinson (2008), pointed out that material can be in the form of coursebooks, videos, graded readers, flashcards, games, websites, and mobile phone interaction. Tomlinson also agreed that they must encourage the student's self-investment, which will help in the effective use of resources to facilitate self-discovery.

Consequently, based on students' and context needs, some characteristics were found that meet the learner-centered approach (as the PBL method suggests) and communicative task activities (as activities that help to improve students' oral participation). Images and readings were adapted to the development of materials. The information added in the materials was collected through newspapers, web pages, books, and questions asked to some inhabitants of the Sinú Riverbank. Hence, readings, infographics, and images were adapted to be used in classes.

Another characteristic is that the contents of the material respond to ideas, which do not provide all the information needed but will help students research or speak during the PBL process. This gave students an open field to conduct inquiry based on driven questions.

4.4 SAMPLE OF THE MATERIAL

In the development of the material, I took information from State resources such as laws and information concerning natural disasters both at the general and regional levels and in context retrieved from local newspapers. With them, I adapted readings, infographics and a brochure to be used in class. I also took original photography from the community's archive

showing the damage a flood brings and web pages resources that provide the information required to learn.

The characteristics I took into account for their implementations were based on the function that students are going to give them later on. My purpose is that somehow, the students start to participate orally in classes since at the end of the activities embodied in the unit plan; the students will have to make an oral presentation to the community. The idea is not to have the presentation in English, but in their mother tongue for obvious reasons such as the lack of knowledge of English by the community in general, although they have to make their presentations in English in the classroom previously. The sample of the materials are:

Material #1: Reading: Students will have to read the text aloud, so the teacher will give feedback on pronunciation errors and help them do better. This is to prepare the students for the final presentation of the project.

WHAT A NATURAL DESASTER IS?

A **natural disaster** is an event that is caused by the **natural** forces of the Earth where great damage and, sometimes, loss of life occurs. **Natural disasters** can take many forms, ranging from earthquakes and tsunamis to floods and volcanic eruptions, to mudslides and wildfires.

Floods, mudslides, landslides, and famine. These are usually the consequence of extreme weather events or are supplementary to other natural disasters. Often they are the result of extreme and unforeseen conditions. For example, floods usually take place where there is a river near or a large amount of water (Lake).

Some **natural hazards occur** because of forces outside our control. For example, the movement of Earth's crustal plates triggers **earthquakes** and tsunamis. Variation in solar radiation entering the atmosphere and oceans triggers storms in the summertime and blizzards in winter.

For example, **Floods can happen** during heavy rains, when ocean waves come onshore, when the snow melts too fast, or when dams or levees break. ... Flash **floods occur** when excessive water fills normally dry creeks or riverbeds along with currently flowing creeks and rivers, causing rapid rises of water in a short amount of time.

Natural phenomena (such as rain, earthquakes, hurricanes, or wind) become disasters when they exceed a limit of normality, usually measured by a parameter.

Every year natural disasters kill around **90 000** people and affect close to 160 million people worldwide.

Hurricanes are among the **natural disasters** with the **greatest financial impact**. Hurricane Katrina was the costliest **natural disaster** in U.S. history, with over \$167 billion in costs estimated



Information was taken from:

- <https://www.youtube.com/watch?v=IPYMsivAVnQ>
- <http://www.earthtimes.org/encyclopaedia/environmental-issues/natural-disasters/>
- <https://quizlet.com/156765446/glg-121-exam-1-flash-cards/>
- <https://study.com/academy/lesson/what-are-natural-disasters-definition-types.html>

Material #2: An image: The purpose of incorporating archival images found on the Internet is also to encourage oral participation. They will be included in some warm-up, and

students will relate the images to lived experiences that they will have to relate orally in simple and short sentences.



Material #3 Websites: On the stipulated websites, students will be able to find information concerning the questions to create a final product for the project. The information is related to Colombian laws whose function is to provide humanitarian support to people affected by natural disasters, however, the focus of the material is to review information concerning floods and how the law delimits some aid.

- <http://portal.gestiondelriesgo.gov.co/Paginas/Plan-Nacional-Gestion-Riesgo-de-Desastres.aspx>
- http://www.secretariasenado.gov.co/senado/basedoc/ley_1523_2012.html

<http://portal.gestiondelriesgo.gov.co/Documents/PNGRD-2015-2025-Version-Preliminar.pdf>

Material #4 An Infographic: This tool has content based on information from local newspapers. Students will use that infographic as a guide to a final product as well as a reading activity.



Material #5 A brochure: This brochure summarizes the eight chapters of the 1523 law. The purpose of this material is to make a brief distinction among the eight chapters of that law. The students will be divided into eight small groups and will make a brochure based on the model provided in the class where each group details the chapter they were addressed. That information is on one of the websites shown above. For this step, the students will make an oral presentation where show the results of the established task.

LAW 1523 OF 2012
(April 24)



Adopting the National Disaster Management Policy and establishing the National Disaster Management System and other provisions



This law contains 8 chapters.



Chapter 1: Risk management, responsibility, principles, definitions and the National Disaster Management System

Chapter 2: Structure, Organization, Direction and Coordination of the National Disaster Management System

Chapter 3: Planning Instruments

Chapter 4: Information Systems



Chapter 5: Financing Mechanisms for Disaster Risk Management



Chapter 6: Declaration of Disaster, Public Calamity and Normality



Chapter 7: Special Regime for Situations of Disaster and Public Calamity



Chapter 8: Final provisions



Task

Search on the Internet for the general law of the National Disaster Management System and make a summary of each chapter in a brochure. Prepare speech

Note: All group members must participate.

5. DISCUSSION

Based on the literature reviewed, the characteristics of the material for PBL designed had to follow some characteristics of the communicative approach, the student-centered approach, and the characteristics of materials for general English purposes exposed by Núñez, A., and Téllez (2009). I aimed to create a series of them, which characteristics would help students participate orally, to get that purpose I adapted some authentic materials such as brochures, images, infographics, webpages and lectures following some of the mentioned approaches as shown in this table:

Communicative task activities	<ul style="list-style-type: none"> • Presentations
Materials for general English	<ul style="list-style-type: none"> • Impact with diverse content • Seek to make students feel comfortable. • Help students to be confident in them • Promote language use, not just usage. • Offer to freedom in practice • Adapting authentic text
Student-centered activities	<ul style="list-style-type: none"> • Major interaction of the students • Authentic inquiry • Problem-solving skills • Collaboration

Figure 4. Main characteristics of the material for the PBL method to improve oral participation.

According to Lambert, (2004, p.18-27), it is better to develop communicative activities that have a connection with the real world and linking activities with knowledge already held, offering opportunities for educational purposes for the second language, thus promoting

language use, not just usage. For this purpose, I established within the activities several presentations. We can see from the evaluation criteria specified in the lessons that we will not grade grammar rules, but the fact that the student somehow uses the second language orally.

As compiled by Núñez, A., and Téllez, M. (2009, p. 175-176), materials used for English in general, must meet a minimum set of requirements for them to work for a second language student. Some characteristics were taken into account to improve the participation aspects of the students. Tomlinson also stressed that these materials must be relevant and consistent with what the teacher is going to teach the students, this led to the integration of Law 1523 as one of the main topics of study, given the need that exists within the entire focus community. Another characteristic is that we could adapt authentic materials such as lectures, brochures, images, or any tool that help to students in the learning process.

The student-centered approach pointed out in a study by Lípová, T (2008, p.17) integrates the entire PBL method under the student-centered approach, for which it was established that students must work with materials that offer them a degree of autonomy to manipulate and adapt them as they see fit. The materials created to be used serve as a reference for the students not only as a model of their products, but also the content allows them to participate orally in classes through lectures. Products are an important part of the process in the PBL method, which requires creativity.

Other activities ask the student to exploit their creativity while being carried out in collaboration with other students. Within such methods, we can find multiple activities that can be developed that serve the purpose of improving oral participation. These activities are

already stipulated in the table, which were selected to be developed in the planned class lessons. Those activities require students to research, work cooperatively, engage in communication activities, and encourage the student-centered approach as it is the PBL method.

From my point of view, Project-Based Learning is a method that has many benefits for the development of social and cognitive skills of the students involved in the process that contributes to the improvement not only their motivation to learn English but encourages individual and social values to better live together.

This model moves away from traditional practices as it is teacher-centered and shifts to being student-centered. This allows the student to play the most important role in the learning process and the teacher is just a guide to success, it means, students get engaged to achieve their goals with a major responsibility.

Among the benefits that PBL can contribute, for me, the most relevant are the development of creativity, cooperation, research, and commitment that students can have if their work depends on the disclosure of information relevant to their lives.

Another aspect linked to the mentioned one is the combination of pedagogical activities and the real world, where students have the opportunity to learn a content to be shared not only in the classroom but also outside and that is useful for a community.

6. CONCLUSION

As is well known, when planning to employ the student-centered approach, thus the PBL method belongs to the principles of it, the lesson plans tend to have many changes during the developmental process in the classroom due to factors related to the pace and manner of learning of the students involved.

It is therefore necessary to clarify that Project-Based Learning was originally proposed to be applied in a real situation and explore pedagogical implications that would be drawn from the PBL application in 11th graders. However, after the restrictions of social distance, and the impossibility to apply it at the school due to the COVID -19 situation in the whole world, questions changed to answer specific details related to aspects involved in the design of activities conducted to achieve the original purpose related to students' oral participation.

It was not easy to find out the characteristics of the material activities but based on the literature reviewed I noticed that the materials or authentic texts are adaptable and their characteristics must be under the purpose of the activities. Teachers are free to create or adapt authentic materials based on approaches whose purpose meets the requirements that learners need to improve, in my case, they were proposed with the aim to improve oral participation.

I offer this guide for people who wish to implement project-based learning to improve the oral participation of their learners, and I recommend taking into account all the selected features for the creation of materials beneficial for this particular purpose.

I also encourage teachers to look after the needs that exist outside a classroom that in some way affect not only the learning processes but also the social relations, economic

activities, and mental balance of people pedagogically teaching students methods of mitigation not only to natural but also to social phenomena.

Finally, I emphasize that developing PBL means taking into account the student's voice regarding the content they want to learn and the way they want to learn, otherwise, if this is not accomplished then the classes will remain teacher-centered approach. This is just a guide, it does not mean that it has to be developed as I created it, but it can be used to see how the materials in class can intervene in improving academic aspects.

7. REFERENCES

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of applied linguistics and language research*, 4(2), 181-202.
- Bailey, Angela & Rosado, Nayibe & Rey, Lourdes. (2018). Designing an English Curriculum for Everyone. 10.4018/978-1-5225-3132-6.ch005. DOI: [10.4018/978-1-5225-3132-6.ch005](https://doi.org/10.4018/978-1-5225-3132-6.ch005)
- Bowen, Glenn. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 9. 27-40. 10.3316/QRJ0902027. *Classroom*. 1991. London: Longman, 1993.
- Coffey, H. (2008). Project-based learning. *Learn NC*, 1-3.
- Colombia, C. D. (2018). Ley 1523 de 2012. *Por la que se adopta la política nacional del riesgo de desastres y se establece el Sistema Nacional de Gestión del Riesgo de Desastres y se dictan otras disposiciones*.
- Davis, R. B., Maher, C. A., & Noddings, N. (1990). Suggestions for the improvement of mathematics education. *Constructivist views on the teaching and learning of mathematics*, 187-191.
- De Educación, L. G. (1994). Ley 115 de 1994. *Constitución Política de Colombia*.
- Devi, N., & Simanjalam, P. (2008). Students' participation in English language classrooms. (Project Report). Retrieved from <http://ir.unimas.my/id/eprint/5692>.

- Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 27-50). Oxford, UK: Oxford University Press.
- Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. *The Journal of Higher Education*, 66(1), 82. Retrieved from <https://ohiostatepress.org>
- Fitzgerald, T. (2012). Documents and documentary analysis. *Research methods in educational leadership and management*, 296-308.
- Garside, C. (1996). Look who's talking: A comparison of lecture and group discussion teaching strategies in. *Communication Education*, 45(3), 212.
- Goodman, B., & Stivers, J. (2010). Project-based learning. *Educational psychology*, 1-8.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman,.
<http://www.tandfonline.com>
- Hutchinson, Tom. *Introduction to Project Work*. 1991. Oxford: Oxford University Press, 1992.
- Hyde, C. A., & Ruth, B. J. (2002). Multicultural content and class participation do students self-censor? *Journal of Social Work Education*, 38(2), 241-256. Retrieved from <http://www.tandfonline.com>
- Jalinus, N., Nabawi, R. A., & Mardin, A. (2017, September). The seven steps of project based learning model to enhance productive competences of vocational students.

- In *International Conference on Technology and Vocational Teachers (ICTVT 2017)*. Atlantis Press.
- Katherine Gonzalez, D., Jhonatan Correa Molina, O., & Rojas Cardona, B. S. (2017). Project-based Learning to Develop Oral Production in English as a Foreign Language. *International Journal of Education and Information Technologies*, 11, 87-96.
- Khoiriyah, K., & Setyaningrum, R. (2017). Project-Based Learning Method in Teaching English Speaking Skill For Eleventh Grade of SMA Negeri 3 Malang. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, 2(1), 59-71.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London & New York: Longman.
- Kwietniewski, K. (2017). Literature Review of Project-Based Learning.
- Lambert, Craig. 2004. Reverse-engineering Communication Tasks. *ELT Journal*. Oxford: Oxford University Press. 58/1:18-27
- Lambert, J. (2004). 'Munition Factories... Turning Out a Constant Supply of Living Material': White South African Elite Boys' Schools and the First World War. *South African historical journal*, 51(1), 67-86.
- Lanmer, J. Mergendoller, J and Boss, J. (2015). *Setting the Standar for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction*, Beauregard St. Alexandria: Genny Ostertag.

- Legutke, Michael and Thomas, Howard. *Process and Experience in the Language*
- Lípová, T. (2008). Benefits of Project Work in ELT. *Diplomas Thesis*). Olomouc, Palacky
'University.
- Littlewood, William.1981. Communicative Language Teaching. Cambridge University
Press.
- McDonough, Steven H. *Psychology in Foreign Language Teaching*. London:Routledge,
1981.
- Ministerio de Educación Nacional, MEN. (2006). Estándares básicos de competencias en
lenguas extranjeras: Inglés [Basic competence standards in foreign languages:
English]. Bogotá, CO: Author.
- Ministerio de Educación Nacional, MEN. (2008). Verificación de los requisitos básicos de
funcionamiento de programas de formación para el trabajo y el desarrollo humano.
Bogotá, CO: Author. Retrieved from http://www.mineduacion.gov.co/1621/articles-237704_Guia29.pdf.
- Ministerio de Educación Nacional, MEN. (2009a). Articulación de la educación para el
trabajo y el desarrollo humano con la educación media y con la educación superior.
Bogotá, CO: Author Retrieved from:
http://www.mineduacion.gov.co/cvn/1665/articles246512_archivo_pdf_LeticiaEscobar.pdf.
- Ministerio de Educación Nacional, MEN. (2009b). Programa Nacional de Bilingüismo:
Colombia 2004-2019. Bogotá, CO: Author. Retrieved from

http://www.mineducacion.gov.co/1621/articles132560_recurso_pdf_programa_nacional_bilinguismo.pdf.

Ministerio de Educación Nacional, MEN. (2012). Aprendamos inglés con las aventuras de Bunny Bonita: Guía del docente. Bogotá, CO: Author.

Ministerio de Educación Nacional, MEN. (2014a). Orientaciones para la implementación de proyectos de fortalecimiento del inglés en las entidades territoriales. Bogotá, CO: Author.

Ministerio de Educación Nacional, MEN. (2014b). Colombia very well! Programa Nacional de inglés 2015-2025 (Documento de socialización). Bogotá, CO: Author. Retrieved from <http://www.ucn.edu.co/institucion/salaprensa/noticias/Documents/2014/Documento%20PROGRAMA%20NACIONAL%20DE%20INGL%C3%89S%202015-2025.pdf>.

Ministerio de Educación Nacional, MEN. (2016a). Basic learning rights: English Grades 6th to 11th. Bogotá, CO: Author. Retrieved from <http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2011%20BLR%20English.pdf>.

Ministerio de Educación Nacional, MEN. (2016b). Pedagogical principles and guidelines: Suggested English curriculum, 6th to 11th grades. Bogotá, CO: Author. Retrieved from <http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2015%20Pedagogical%20Principles%20and%20Guidelines.pdf>

- Ministerio de Educación Nacional. (2006). *Estándares básicos de competencias en lenguas extranjeras: Inglés*. Bogotá, Colombia: Imprenta Nacional.
- Moss, D., & Van Duzer, C. (1998). Project-Based Learning for Adult English Language Learners. ERIC Digest.
- Moss, D., & Van Duzer, C. (1998). Project-based learning for adult English learners. *Eric Digest*, 1999-4.
- Moss, G. (in press). Making Sandwiches: A combined approach to course design for English teachers. Barranquilla. Ediciones Uninorte.
- Mutar, Q. M., Mohammad, A., Khaleel, M. A., & Mohamed, R. S. (2018). Investigating the Factors that Affect the Oral Classroom Participation of Arab Postgraduate Students. *Journal Of Educational and Psychological Researches*, 15(56), 647-661.
- Nunan, David. *The Learner-Centred Curriculum*. Cambridge: Cambridge University Press, 1988. Jalinus, N., Nabawi, R. A., & Mardin, A. (2017, September).
- Núñez, A., Téllez, M. F., Castellanos, J., & Ramos, B. (2009). A practical materials development guide for EFL pre-service, novice, and in-service teachers. *Books*, 1.
- Railsback, J. (2002). Project-Based Instruction: Creating Excitement for Learning. By Request Series.
- Rosenthal, R., & Rubin, D. B. (1982). Comparing effect sizes of independent studies. *Psychological bulletin*, 92(2), 500.

Susak M. Factors that affect classroom participation thesis. Rochester Institute of Technology; 2016.

Available:<http://scholarworks.rit.edu/theses>

The seven steps of project based learning model to enhance productive competences of vocational students. In *International Conference on Technology and Vocational Teachers (ICTVT 2017)*. Atlantis Press.

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179.

Tomlinson, B. (2013). Introduction: Are Materials Developing? In B. Tomlinson (Ed.), *Developing Materials for Language Teaching*. Second Edition. London: Bloomsbury Academic.

Tomlinson, B. (2014). 7 TEACHER GROWTH THROUGH MATERIALS DEVELOPMENT. *The European Journal of Applied Linguistics and TEFL*, 3(2), 89-107.

Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.

Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher*, 13(1), 5-11.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd. University Press, 1988.

Ur, Penny. *A Course in Language Teaching*. 1996. Cambridge: Cambridge University Press, 1997.

McCombes, S. (2019). Descriptive research. *Retrieved from <https://www.scribbr.com/methodology/descriptive-research>*.

Vogt, W. P., Gardner, D. C., & Haefele, L. M. (2012). *When to use what research design*. Guilford Press.

APPENDIX 1: UNIT AND LESSON PLANS.

UNIT PLAN

STUDENT TEACHER: Paola Saray Navarro Rodríguez **SCHOOL:** I.E La Unión **GRADE:** 11th
UNIT TITLE: Natural Disaster **MODULE:** 1 **NUMBER OF LESSONS:** 4 **TOTAL TIME:** 4 hours per week: 16 hours in total

TASK/PROBLEM/PROJECT	Evaluate law 1523 of 2012 and create a school campaign where students can show the community, what these laws are about and how they can act in their favor in an emergency due to a natural disaster (Flooding) and constitutional guarantee mechanisms in the event of non-compliance with protection laws.
PERFORMANCE INDICATORS	<p>Knowing:</p> <ul style="list-style-type: none"> ● Recognizes vocabulary related to frequent natural disasters in my community ● Identifies grammatical ways to express points of view <p>Doing:</p> <ul style="list-style-type: none"> ● Identify ideas related to the effect of natural disasters experienced in my community in oral and written expository texts. ● Requests information about activities that can be done amid a natural disaster through driving information questions ● Gives information about the National Disaster Management Plan to make the community aware of laws that protect them towards a flooding ● Presents the effect of flooding in an oral and rehearsed manner. ● Requests justification for the information orally presented by the peers. ● Prepares an oral presentation (campaign) on the principles of Colombia's National Disaster Management Plan where they show the laws that protect the integrity of the people

	<p>affected and constitutional guarantee mechanisms in the event of non-compliance with protection laws.</p> <p>Being:</p> <ul style="list-style-type: none"> ● Participate actively in the activities proposed for the development of classes. ● Participate as a citizen and know how to act under certain Colombian laws.
<p>TEACHING POINTS</p>	<ul style="list-style-type: none"> ● Natural disaster, Flooding, National Disaster Management Plan. ● Expressions to defend a point of view and opinions: in my opinion... / I would have the feeling that... / I would say that... / in my family... ● Expressions to synthesize sources: According to... / also .. / Experts suggest... / I suggest... ● Guardianship, group action, popular action.
<p>MAIN ACTIVITIES AND ASSESSMENT MOMENTS</p>	<p>Classification task Identifying vocabulary Oral presentation Doing posters Exchange of opinions to situations related to the topic, offering alternative solutions.</p>

RESOURCES AND MATERIAL:

Infographic, posters, images, readings, law 1523 of 2012 (PNGRD), brochure.

FIRST LESSON PLAN

STUDENT TEACHER: Paola Navarro R **SCHOOL:** La Unión **GRADE:** 11th
HOURS/WEEK: 3h / 1st Week **UNIT TITLE:** What a natural disaster is

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
<p>To create a poster presentation on the causes and effects of flooding, avalanches, wildfires, and storms.</p>	<ul style="list-style-type: none"> ● Recognizes general and specific information in narrative and descriptive oral and written texts related to natural disasters. ● Students answer simple questions related to natural disasters. 	<ul style="list-style-type: none"> ● Natural disaster vocabulary: (Flooding, earthquake, volcano, wildfire, tornado, hurricane, etc) ● Causes of... ● Effects of...

INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <p>The teacher greets the students, and then shows a picture that describes a natural disaster. Later on, the teacher asks students:</p> <p><i>Do you know what is it in general? Do you remember what happened?</i></p> <div data-bbox="488 1339 922 1566" data-label="Image"> </div> <p>The teacher says: <i>"Students, this lesson topic is about natural disaster" What were the effects of this? When did this happen? Do you remember?</i></p>	<p>Resources/materials/ time</p> <p>Image 10 minutes</p>
<p>Core activities</p>	

<ul style="list-style-type: none"> • The whole group will be given a reading about natural disasters. It will be mention several cases. • Each student will have to read one or two lines of reading. The teacher will correct any errors in pronunciation. • The teacher divides the students into 4 groups. • The teacher will tell students to write the names of the members of each group on a piece of paper and will be put in a bag, four volunteers will take out a piece of paper, in that order, the topics will be: 1) floods; 2) fires; 3) storms; 4) landslides • Each group should investigate the causes and effects of their respective natural disasters. 	<p>Reading 60 min</p>
<p>Closure</p> <ul style="list-style-type: none"> • Each group should prepare with images that describe the causes and effects of their respective natural disaster and prepare a poster presentation. • The teacher will call on each group to make their presentations orally. • In the end, students will write on a sheet of paper what they learned or think about natural disasters. • The teacher will ask for 5 volunteers to share their opinions in the classroom 	<p>Paper Markers 80 minutes</p>

ASSESSMENT:

Students' speaking skills, students' participation, students' effort when using the language and avoiding the use of Spanish, cooperation.

SECOND LESSON PLAN

STUDENT TEACHER: Paola Navarro R **SCHOOL:** La Unión **GRADE:** 11th
HOURS/WEEK: 3h / 2nd Week **UNIT TITLE:** 1523 law

TASK/PROJECT/PROBLE M	Performance Indicators	Lesson Teaching Points
<p>Create informative posters in octaves of cardboard on the 1523</p>	<ul style="list-style-type: none"> • Identifies law 1523 	<ul style="list-style-type: none"> • Expressions to defend a point of view and opinions:

law and make an oral presentation on its implications using general ideas.	<ul style="list-style-type: none"> Expresses information on law 1523 	in my opinion... / I would have the feeling that... / I would say that... / in my family...
--	---	---

INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <p>The teacher will show a picture to the students, and asks <i>who knows what it is?</i></p> <div data-bbox="420 709 993 955" data-label="Image"> </div> <p>The teacher will say, “it is Plan Nacional De Gestion De Riesgo De Desastre”, in Spanish.</p> <p>In English: National Disaster Risk Management Plan</p> <p>After saying that, the teacher will ask the students what perspective they have in their minds on that image and the national plan.</p> <p>The teacher suggests to students to use the following expressions: in my opinion... / I would have the feeling that... / I would say that... / in my family... written on the board.</p>	<p>Resources/materials/ time</p> <p>15min Image marker</p>
<p>Core activities</p> <ul style="list-style-type: none"> The teacher will give to each student an infographic with information collected from local newspapers about disaster rates 	<p>An infographic 60 min</p>

	 <ul style="list-style-type: none"> • The students will read the information • The teacher will ask students to describe how they experienced the floods and how the government supported them, they can take the information of the infographic to support their ideas. • Students will describe orally based on their writing their experiences with flooding in the town. 	
<p>Closure</p> <ul style="list-style-type: none"> • The teacher will ask students to research Law 1523 and make a comparison based on your experiences if this law was enforced • The teacher will ask them to make a brief explanation of the law 1523 and create in an octave of cardboard that expresses what this law is about in general. • Students will make this poster in English and Spanish and place it in strategic places in the school where people can read about this law. • Students will place the posters during English classes 		<p>Cardboard</p> <p>Markers</p> <p>Tape</p> <p>85 minutes</p>

ASSESSMENT:

Students' speaking skills, students' participation, students' effort when using the language, and avoiding the use of Spanish.

THIRD LESSON PLAN

STUDENT TEACHER: Paola Navarro R **SCHOOL:** La Unión **GRADE:** 11th
HOURS/WEEK: 4h / 3rd Week **UNIT TITLE:** What is 1523 law about? Review of its chapter

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
<p>M</p> <p>Create a brochure on the 8 chapters of Law 1523 (one brochure per group) and make an oral group presentation.</p>	<ul style="list-style-type: none"> • Students talk about Law 1523 and express opinions • Further recognition of Law 1523 	<ul style="list-style-type: none"> • Expressions to synthesize sources: According to... / also .. / Experts suggest... / I suggest...

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/materials/ time
<ul style="list-style-type: none"> • The teacher greets her students and hands out a brochure to each student. • Students should read the information collected inside the brochure. <div data-bbox="581 1045 922 1570" style="text-align: center;"> </div> <ul style="list-style-type: none"> • The teacher will ask the students what they think of the content. • In case there are no volunteers, the teacher will ask three students to give a number, the number they say will be the one called to answer the question (attendance list number). 	<p>A brochure</p> <p>20 minutes</p>

<p>Core activities</p> <ul style="list-style-type: none"> • The teacher will ask the students to the group in eight teams; these groups will take a specific chapter from those in the brochure and do further research on the assigned chapter. • 	<p>Reading</p> <p>Colors</p> <p>iris sheet of paper</p> <p>60 min</p>
<p>Closure</p> <ul style="list-style-type: none"> • Per groups, students will read the assigned chapters of the 1523 law, and take out the most important information in their notebooks. • Per groups, students will be given an iris sheet of paper that they will use to create their brochure with the content they desire, but that is relevant to the assigned chapter. • Each group will make an oral presentation describing what the chapters of the 1523 law are about. 	<p>Paper</p> <p>Markers</p> <p>85 minutes</p>

ASSESSMENT:

Students' speaking skill, students' participation, students' effort when using the language and avoiding the use of Spanish

FOURTH LESSON PLAN

STUDENT TEACHER: Paola Navarro R **SCHOOL:** La Unión **GRADE:** 11th
HOURS/WEEK: 4h / 4th Week **UNIT TITLE:** Constitutional guarantees in the event of non-compliance with rights under Law 1523
LESSON DATE: March 1st, 2020 **TIME:** 7:00-7:50 am

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
<p>In groups, create the 3 guides to the mechanisms of constitutional guarantees, then how they should be presented in the event of a non-compliance with Law 1523 by the government.</p>	<ul style="list-style-type: none"> • Students recognize when the government fails to enforce the law in the face of a flood • Students distinguish three mechanisms of constitutional guarantees 	<ul style="list-style-type: none"> • Guardianship, group action, popular action. • Guarantee • Letters

INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <p>The teacher proposes a project to the students about creating a campaign to be presented to the community where they live about the law 1523</p> <p>Students will make a mental reflection of what they have learned and share it in class voluntarily.</p>	<p>Resources/materials/ time</p> <p>15 minutes</p>
<p>Core activities</p> <ul style="list-style-type: none"> • The professor will ask whether they are aware of the mechanisms for guaranteeing rights in the law, which the government violates by not complying with. • The teacher will explain three of them, the most used. <p><i>“For individual cases there is guardianship, but when the same rights are violated for a group of individuals there is popular action”.</i></p> <ul style="list-style-type: none"> • Based on what the teacher said, students will have to look for examples of the mechanisms. Here is an example: https://www.umb.edu.co/fin-carrera/pdf/MODELO-DE-SOLICITUD-DE-TUTELA.pdf • The teacher also says: <i>“When there are sanitary problems, there is also a mechanism to guarantee laws, this is called group action”</i> • Based on what the teacher said earlier, students will have to look for the corresponding models. Here is an example: https://www.ramajudicial.gov.co/documents/10228/3175065/GUIAACCIÓNGRUPO.pdf/079d7f7d-564f-49ae-980c-840ead2c7959 • These letters are aimed at seeking support from the government when it does not provide humanitarian assistance to the population affected by a natural disaster in Colombia. 	<p>Colors</p> <p>40 min</p>
<p>Closure</p> <ul style="list-style-type: none"> • Students will prepare a campaign where the whole course will work together. • Several posters will be designed whose content is a general view of the 1523 law and its summarized chapters will be presented. • The students can paste or draw images. 	<p>Paper</p> <p>Markers</p>

<ul style="list-style-type: none">• The three models of the guarantee mechanisms found by students should also be included.• Half of the course will make posters in Spanish and the other half in English and will be placed not only in the school but in strategic locations of the community.• A presentation will be made to the community of the sector with the support of the Community Action Board.	60 minutes
---	------------

ASSESSMENT:

Students' participation, students' effort, final project presentation.