TEACHING VOCABULARY THROUGH THE IMPLEMENTATION OF PROJECT-BASED LEARNING.

Stevens Salazar Correa.
CC 1088262310

Angelica Maria Murillo Cano.
CC 1088290159

Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Lengua Inglesa
Pereira
2016
TEACHING VOCABULARY THROUGH THE IMPLEMENTATION OF PROJECT-BASED LEARNING.

Stevens Salazar Correa.

CC 1088262310

Angelica Maria Murillo Cano.

CC 1088290159

Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en Lengua Inglesa

Asesor: Claudia Cardenas

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Lengua Inglesa

Pereira

2016
# Table of content

Abstract .......................................................................................................................... 1

Resumen ....................................................................................................................... 2

Introduction .................................................................................................................. 3

Justification .................................................................................................................. 5

Theoretical Framework ............................................................................................... 9

  Conceptual Framework ............................................................................................ 10

  Teaching vocabulary ................................................................................................. 11

  Project Based Learning (PBL) ............................................................................... 15

Literature Review ........................................................................................................ 18

Instructional Design .................................................................................................... 23

  Context. .................................................................................................................... 23

  Participants. ............................................................................................................. 23

  Design ..................................................................................................................... 24

    First Stage: Planning ............................................................................................. 24

    Second Stage: Researching .................................................................................. 24

    Third stage: First draft .......................................................................................... 25

    Fourth stage: Rewriting ......................................................................................... 26

    Fifth stage: Submitting the project ....................................................................... 26

Resources ..................................................................................................................... 26

Reflection. .................................................................................................................... 26
Results .................................................................................................................. 27

Professional growth ........................................................................................................ 27

Successful aspects through the process of becoming a teacher ...................................... 27

Important factors to improve as novice teachers ............................................................ 30

Student’s Responses ........................................................................................................ 32

Linguistic outcomes .......................................................................................................... 34

Limitations of the project .................................................................................................. 36

Conclusions ....................................................................................................................... 37

Appendixes ........................................................................................................................ 38

Appendix 1 .......................................................................................................................... 38

Appendix 2 .......................................................................................................................... 40

References ......................................................................................................................... 47
Abstract

The classroom project to be presented meant to increase vocabulary range throughout Project Based Learning methodology in ninth grade from a public school in Pereira. Practitioner and observer of the project faced a variety of challenges regarding material design in relation to learners’ needs and cultural background, lesson planning aimed to seek the exigencies of our purpose to promote values in the classroom in relation to social issues presented nowadays as well as increasing their English vocabulary, and the professional and personal growth which demands the implementation of this project.

Also it is important to highlight that were took into account some authors that support the use of the Project Based Learning methodology in English classrooms which helped to construct and design the main aspects of this classroom project; some of this characteristics are grouping students according to their needs and interests, engaging students into searching strategies, and motivating learners to share their ideas and results of their projects with their partners.

This teaching experience left a significant contribution in our development as future language teachers since the emerging issues which appeared along the planning and implementation of activities; these concerns lead us to define an accurate design of material as well as the integration of learners’ interests inside the material and activities presented in every session.
Resumen

El proyecto de aula presentado en este documento tiene como intención principal aumentar el rango de vocabulario a través de el uso de la metodología Project Based Learning (PBL), que se trata de desarrollar pequeños proyectos al interior del aula de clase, en el grado noveno de un colegio público de la ciudad de Pereira.

El practicante y el observador del proyecto, se enfrentaron a una variedad de desafíos en cuanto al diseño de materiales relacionado con las necesidades de los alumnos y su formación cultural, la planificación de clases; dirigido a buscar las exigencias de nuestro propósito de promover valores en el aula de acuerdo a los problemas sociales que se presentan hoy en día, así como aumentar su vocabulario en Inglés. Por último el crecimiento profesional y personal que exige la puesta en práctica de este proyecto.

También es importante destacar que se tuvieron en cuenta algunos autores que respaldan el uso de la metodología PBL en las clases de inglés, los cuales ayudaron a construir y diseñar los principales aspectos de este proyecto de aula; algunas de estas características son: agrupar a los estudiantes de acuerdo a sus necesidades e intereses, involucrar a los estudiantes en las estrategias de búsqueda, y motivar a los estudiantes a compartir sus ideas y resultados de sus proyectos con sus compañeros.

Esta experiencia como docentes nos dejó una contribución importante en nuestro desarrollo como futuros profesores de idiomas, debido a los inconvenientes que aparecieron a lo largo de la planificación y ejecución de las actividades; estos nos llevan a definir un diseño adecuado del material, así como integrar los intereses de los alumnos en el material de clase y actividades presentados en cada sesión.
Introduction

This document contains what was evidenced in the classroom project that aimed to teach English vocabulary implementing Project Based Learning methodology. Its focus was to encourage learners to create groups with their classmates in which they emphasized in different social issues that are common in our society, at the same time to inquire and investigate in depth about it so that not only the vocabulary increases but also seeking to gain knowledge with strong bases in which students are able to properly use the English language based on a particular subject following a process where they not only learn about a specific topic chosen by themselves, but also being capable to share their knowledge with others and properly comprehend what their peers share in relation to the topics chosen.

This project was significantly positive in the sense that students not only accept it but also showed great answers to different processes in which this methodology was implemented in different classes at the Suroriental School in Pereira, although different problems were faced this helped us to challenge ourselves and prepare us as future teachers since this issues are very common in the classroom. This experience showed us that teaching English is not only based on sharing knowledge and explain it but also is very important to motivate our students in different ways in which they see themselves primarily integrated into the process and fundamentally their needs and interests are taken into account.

The methodology used was design by Roisin Donnelly and Marian Fitzmaurice (2005) this consist of follow five stages: Planning, Researching, writing first draft, rewriting, and submitting the project. These stages were followed by the students and the practitioner only played the role of being a guide, this means that she focused on giving instructions and clarify doubts, in this way the students were exposed to self-discovery which is very important due to the fact that their responsibility increases.
The auto reflection was based under three main categories: professional growth, students’ linguistic outcomes, and students’ responses. In the professional growth category are exposed the positive aspects and the aspects to improve as teachers in development. The other two categories aim to show the effects that this classroom project made in the students’ language learning process; the linguistic outcomes are mainly the results that are reflected in the language usage and language skills gained along this project, and the last category is focused in the sense of affective factors that can contribute to the development of the project.
The use of project based learning is a model that allows to organize learning around projects (Thomas, 2006). That is to say, that the use of this methodology must or need to be directed and structured by facilitators in a correct way in order for learning to take place in an appropriate way; these type of projects could be oriented towards topics that students could find suitable for their own lives. Blumenfeld (1991) states that project based learning (PBL) engages students in investigations due to the fact that students can combine their interests with a variety of challenging topics, such as Racism, Homophobia, Bullying, Duties and Rights. This means that these sorts of projects not only increase students’ language skills but also to look into common issues of their preference that might occur in the classroom and giving them possible solutions.

Taking into account that Vocabulary needs to be learned and acquired in an unconscious way, it is consider Project Based Learning as the appropriate method to teach this competence. Based on this, it is fundamental to bear in mind that the acquisition of vocabulary starts with the process of teaching students new ways of learning words. Additionally, Nation (2001) claims that vocabulary is the first and main important part in language acquisition and language learning. In this order of ideas, the employment of teaching vocabulary raises the facilities at the moment of acquire a new language. In this process is important to take into account the fact that vocabulary and lexical units are at the heart of learning and communication (Richards, 2000).

As Markham (2001) assert, project based learning is becoming increasingly in schools replacing lecture and direct instructions, it means that students are facing the learning process in a certain way by themselves and the teachers role is of a guide or a coach for the correct
acquisition of knowledge. Vocabulary is one of the main lacks or needs students present at the time of writing a paper or reading comprehension that is why teachers should carry out activities that induce students to explore other interests, likes or preferences that require the students to search for information on the meaning or form of the word and how this lexis increases their language proficiency. This is supported by Markham (2001). He states that is important as educators remember that students need a guidance and a direction; even though, this guidance should not interfere with the process of students self-learning, teachers must take into account the fact that students need to search and to create new knowledge; as Beson (1997) says there are two general arguments in favor of trying to make learners autonomous: being reflectively, being proactively. In addition to this, it is consider that vocabulary increases at the same time due to the fact that nowadays students are more focused on going deeper in the learning of new words, it means, they are not satisfied enough with the knowledge given by the teacher.

Another implication that is important to take into account is that teachers need to create a healthy environment in which inquiry and risk taking is promoted (Blumenfeld, 1991). That is to say, students can be able to learn and increase knowledge if they are exposed to a good atmosphere; this situation result from asking learners about their likes and grouping them due to the high opportunities of developing certain tasks without the anxiety of the whole class expecting to what they are doing. Teachers need to aid students in the development of the students’ projects without interfering on it, but giving students a correct direction in order to make the learning process successfully. Many tools or strategies as technological devices or brochures can be implemented by teachers at the time of helping students on the development of the projects; that is why English language teachers need to familiarize themselves with the many excellent vocabulary development textbooks available today.
Bauman and Kame’envi (1991) identify three main goals for vocabulary instruction: teaching students how to learn words independently, teaching students specifics words as tools of communication and helping students appreciate words as tools of communication, it emphasize the importance of giving students a well-structured schema in order to acquire at least the main vocabulary they need, but also letting them focus on what they really want to achieve. Markham (2001) asserts, project based learning let students learn trough investigation; in other words, the use of these projects with learners help to increase their participation in class at the same time of rising the process of self-learning in the students; in addition to this, teachers also need to encourage their students to take more responsibility for their learning and their lexicon.

In this order of ideas, it is considered that teaching vocabulary through the implementation of project based learning was a good strategy in order to improve the use of the language skills of learners, also was fundamental to consider the fact that the use of project based learning allowed students struggle with central concepts and principles of a discipline (Thomas, 2000). It is to say that, as teachers, the main objective on implementing this methodology was to face students with the correct knowledge of English language and with the key factors they needed to communicate and to understand the learning process; Beck, McKeown and Kucan (2002) define vocabulary as the knowledge of the words that a person must know in order to make a good language use and its importance is connected with the effectively communication and the learning of new concepts; the result of this is the acquisition of good vocabulary background in a learner and the exposure to projects developed by learners could conduct to a more meaningful and reflective understanding of a discipline or subject, in this case, the correct comprehension of the English language.

Therefore the aim of this classroom project was focused on a social problem presented in classrooms, which was the lack of students´ respect with others and their awareness of being
responsible on their own learning process; that is why the final contribution of teaching vocabulary through the implementation of project based learning was the improving of the learners language skills and the promoting of self-learning as well as focusing on the problem presented in the school classrooms. Finally this project displayed insights regarding predetermined categories, such as: professional growth, students´ responses and linguistic outcomes.
Theoretical Framework

In order for this research to have a theoretical background, two concepts will guide the development of this study: Project based learning (PBL) which is an approach that is learner-centered and afford learners the opportunity for in-depth investigations of worthy topic and teaching vocabulary which refers to knowledge about words not only focus in the meaning, this involves more than looking up words in a dictionary and using the words in a sentence. Teaching vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words also learning strategies. The concept of PBL will be explored through the contributions by John W. Thomas (2000), Blumenfeld et al. (1991) and Markham, T (2001). Teaching vocabulary will be explored across contributions by: Nation (2001), Read.J (2000), and Beck, McKeown, and Kucan (2002). At the end of each theoretical concept, a definition by the researcher will be presented, and its contribution to the research study will be argued. The concept map below shows the reader an overview of the relevant terms for the present study.
Conceptual Framework

TEACHING VOCABULARY THROUGH THE IMPLEMENTATION OF PROJECT-BASED LEARNING.

PROJECT BASED LEARNING

- THOMAS (2000)
- BLUMENFELD (1991)
- MARKHAM (2001)

TEACHING VOCABULARY

- NATION (2001)
- READ (2000)
- BECK, MCKEOWN, and
Teaching vocabulary

Vocabulary is the first and main important part in language acquisition therefore students need to see words in context to see how they are used. This applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening, it means autonomous work, and reading than it is to arrange for large amounts of teaching, that is to say that teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it. Nation (2001).

This author also states that many strategies to foster the teaching vocabulary which teachers will have the possibility to choose and obtain outcomes in their classes; some examples that the author proposes three ways to introduce vocabulary.

1. To give the meaning: through the synonym, showing a picture, or using the word in a phrase.

2. Draw attention to the meaning of the word this way student can notice of the pronunciation, spelling, stress, showing suffix and prefix to make up the word, etc.

3. Use of the word: show the grammatical pattern, and give similar collocates, mentioned any restrictions of the word (formal, impolite, etc.)

The researcher says that teacher should follow some principles to teach vocabulary which improve the understanding and comprehension of the students, how do not confuse them with the explanations, instead of teacher can relate the word in different tenses and with analogies; also, use oral and written presentation of the word, and do not confused with near words or members of the same lexical set. Furthermore, teaching vocabulary is a cumulative process which the knowledge is built up over adding words. Nonetheless; there are positive aspects to
teach vocabulary through the needs of the students and exploration in the different skills due to the fact that all the activities reading, speaking, writing and listening involve the vocabulary knowledge.

The author refers that teaching vocabulary involves focusing on what needs to be taught about a word, this is called the learning burden of a word, it refers to the knowledge that student has about the word in his first language and the knowledge that already obtain in second language, this burden has three parts that involved the knowledge word: meaning, form and use. This way learning burden takes into account the aspects that involve knowing a word.

From a similar perspective Read (2000), says that incidental and intentional learning, students can acquire word knowledge incidentally through extensive reading in input-rich environment, this occurs without pedagogical intervention, when student discover and explore vocabulary through the needs to communicate and comprehend the language. The author expresses that the intentional learning of vocabulary is given or promoted by the teacher and beyond the class teacher should bring activities that induce students to explore other fields that require to the students search for information on the meaning or form of the word and how this lexis increase their language proficiency. In addition academic suggest teacher should incorporate different activities to foster to acquire new vocabulary and their use in the context of it, the exposure to the high frequency vocabulary of English, this means in the measure that students use the new language they will be exposed to increase easily and faster vocabulary skills.

Additionally these authors contribute to argued the mixture of the previous definitions, this way Beck, McKeown, and Kucan (2002) define vocabulary knowledge raises the words we must know to make a good language use, communicate effectively and learn about new concepts: oral vocabulary (words used when speaking and listening) and reading vocabulary
This is very important to considerate due to the fact the lack of good vocabulary background in a person, at the time she/he needs to report an utterance, an idea, an opinion or a necessity either orally or written could conduct a erroneous message and will be misunderstood by the listener or reader so, would not be a success language interaction. Then, it is important to give a considerable space in classrooms to teach vocabulary in a deep way.

Words are classified into three Tiers:

**Tier 1:** Are the basic words, well known, often used in life (baby, clock, happy).

**Tier 2:** Consist on high frequency words used by mature language users across a variety of knowledge domains (coincidence, absurd, hasty, perseverance).

**Tier 3:** Consist on Low-frequency words, often limited to specific content areas (nucleus, osmosis, archaeologist). Best learned when teaching specific content lessons such as biology, geography.

Beck, McKeown, and Kucan (2002) suggest that a student’s vocabulary should increase by 2,000-3,000 words a year. In addition, about 400 of those words should be taught directly. Vocabulary is essential in the development of all skills, should be taught both indirectly and directly these mean:

**Indirect Instruction:**

- Wide reading in variety of texts-the more you read, the more words you learn; multiple exposures and encounters with words are necessary.
- Listening to Teacher Read Alouds-discussing and teaching new word meanings (Text Talk with primary students)
Fostering word consciousness—inviting students to become curious about words: word walls, word graveyards, word notebooks, word jars, vivid descriptions, etc.

**Direct Instruction:**

- Teaching Tier 2 Words
  - Characterize the word
  - Explain the meaning in everyday life.
  - Engage in analytic activities/exercises
- Analyzing Word Structure-(Prefix-Root-Suffix) Teach students to use their knowledge of word parts to determine an unknown word; draw students’ attention to meaningful units of the word (morphemes)
- Using Context clues
- Dictionary Usage

Moreover, authors do not accept as true to teach Tier 1 words, they believe that this kind of words should be learned incidentally through conversations and social interactions. Also because these words are the most used in daily life, so does not need reinforcement in the classroom, just an appropriate usage is enough.
Project Based Learning (PBL)

Project based learning is centered on the learner and affords learners the opportunity for in-depth investigations of challenging topics. The learners are more autonomous as they construct personally-meaningful device that are representations of their learning.

Thomas (2000) states that project based learning is a model that organize learning around projects, this project helps to the students to improve their skills in order to solve problems and also to make decisions, or investigative activities; given to students the opportunity to work relatively autonomously for extended periods of time; in other hand the author says that the use of PBL lets student straggle with central concepts and principles of a discipline, also that conditions and strategies made by teacher in order to construct principles are the result as a successful implementation of project work and that is way students start to engage with topics, subjects and self-learning; this means that the teacher’s role can be understood as a facilitator.

In this order of ideas researcher presents that projects involve students in a constructive investigations and this process includes inquiry knowledge building and resolution, these involve problem-finding, problem-solving or model-building processes but the main factor in order to be considered those investigation a project based learning is that activities implemented in the investigation most have the transformation of constructions of knowledge to new understandings and new skills.

From a similar perspective Blumenfeld et al (1991) describe Project Based Learning as a part of classroom instruction which has benefits using long terms projects. The authors believe this project engages the students in investigations due to the fact that students could combine their interest with a variety of challenging, authentic problem solving tasks. Also
students has to internalize them in their projects in order to collect data and analyze data, communicate their own ideas, debate ideas and draw conclusions. They are exposed to deep understanding since students need to acquire and apply information in order to develop their project, they have the potential to improve thinking competence as evaluate solutions, formulate plans and track progress. Moreover academic highlight that is critical to students’ construction of knowledge, give lack of restrictions to generate and develop their own ideas; the possible outcomes must not be fixed so that students try their own problem-solving approaches.

In addition the authors claim that all the benefits will not be gained without considerate the nature of student knowledge, the extent of teacher knowledge and the complexity of the classroom setting. For obtain successful learning experiences, students need to have enough time to work on the project, possess the skills to work in groups and understand the teacher’s method of evaluation. Also teachers need to be able to create a good environment in which inquiry and risk-taking is promoted.

In other hand the contribution of Markham (2011) claims project based learning is becoming increasingly in schools, replacing lecture and direct instructions, orienting students in learning activities, it tries to change the traditionally teaching, assign planned project at the end of learning cycle and then assess student learning, this concept is designed to let students learn through investigation, this integrates knowing an doing.

Furthermore, when students understand they can apply and solve the real problems and produce solutions or outcomes that matter and demonstrate what students already know, this way, students focus on challenge, they work in teams to find solutions, and take advantages in collaborative projects, in addiction, Markham says that is important as educators remember that students need guidance and direction when searching for a real problem, the formative
feedback and multiple evaluations of content and skills. The main characteristic that has project based learning and help to the students is that experience inasmuch as is something that build knowledge and learning through the real live. It brings the teachers the opportunity to not only teach, but observe and measure their students’ progress; it is learn and grow right along with their students.

Searching increase vocabulary in the students; PBL promotes students to focus on specific topic where they will be exposure to use of the language exploring and discovering words that students need to develop projects; on other hand, the teacher implements resources to encourage the students in a determined context, solving problems with tools that they find in project based learning.
Literature Review

Many studies have presented vocabulary as one of the most important aspect at the time of learning a new language that is why it is important to reflect on the appropriate technique to teach it. This studies reveals that vocabulary development is linked with reading comprehension skills, it means that raising the vocabulary size in students at the same time reading comprehension raises too. There is a study made by McClurg (2009) in which Project Based Learning (PBL) method was applied, this study have discovered a gap in the achievement of reading skills between socioeconomically disadvantaged students and their non-disadvantaged peers. Thus the objective of the research was to find out if PBL implementation is useful to raise the achievement of reading and language arts. Similarly to this study Al-Darayseh (2014) made her research focused on the effect of a combination of explicit and implicit vocabulary teaching strategies on the development of EFL learners’ vocabulary, and improving their reading comprehension skills reports that the reason of students’ deficiency in reading comprehension skills was their lack of vocabulary size they needed to understand texts. Other research made by Nelson (2008) analyzed the position of some researches taking into account the results of the studies that they have done and the variety of that are used in the process of teaching vocabulary according to them; reading is considered a key factor at the time of learning vocabulary. The results of those studies help to understand and comprehend the role of the teacher and also the methodology that is more effective.

McClurg (2009) developed her study with 45 8th-grade students of a rural Georgia school. First collected data of 42 students from the previous year that served as a retrospective comparison group instructed using traditional methods. Reading achievement was assessed via the Troup County benchmark (TCB) test for reading and language arts administered at the
beginning and end of the school year to provide pre/post comparisons after 6 weeks of PBL versus traditional instruction. In order to establish this study a group of students were selected to develop a text following some strategies with the purpose of complete collaborative projects constructed by students which include relevant context; the project required students to work cooperatively in groups, research topics through multiples sources, and construct projects on a weekly basis.

This test results show a statistically significant improvement in both groups; however, an independent sample t-test revealed significantly greater improvement in the PBL group that was 3.5 times more than the comparison group, leading to the conclusion that PBL was the superior approach. This study provides educators with data that shows the effects of PBL in the middle school classroom. The data seeks to assist them in improving learning in the classroom for students who are socioeconomically disadvantages which will help close the gap between these students are their advantaged peers.

Regarding the comparison between the traditional method for teaching vocabulary and other new methods that have significant impact in students learning, Al-Darayseh. (2014) made a research at the College of Economy at AL-Imam Mohamad Bin Saud University, where most of the English teachers complain about their students’ lack of vocabulary skills. This study were implemented in 55 students between 19 to 22 years old. The students were divided into two groups; one of the groups was denominated the control group in which was implemented the traditional vocabulary teaching method that consist on listing and defining new words using translation dictionaries, and then student should memorize the meanings. The other group was denominated the experimental group in which was implemented a combination of explicit and implicit vocabulary teaching strategies that includes teaching key words directly before students read the assigned text. Then teach independent world-learning strategies which mainly depend on the contextual clues.
In order to obtain the results of this study the students present a pre-test and a post-test in order to compare and evaluate the effectiveness and the impact of the different teaching strategies applied. The test focused in determine the students’ vocabulary size before and after the study. At the beginning of the study the pre-test results shows that that there were no significant differences between the two groups, it means that both groups were equal in vocabulary size. The post-test done at the end of the study compares the development of each group before and after the study, and also compares the goals obtained of the two groups. The study had positive results, it reveals that there were significant results between the two groups in favor of the experimental group and also this group succeed in terms of increasing the vocabulary size.

In the same way other experts investigated the aspect of vocabulary such as Nelson (2008) that collect data of studies of some researches including Anderson and Nagy (1991), Watts (1995), Roser and Juel (1982), etc. The results of this studies were took into account as the base of this research that targets in investigate the impact of teaching vocabulary to primary grade students within a School Reform Project. Nelson (2008) made her study making use of 337 observations with a random group of teachers who were participating in a school reform project. Also he made a set of interviews to 15 teachers of the random group. This study was focused in two main questions: a) How do teachers involved in a school reform project focused on improving their students reading abilities teach the meanings of vocabulary words during their literacy blocks? b) What are teachers’ perceptions of their teaching vocabulary words and what are their explanations for their teaching methods?

In this order of ideas the results of Nelson (2008) points out that vocabulary can be referred as Oral Vocabulary which refers to the words that we know and use in speaking and listening. Print Vocabulary is related with words that we know when we see them in print. Productive Vocabulary including words that we use in speaking and writing and Receptive vocabulary
that includes many words to which we assign some meaning, even if we do not know their full definitions. Nelson (2008) claims in her study that in teacher’s case of upper elementary and secondary schools students vocabulary is directed into the learning words that students encounter on textbooks and literature selections. Based on this it can be determined that the use of real material is a key factor on the development of the acquisition of new vocabulary, that is why, it is important to have in mind that the most compelling argument for the acquisition of an extensive vocabulary is its relationship to the ability to comprehend text.

The results of these researches contributes in many aspects in the field of teaching new languages, this helps teachers to raise their awareness at the time of impart knowledge about the target language, it means that the learning process will be more effective for the students and they became the center of the lesson. This methodologies make the students learn in an unconscious way regarding the amount of words they acquire and use. In the other hand, it make the students learn consciously and more accurate the different meanings a word can have.

The implementation of these new methodologies had proved in the different studies made by experts in the field of teaching that are very effective and have positive results in many aspects in students. For instance, due to students are exposed to an environment of low anxiety, they show more willingness to learn, and at the same time they do not frustrate when they should read and comprehend a text. Another strength that these methodologies showed is that the students’ motivation raises inasmuch as they could see their development in their language use in shorter time than the time they spend when they are taught with the traditional method.

Otherwise, some of these new methodologies requires certain level of autonomy and nowadays is very challenging for teachers to promote it. Students prefer to occupy their time
after school in other activities different from the school so in some cases teachers could be exposed to use the traditional method for teaching vocabulary in which teacher push a student to memorize certain amount of words.

Reflecting on the process and the results of this researches it could be taking into account some aspects in the process of applying and evaluating the study of teaching vocabulary by implementing PBL method, such as the pre-test and post-test with the purpose of quantify the effects of the methodology. It is important to highlight that there are some key factors different from the researches mentioned and investigated before, that should be modified and adapted in the Colombian context, and the target audience. For instance, the topics should be interesting for the students in order to increase their motivation. Also focusing on impart and foster autonomy in the students, teacher could engage them with giving them extra grades for those who are proactive and progress in their tasks without give them the order to do it.
Instructional Design

Context.

This classroom project was implemented by two students of 10th semester of the Language Teaching program of the Universidad Tecnologica de Pereira at a public school in Pereira, which is Institucion educativa Sur Oriental, this school are located in the north of the City of Pereira and counts with classrooms with an appropriate space for the students as well as an excellent lighting, also, classrooms are equipped with a variety of sources such as video beam, posters, books and dictionaries. Possible limitations of this classroom project could be the other kind of activities such as students’ awards and the common cultural celebrations of Colombia that the school has already scheduled (Appendix 1). The amount of hours for English classes in this school were 3 hours per week. (Appendix 2: English curriculum implemented in the school)

Participants.

The participants of this classroom project were twenty three 9th graders, between an average age of fourteen to sixteen years old, these students belong to a low socio economic status, their main interests were music, graphic design, sports and ecology and their English level was A2 according to the Common European Framework which means that they were able to produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, request for information. Besides, two pre-service teachers were part of the project: one in charge of the implementation in which through the classes the different stages of Project Based Learning were directed and the other one in charge of the observations in which the data collected was useful in order to present evidence and support of the implementation. It is important to highlight that even the fact that
these students belong to a low socio economic status, they behaved and they were motivated towards the English class.

**Design.**

In view of the fact that this project was focused on teaching vocabulary through the implementation of Project Based Learning, this classroom project followed the steps done by Roisin Donnelly and Marian Fitzmaurice (2005) in their research “Collaborative project-based learning and problem-based learning in higher education: a consideration of tutor and student roles in learner-focused strategies”. In which five stages are the correct method to develop a PBL project with the students.

**First Stage: Planning**

At this stage students were asked to read about the topic of the project and make a discussion with the group in order to clarify misunderstood and doubts, the academic tutor was a guide in this stage if it is necessary and make sure that all is clarified to be ready to begin with the stage of Researching. At this stage the main purpose was to find out what were the common interests and opinions of the students in order to conform groups of work well prepared and with common characteristics of working; in the planning stage students were involved into the topic through discussions, videos, experts’ speeches and readings. Once the conformed group had chosen the topic to work on, the teacher started to solve some doubts to begin with the Researching stage.

**Second Stage: Researching**

This stage involved the group deciding on areas of responsibility for each individual. Then it is necessary to search for relevant information, students should have found a problem or a gap that will be their target and the title of their project after they have been stated. At this stage the previous information given to the students is not enough, so that, once the work
groups were conformed, they started the process of looking for more relevant information for their projects; visits to the library, articles, and on line searching were the methods used by the students to collect the most relevant information for their projects, in addition to this, groups found the gap and the correct title for their projects.

**Third stage: First draft**

In the development of this stage students tried to get all the ideas down on a paper, teacher stated that this first draft is done with the idea of have the possibility of editing the ideas with the help of the teacher with the purpose of have a final product. Also is essential to clarify the correct form of reference in order to avoid plagiarism.

There was a common formula to follow at the time of write a draft:

1. Introduction: give a brief explanation what the project is about to contextualize the reader.
2. Main body: Should contain all the ideas with relevant information and arguments to support it.
3. Conclusion: summarize and put all the ideas together plus give recommendations or possible solutions. Also is important to highlight the issues for future further investigation.

In view of the fact that “Writing” could be a difficult process for the students, at this stage the role of the teacher needed to be focus on giving to the students the correct guidance for write their papers, but also taking into a count that this is a “Draft” and the main objective was to put all the ideas and the information found into a paper in order to organize the project, but this can be corrected or being exposed to some changes.
Fourth stage: Rewriting

In this stage the corrections dealing with grammar and content were done. The document should have accomplished three main points:

1. There is a logical flow to the document.
2. The objectives are achieved.
3. There are no gaps in the work.

Fifth stage: Submitting the project

Finally students were asked to show their projects with an oral presentation and the audience that were their classmates, should made questions or share opinions in order to create a debate.

Resources.

In the execution of our classroom project we considered materials such as: Visits to the library, textbooks, videos and speeches by a professional on the field.

With the visits to the library and the textbooks, students were able not only to search but also to focus their projects on what they wanted to achieve, the visual learners were taken into account by means of the use of videos; and the main reason of the speech by a professional on the field was to direct and to solve the students doubts.

Reflection.

The reflection of the process was carried out by three important aspects:

1 Students linguistic outcomes
2 Professional growth
3 Student responses
Results

In this section we will show the results of applying the methodology of the project based learning in a Colombian context; this in order to teach our students vocabulary at the same time of increasing their knowledge towards topics that are important in the society that they are involved nowadays. In addition to it, we as teachers made sure to focus this implementation in the learning process of our learners without interfering in the teaching of the L2 at the same time of taking into account their needs and interests looking for an appropriate way to engage them and getting positive results of this process. These results are divided in three sections which are Professional Growth, Students Responses and Linguistic Outcomes.

Professional growth.

Successful aspects through the process of becoming a teacher.

Through the professional growth area, practitioners realize about the importance of their development in the process of being a teacher, in which we reflect upon different significant factors regarding what went well and what positive aspects we can focus on such as classroom management, lesson planning and material design.

Classroom management has a strong relation with how teachers perform in front of their target audience. It means that teachers should be prepared to route the class and face it with all kind of solutions in order to avoid a class collapse. Our strategies to manage the class not only provided us a good development of the class, but also helped our learners in the process of learning vocabulary through the use of grouping strategies in which we asked our students to conform different work groups according to their likes or interests towards some social
issues that are common among them in the classroom. As teachers we preferred not to take the whole control of the grouping activity due to the fact that some students may not want to work with others. We followed the strategy of Harmer (2009) in which he states that teachers should not insist on endless pair work (group work) where students are seriously opposed to it. Taking into account this strategy, our learners made their groups by themselves and managed the roles and the correct development of it.

The success of the use of this grouping technique was clearly evidenced at the time of delegating tasks in which the students were willing to do it thanks to their own interests on the topic they chose. Also they were pleased to share with their partners the new knowledge of topics they were working on and they surely showed they could work with others taking into account the different opinions in front of a controversial topic at the same time of increasing their vocabulary.

Another aspect which is considered very important is the lesson planning that was another field in which we grew professionally. In our planning we found positive aspects in terms of organization, and also how we, as teachers, can react in front of different situations. In our implementation the lesson planning helped us develop the classroom project step by step, and also to reflect about what went well and what should be improved. We followed the principles of Harmer (2007) in which he states the trilogy of the teaching sequence “ESA” (Engage, Study, and Activate). For instance, one of those situations we faced when we found that the computers’ room of the school was not connected to internet service, but due to a well-structured lesson plan, we had previously planned this as an anticipated problem which its respective anticipated solution, that is why, we provide the students with input that we had on an USB, so they could read it in the computers and they could developed the activity without interruptions.
Once this situation were solved, students started to search about their topics at the same time of finding new vocabulary to implement in their projects, the goal of this activity was to teach the students the importance of making use of all type of sources to search for some information; this input helped to engage learners towards the process of developing the project following the sequence of planning, searching and presenting.

The last aspect regarded as positive in our professional growth was the material design. In order to elaborate a helpful material to work with, we took into account the learners needs and interests; also at the beginning of the implementation we observe the learners’ reactions in front of different kind of materials with the purpose of being aware of the learning styles of the students. We realized that most of the students were very visual; it means that they were more focused on activities where they could observe and infer meanings according to what they could see. According to this, the topics of the projects were presented through videos that the learners found interesting. It is important to stand out that instead of videos, teacher used another kind of material such as readings; the lesson results probably had not been as significant as they were using videos therefore, this experience contributed to our progress for being a language teacher.

It is important to bear in mind that as teachers we need to implement methods or activities in which the learning styles of our students could be taken into account, but more important is the fact that those activities or methods helped us to make the main topic of the class understandable, with the videos learners were able to clarify some doubts and also raise the curiosity about the topic they chose; indeed, the learning of new vocabulary of the different topics was evidenced, also they applied the corresponding vocabulary to the related topic. We took into account the principles of the multiple intelligences guided by Gardner (1988) in order to involve all students with the learning process.
Important factors to improve as novice teachers

In this process of experimenting with real audience in a public school we found that, there are many aspects to reflect on, and it is important to focus on what did not go well in order to correct and advance in the development of becoming a teacher. It is significant to highlight aspects such as learning strategies, teaching style and institutional limitations which are the ones we want to bear in mind for a future improvement.

Learning strategies focused on facilitating to students tactics to learn more efficiently making them active learners, it means that teachers need to create or generate the knowledge enough to their learners so that they apply this knowledge for solving problems and being successful. Something really special of this implementation, was the fact of foster researching skills in L1 due to the lack of knowledge about it, so that, to implement strategies in L2 we had to explain how to apply them in L1 first. When students should develop the activity of looking for key words related to the social issue that they chose, this activity was a challenge in terms of checking for understanding of what they had to do, because of the unawareness about what a key word means; given the fact that this activity was important not only to the lesson but also to the teaching of new vocabulary, the teacher made a simple but well explanation of this strategy in L1 to avoid some type of misunderstanding. As a result of this experience, it is important to remark that L1 has a significant impact on the L2 learning process since strong roots of the mother tongue make possible a wide understanding of a second language.

In terms of starting with an English class there is something that as teachers is important to bear in mind and it is the fact that students nowadays are being involved with the language in a way that they are not accustomed, so that, it is probably that teachers have to face with students that might be not willing to be part of the class or even to try to understand what teachers explain to them in L2, considering that this could be a common challenging aspect in
terms of teaching, we carried out different key factors that helped us to establish an
appropriate environment and a good rapport with our students. In view of the fact that
students are more familiar with inferring through the body language, by the time of explaining
the class, the teacher in charge of the implementation made herself as a teaching aid, making
use of the mime and gesture which are very helpful to convey meaning and to make the class
more enjoyable; also were used in a moderate way the TTT (Teacher Talking Time) and the
STT (Student Talking Time) in order to have a well interaction between the teacher and
students. The use of an appropriate comprehensible input is helpful to learners understand and
acquire the language; a notable improvement was reflected when this technique was mainly
used.

It is important to stand out the Institutional Limitations due to this became a key factor at
the time of implement a classroom project. The Institution in which this project were applied
have not an established schedule, this means that the teacher should be prepared for changes
in the schedule such as the class cancellation, interventions during the class by the director of
the institution, and reduce the length of the classes. This was a challenging factor to us
regarding to the time or the amount of lessons we needed to make the implementation of the
classroom project. However, we made the necessary arrangements in our lesson plan in order
to accomplish all the activities we planned and designed for the execution of the project. We
had to reduce the time for the searching step, we planned to let the students to search for
information about their topics as much as they can but instead of we give them some
subtopics to make faster this step of seeking information.
**Student’s Responses**

The following session will show the main aspects evidenced in our student’s process regarding their responses towards our implementation. In the first place when the students were advised about the purpose of their projects, it was a challenge for them to think about what type of social issue they were interested and how to find the appropriate team to work with; once the different teams were conformed, the students showed great interest in developing the entire process and even with some struggles such as the time spent in the classes giving instructions or explanations and the misbehave from some students, the students finished the complete process with not good responses but also with an increase on their vocabulary.

In the constructive stage of this classroom project, we took into account as the main aspect the way students think based on their age, socioeconomic and cultural status, in this way we designed the lessons for taking advantage of this in order to implement it for vocabulary learning. To achieve this, at first, we introduce common topics that students could face in their daily lives, creating a comfortable environment in which they could participate actively.

Reflection sample lesson #1

“...it is important to highlight that introducing the topics through videos was very successful since we are in the technological era, the students were so engaged and interested on being part of the project. Once they were exposed to the different topics they had the opportunity of work with the classmates who had the same interests.”

One of the struggles that the students had in this process was to organize ideas in order to start the development of their project due to overload of information of the topic and the many aspects that they had to take into account such as: main problem, causes and consequences, alternative solutions, and the way it should be presented. It is important to take into account
that this was the first time they had to be involved in this kind of projects, so that, teacher had to present herself as a source of help in order to provide the students with the appropriate guide to develop the project and support the students to organize their ideas and information.

Reflection sample lesson #3

“…At this stage of the development of the project students presented some issues at the time of sharing and socializing with their partners the information collected, also due to the excess of information shared in class, plus the one that they searched, there were some problems at the moment of choosing the relevant data for the construction of the project…”

It is very significant for this implementation the fact that students were involved in cooperative work group, and they created a positive environment in which they fostered the respect for others’ opinions; this created an impact on their lives in terms of being aware and responsible for their acts and behaviors, positive changes were evidenced in the classroom regarding the way in which students started to treat each other, also students showed great interest not only on their projects but also on their classmates’ projects by making questions and looking further on those specific issues presented at the same time of increasing their abilities in searching and looking for solutions for the different issues that the Colombian society handle nowadays.

In addition, their way to express their ideas increased as well, as a result of being exposed to the several variations of vocabulary related to the projects. More than that students not only improve their knowledge but also acquire new vocabulary range; that is why they developed better communication skills in order to share their understanding and also comprehend the ideas that others had regarding the topics used in the projects. Richards (2000), claims that vocabulary and lexical units are the heart of learning and communication.
Reflection sample lesson #4

“… the students’ behavior were the expected from the teacher, this might be due to the impact and the message that each issue presented in class had on the learners.”

“… At the moment of the oral presentations, it was evidenced that the vocabulary of learners had increased, however, the pronunciation of some words interfered in the understanding and fluency of the presentation. Is important to stand out that learners acquired the meaning of some words even though those words were pronounced with some mistakes; this is a common issue that many Colombian students present in as much as they are not immersed into a bilingual environment.”

**Linguistic outcomes**

At the end of the implementation of this project, practitioners noticed some students’ linguistic outcomes, which cover various aspects and behaviors of the language learning process by analyzing and understanding the dimensions of the cultural characteristics, and the development of social issues facts through the methodologies and techniques implemented. It is important to highlight the theory about cultural and social influence, as stated by Stenlev (2003), cooperative activities help to rise student’s self-steem and reduce bullying due to the activity’s communicative language approach. For instance, the main ideas of this project were to encourage students to understand and analyze the different social issues found in their daily life at school, at the same time let them to search possible solutions for those issues, in this way students realize how to put into practice and use the language knowledge acquired in previous current English classes. Moreover this project focus allowed the practitioners to get the ability and experience that help them become better teachers of English lessons.
Consequently, this project raised achievements in the social context based on respect and group growth as well as gave the students the opportunity of understanding the principles of first and second language acquisition, and to apply them in appropriate contexts, in this case was the school environment. Also the learners developed the ability to comprehend, appreciate and analyze the role of language in every day interactions such as sharing the own thoughts with others regarding topics that are interesting for them as well as communicating the different solutions for all those important issues presented nowadays. Something very particular of this process was the fact that students were able to understand how language and communication work and affect socio-cultural world in terms of expressing their thoughts and ideas to others as well as showing their needs and describing their different ways to view the world around them.

On top of that, students had the opportunity to apply the acquired knowledge of contemporary issues in the real life and how to take a public and professional role in this issues they might face. In the same way developed the ability to question and challenge their current scholarly orientations with regard to social issues through research projects.

Lastly, students applied linguistic skills in community settings by promoting their strategies in order to foster awareness on their classmates regarding the social issues exposed on this classroom project.
Limitations of the project

One of the main circumstances that limited this classroom project was the fact that the school had scheduled different events in which the classes were postposed and this impacted in relation to the pace of the student’s learning process, furthermore the English classes were scheduled for the last two hours of the school day which is the time previously to their lunch, so this was a distracting factor due to the lack of attention from students as well as their disposition since they were at the school from early in the morning, this was an important fact at the time of getting students engaged in the class and in the different activities developed on it.

It is important to bear in mind the fact that there were some gaps in relation the background knowledge in the students which was certainly an important limitation that we as practitioners faced in our implementation, this affected the process in terms of the time spent improving some skills on the learners such as reading comprehension and grammar structure, those skills are mainly required in order to get a positive understanding of the methodology implemented. The limitation mentioned before was a main cause of the delay on the first stage of this classroom project which was focused on presenting to students the introduction topics in order to begging with the task assigned.
Conclusions

After the implementation of this classroom project, we are able to conclude that one of the most important facts to be taken into account in order to proceed with any implementation is to look further on our student’s needs and interests since the fact that this helped us to be aware of the appropriate methods to be developed in the process, once you know as teacher your students in relation to what they like or they show interest, it is easier to manage the different strategies you plan to do in your classroom project; also it was significant the fact that is evidenced that this implementation not only increased our student’s vocabulary range but also it improved their skills in relation to how do they search for information and how do they construct their ideas in a specific project as well as the interaction experienced between the learners.

Certainly we can infer of this implementation that is an appropriate and efficient methodology to be developed in a secondary classroom due to the many strategies you can use as a teacher in order to engage your students in your classes as well as in their own projects, the main aspect to bear in mind is the background knowledge from our students in order to prepare the most accurate topics to present in the class, this is specially important since it helps teachers to approach the complete process getting positive results at the same time of managing many of the behaviors and different issues that are commonly experienced in an English classroom.
### Appendix 1.

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividad</th>
<th>Responsable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julio 7</td>
<td><strong>INICIA TERCER PERÍODO ACADÉMICO</strong></td>
<td></td>
</tr>
<tr>
<td>Julio 9</td>
<td>Simulacro Pruebas Saber grado Once</td>
<td>Equipo pruebas</td>
</tr>
<tr>
<td>Julio 11</td>
<td>Educación en Transito</td>
<td>Instituto Mpal de Tránsito</td>
</tr>
<tr>
<td>Julio 15</td>
<td>Comité de Convivencia</td>
<td>Coordinador de Convivencia</td>
</tr>
<tr>
<td></td>
<td>Capacitación área administrativa Manual de Calidad</td>
<td>Coordinadora Beatriz Bejarano</td>
</tr>
<tr>
<td>Julio 18</td>
<td>Comité de Calidad</td>
<td>Coordinadora Beatriz Bejarano</td>
</tr>
<tr>
<td></td>
<td>CELEBRACIÓN DIA DE LA INDEPENDENCIA (20 de Julio)</td>
<td>Area de Sociales</td>
</tr>
<tr>
<td>Julio 21</td>
<td>Entrega de Planeación de Clase III período (Enviar a coordinación <a href="mailto:beatrizbejaranof@gmail.com">beatrizbejaranof@gmail.com</a>)</td>
<td>Docentes</td>
</tr>
<tr>
<td>Fecha</td>
<td>Evento</td>
<td>Participantes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Julio 24</td>
<td>Reunión con directores de grupo para socializar Proyecto de Vida</td>
<td>Rector y Coordinadores</td>
</tr>
<tr>
<td>Julio 30</td>
<td><strong>Proyecto de Vida (dirección de grupo 4ª hora de clase)</strong></td>
<td>Directores de grupo</td>
</tr>
<tr>
<td>Agosto 4</td>
<td>Entrega de indicadores a Secretaría Académica (enviar al correo institucional [<a href="mailto:colegiosuroriental@hotmail.com">colegiosuroriental@hotmail.com</a>])</td>
<td>Docentes y Jefes de área</td>
</tr>
<tr>
<td>Agosto 6</td>
<td><strong>CELEBRACIÓN BATALLA DE BOYACA</strong></td>
<td>Área de Inglés</td>
</tr>
<tr>
<td>Agosto 4 al 8</td>
<td>Seguimiento académico y convivencial para elaborar reporte parcial a padres y madres de familia</td>
<td>Directores de grupo y docentes</td>
</tr>
<tr>
<td>Agosto 13</td>
<td>Reunión de padres para entrega del informe parcial (primera hora de clase)</td>
<td>Directores de Grupo</td>
</tr>
<tr>
<td>Agosto 14</td>
<td><strong>Proyecto de Vida (dirección de grupo 4ª hora de clase)</strong></td>
<td>Directores de grupo</td>
</tr>
<tr>
<td>Agosto 21</td>
<td>Consejo Académico</td>
<td>Rector</td>
</tr>
<tr>
<td>Agosto 25 al 29</td>
<td><strong>AUDITORIA INTERNA</strong></td>
<td>Equipo de auditores</td>
</tr>
<tr>
<td>Agosto 30</td>
<td><strong>FUNDACIÓN DE PEREIRA (celebración agosto 29)</strong></td>
<td>Área Ciencias Naturales</td>
</tr>
<tr>
<td>Septiembre 2</td>
<td><strong>Proyecto de Vida (dirección de grupo 4ª hora de clase)</strong></td>
<td>Directores de grupo</td>
</tr>
<tr>
<td></td>
<td>Entrega de sábanas para digitación de notas del 3° período al correo de cada docente</td>
<td>Secretaría académica</td>
</tr>
<tr>
<td>Septiembre 3</td>
<td>Comité de Convivencia</td>
<td>Coordinador de Convivencia</td>
</tr>
<tr>
<td>Septiembre 10</td>
<td>Evaluación del comportamiento social en Asamblea de Grupo 3ª hora de clase</td>
<td>Directores de grupo</td>
</tr>
<tr>
<td>Septiembre 12</td>
<td><strong>FINALIZA TERCER PERIODO ACADÉMICO</strong></td>
<td>Docentes</td>
</tr>
<tr>
<td></td>
<td>Envío de notas del tercer periodo académico a Secretaría (<a href="mailto:colegiosuroriental@hotmail.com">colegiosuroriental@hotmail.com</a>)</td>
<td>Docentes</td>
</tr>
<tr>
<td>Septiembre 19</td>
<td>Dirección de grupo (revisión concentrador de notas), 3ª hora de clase</td>
<td>Directores de grupo</td>
</tr>
<tr>
<td>Septiembre 21</td>
<td><strong>DIA DEL AMOR Y AMISTAD</strong></td>
<td>Directores de grupo</td>
</tr>
<tr>
<td>Septiembre 24</td>
<td>Entrega de boletines para la firma</td>
<td>Secretaria</td>
</tr>
<tr>
<td>Septiembre 26</td>
<td>Reunión de padres de familia para entrega de informes TERCER período</td>
<td>Directivos y Docentes</td>
</tr>
</tbody>
</table>
### Appendix 2.

<table>
<thead>
<tr>
<th>ASIGNATURA</th>
<th>I.H.S EDUCACION BASICA</th>
<th>I.H.S MEDIA ACADÉMICA</th>
<th>I.H.S MEDIA TECNICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGLÉS</td>
<td>Preescolar a quinto 2 horas. Sexto a noveno 3 horas</td>
<td>3 Horas</td>
<td>3 Horas</td>
</tr>
</tbody>
</table>

### JUSTIFICACIÓN

¿Por qué es necesario el área de Inglés?

La Ley 115 determina, a partir del artículo 67 de la Constitución, como uno de los fines de la educación "El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad". Así mismo, resalta la necesidad de promover la adquisición de por lo menos una **lengua extranjera** desde el ciclo de preescolar. Siendo coherentes con esto, se hace necesario introducir en el ámbito escolar un concepto de cultura que valore la presencia de grupos étnicos claramente diferenciados de acuerdo con lenguas, religiones, valores y diferencias socio-económicas. Es necesario apoyar entonces, modelos educativos que...
permitan atender y desarrollar armónicamente los diferentes modelos culturales que se dan cita en el país y en el mundo promoviendo así el respeto por la diversidad cultural.

Se propende, entonces, porque la enseñanza de las lenguas extranjeras sea prospectiva para responder a las necesidades de la multiculturalidad. Corresponde esto a una visión prospectiva del siglo XXI en el que un alto porcentaje de los colombianos deberá tener acceso al conocimiento de las lenguas extranjeras como condición para mejorar el proceso de construcción de una sociedad más cohesionada, que presente las distintas identidades culturales con mayor equidad con un modelo de desarrollo sostenible personalizado.

¿Cuál es la finalidad del área?

El Programa Nacional de Bilingüismo se orienta a “lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables”. Este propósito implica un plan
<table>
<thead>
<tr>
<th>PERFIL DEL EGRESADO</th>
<th>estructurado de desarrollo de las competencias comunicativas a lo largo del sistema educativo.</th>
</tr>
</thead>
</table>
|                     | Ser capaz de utilizar un idioma extranjero para comunicarse con los hablantes cuya lengua sea distinta de la propia y para entender textos orales y escritos, incrementa la confianza del estudiante en sí mismo en sus posibilidades para superar obstáculos y para sacar el máximo provecho de sus conocimientos. Además, el dominio de un idioma extranjero amplía considerablemente el horizonte intelectual que supone el hecho de acceder a los aspectos culturales, científicos y tecnológicos que se comunican a través de una lengua extranjera. Así pues, se pretende que los estudiantes al egresar del sistema escolar, logren un nivel de competencia en inglés. **DESCRIPTORES PARA EL NIVEL DE SALIDA B - 2**  
- Es capaz de entender las ideas principales de textos complejos que tratan de temas tanto concretos como abstractos; o incluso si son de carácter técnico siempre que estén en su campo de especialización.  
- Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por
parte de los interlocutores.
- Puede producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales, indicando los pro y los contras de las diferentes opciones.

| DIAGNÓSTICO |  
| --- | --- |
| Para este año 2011, en el mes de noviembre, se realizará un diagnóstico que permita establecer cuál es el nivel de inglés con el que terminan nuestros estudiantes en el año escolar mencionado, lo cual nos permitirá establecer la ejecución del plan de área para el año 2012 por NIVELES, La tabulación estará a cargo de los docentes del área, presentando los resultados para el año 2012 al comenzar la jornada institucional, sin embargo establecemos el siguiente diagnóstico: |

DEBILIDADES:

1. Aplicar la gramática en la producción de textos
2. Apatía de la mayoría de l@s estudiantes por aprender la lengua extranjera.
3. Carecer de un sitio para implementar el “listening” y el “speaking”.
4. No tener material visual para trabajar el Inglés, como textos guías.
5. La dificultad económica de muchos estudiantes por adquirir un texto o fotocopias.
6. Una intensidad horaria no acorde para lograr avances significativos para alcanzar niveles del Marco Común Europeo.

OPORTUNIDADES:

1. La oportunidad de entablar conversaciones entre compañeros y/o personas foráneas.
<table>
<thead>
<tr>
<th>FINES DE LA EDUCACIÓN QUE ASUME EL ÁREA</th>
<th>OBJETIVOS DE LA EDUCACIÓN QUE ASUME EL ÁREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• La formación para facilitar la participación de todos en las decisiones que los afectan en la vida económica, política, administrativa y cultural de la Nación.</td>
<td>• Proporcionar una sólida formación ética y moral, y fomentar la práctica del respeto a los derechos humanos.</td>
</tr>
<tr>
<td>• La adquisición y generación de los conocimientos científicos y técnicos más avanzados, humanísticos, históricos,</td>
<td>• Crear y fomentar una conciencia de solidaridad internacional.</td>
</tr>
<tr>
<td></td>
<td>• Desarrollar acciones de orientación escolar, profesional y</td>
</tr>
</tbody>
</table>
sociales, geográficos y estéticos, mediante la apropiación de hábitos intelectuales adecuados para el desarrollo del saber.

- La formación en la práctica del trabajo, mediante los conocimientos técnicos y habilidades, así como en la valoración del mismo como fundamento del desarrollo individual y social.
- La promoción en la persona y en la sociedad de la capacidad para crear, investigar, adoptar la tecnología que se requiere en los procesos de desarrollo del país y le permita al educando ingresar al sector productivo.

<table>
<thead>
<tr>
<th>COMPETENCIAS CIUDADANAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Están tomadas de acuerdo a los grados de escolaridad, pero se evidencian y están integradas en el desarrollo de los niveles de Inglés a desarrollar)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OCTAVO Y NOVENO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conozco y utilizo estrategias creativas para solucionar conflictos. (Por ejemplo, la lluvia de ideas.)</td>
</tr>
<tr>
<td>• Participo en la planeación y ejecución de acciones que contribuyen a aliviar la situación de personas en desventaja.</td>
</tr>
<tr>
<td>• Respeto propuestas éticas y políticas de diferentes culturas, grupos sociales y ocupacional.</td>
</tr>
<tr>
<td>• Formar una conciencia educativa para el esfuerzo y el trabajo.</td>
</tr>
<tr>
<td>• Fomentar el interés y el respeto por la identidad cultural de los grupos étnicos.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETENCIAS LABORALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERALES</td>
</tr>
<tr>
<td>TIPO INTELECTUAL</td>
</tr>
<tr>
<td>TOMA DE DECISIONES</td>
</tr>
<tr>
<td>• Identifico las situaciones cercanas a mi entorno (en mi casa, mi barrio, mi colegio) que tienen diferentes modos de resolverse.</td>
</tr>
<tr>
<td>• Analizo una situación (social, cultural, económica, aboral) para identificar alternativas de acción o solución.</td>
</tr>
<tr>
<td>CREATIVIDAD</td>
</tr>
<tr>
<td>• Observo una situación cercana a mi entorno (mi casa, mi barrio, mi colegio) y registro información para describirla.</td>
</tr>
</tbody>
</table>
políticos, y comprendo que es legítimo disentir.

<table>
<thead>
<tr>
<th>SOLUCIÓN DE PROBLEMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consulto las posibles soluciones que los afectados proponen para solucionar un problema.</td>
</tr>
<tr>
<td>• Defino un plan de acción para implementar la alternativa elegida.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COMUNICACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprendo correctamente las instrucciones.</td>
</tr>
<tr>
<td>• Expreso mis ideas de forma verbal o escrita, teniendo en cuenta las características de mi interlocutor y la situación dada.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRABAJO EN EQUIPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Desarrollo tareas y acciones con otros (padres, pares, conocidos).</td>
</tr>
<tr>
<td>• Asigno y asumo roles y responsabilidades de acuerdo con las aptitudes de los miembros del equipo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIDERAZGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifico actitudes, valores y comportamientos que debo mejorar o cambiar.</td>
</tr>
<tr>
<td>• Planeo y organizo las acciones en conjunto con los otros, para solucionar los problemas colectivos.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANEJO DE CONFLICTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Busco formas de resolver los conflictos que enfrento en mi entorno cercano (mi casa, mi barrio, mi colegio).</td>
</tr>
<tr>
<td>• Respeto y comprendo los puntos de vista de los otros, aunque esté en desacuerdo con ellos.</td>
</tr>
<tr>
<td>• Promuevo acuerdos por consenso entre las partes que buscan solucionar los conflictos.</td>
</tr>
</tbody>
</table>

| Identifico ideas innovadoras para resolver problemas de variados contextos (sociales, culturales, económicos, entre otros). |
References.

Al-Darayseh (2014) *Theory and Practice in Language Studies*, Vol 4, No 6, 1109-1118. DOI:10.4304/tpls.4.6.1109-1118


McClurg, S (2009). Increasing Middle School Student Achievement in Reading and Language Arts with Project-Based Learning Methods of Instruction. Doctoral study submitted in partial fulfillment in the requirements for the degree of Doctor of Education from the Walden University, Georia. Retrieved from ProQuest database.


