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Implementing Project-Based Learning Approach Focused on Animal Protection to Promote more
Motivational EFL Classes for 5th Graders of a Rural Institution

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Abstract

This project report presents the results of an investigation process which, due to the confinement generated by the COVID-19 pandemic, led to the development of a learning guide which applies Project-Based Learning approach for motivating 5th graders of a rural school to learn English and heightening awareness about humans' responsibility with animal protection. First, by the use of questions and videos related to animals' problems and present simple tense, pupils are introduced to the problem of animal abuse in their rural division. Secondly, an interactive workshop is proposed to apply the grammar topic. Thirdly, some videos and articles presenting solutions to help animals are used to make schoolchildren reflect on alternatives for their own context. Finally, they have to present a poster which integrates previous work for answering the project question.

Keywords: Project-Based Learning, Motivation, Cooperative Learning, Self-Directed Learning, Rural Schools.

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Degree Requirements

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English - French) Program at Universidad de Antioquia, in Medellín, Colombia

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Preface

With the aim of becoming teacher from the School of Languages of the Universidad de Antioquia one of the requirements is to develop a research project at the end of the Foreign Language Teaching program. After deciding on an institution where we can implement our action research project and making observations in a specific group of pupils, we have to identify their difficulties in order to integrate all the acquired knowledge during our studies and apply a proper methodology or approach that allows us to try to find solutions for overcoming them. Due to the ongoing COVID-19 pandemic it was impossible to make the implementation of the action plan. Nevertheless, in the following report we will observe the alternative pathway followed to face that problem, which was the creation of a learning guide which integrates PBL concepts, students' needs and the current conditions for teaching because of the coronavirus disease. In addition to this, it could be evidenced how this work nurtured and enriched my professional development and the positive impact of having taught in a rural institution on my life as well.

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Description of the Context

The rural educational institution of Chaparral is a public school located in the municipality of Guarne, four hundred meters from the Medellín-Bogotá highway. It is made up of one main building and next to it there is a classroom with a yard and a lawn, for the kindergarten area. There is one entrance with a watchman during the school day. On the first floor, we find the administrators' offices, teachers' room, restaurant, auditorium, indoor court, bathrooms, and some classrooms, the rest of them are on the second floor with the library. The school has a camera system. The surroundings from the highway to the school are similar to a neighborhood; however, beyond there are only farms. It offers kindergarten, elementary school and the sixth grade in the morning and middle school and high school in the afternoon.

The institutional philosophy is focused on providing their students with an integral education that agrees with their life's projects, develops moral values, leadership for helping their communities and prepares them for the world. The mission of the institution is to seek the students' development of human being's dimensions, basic academic competences and civic and labor responsibilities in order to accomplish the global requirements and the community's needs. Concerning its vision, it is expected to be recognized because of its academic, inclusive and human work.

The English department has one teacher for elementary school and three for middle and high school. Since classrooms are assigned to a grade for the school day, teachers must go to the classroom where English is scheduled. My cooperating teacher is in charge of teaching English in the third, fourth, fifth, sixth and seventh grades. She studied languages teaching at the UPB. She has been in the school for twenty years.

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The grade I am observing is 5th 1. The English classes in this group are on Tuesdays from 8:40 to 9:35 and Thursdays from 9:35 to 10:30. There are twenty-five students, 11 girls, and 14 boys. Most children belong to strata 1 and 2. According to my observations and the few classes I have given, I could say that these students do not even meet the requirements to be at level A1 of the CEFR. The classroom is organized, well illuminated and has big windows. There are tablet arm school chairs, most of them in not so good condition and organized in rows, one whiteboard, one teacher's desk and few posters that promote values.

Currently, I am a student of the school of languages of the Universidad de Antioquia. I have worked as a private teacher of English and French for one year. Two years ago, my family and I decided to settle in the rural division of Chaparral. For this reason, I had the opportunity to do some work for three of my major courses in the rural school of this place and to know its students' educational and social situation. One of my biggest concerns is to help those kids to overcome their learning difficulties. Problems such as the fact that their English learning processes are based on acquiring learning by heart isolated words, lack of promotion of diverse classroom interactions, the kind of resources used for the lessons, among others; made me feel the need for doing my practicum there in order to try to find solutions for those difficulties.

Statement of the Problem

Globalization is defined by Teitel as "...the phenomenon of increased integration of the world economy as evidenced by the growth of international trade and factor mobility." (as cited in Irani, 2011). Apparently, it is beneficial for all the countries, but reality shows other panoramas. Developed countries take advantage of cheap labor costs and policies of developing countries that aim for competitiveness for the global market (Irani & Noruzi, 2011, p. 217). In addition to this, Kellner states that:

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Globalization might entail the imposition of the concepts of competition, market, choice, decentralization and privatization on education, that is, the further infiltration by business forces into education. It might also lead to increased commoditization of education and making quality education only accessible to elite elements of society who can afford it (as cited in Pang, 2013).

Colombia has not escaped from this reality and its policies, including those of foreign language education (FLE) such as the program “Colombia Bilingüe” that is non-contextualized and that was wrongly conceived.

According to the Institutional Strategic Plan 2019-2022 of the Ministry of National Education (MNE) that program will be strengthened (“Plan Estratégico Institucional 2019-2022,” 2019, p. 24). Originally, its main objective was to make our children and young people communicate more and better in English and, in this way, facilitate their access to new professional, work related, and cultural opportunities (“Campos de Inmersión en Inglés,” 2016, p. 3). Its goal for the year 2018 was to have 8% of students of public institutions with a B1 level of English in the Saber11 test and in 2017 only 4.75% reached that level (“Metas para el 2018,” n.d.).

Particularly, in the rural educational institution of Chaparral, where I am doing my teaching practice with the 5th-1 grade, I have observed different problems. The English curriculum for primary school is not properly articulated with the “Guías No. 22, Basic Standards of Competences in Foreign Languages: English and the Basic Learning Rights of English” because the students have not the level required by the MNE. Moreover, these kids are not able to say any sentence and they hardly know some isolated words. In my cooperating teacher’s classes, many students are not interested in learning English. No matter her enthusiasm, the resources she

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creates, and her efforts to present appropriated content; the fact that the class is teacher-centered and the work in class is based on learning information by heart makes it difficult to promote motivation among schoolchildren because they are not able to identify the purpose of their learning processes.

Additionally, regarding classroom environment, indiscipline is not recurrent and aggressions between students occur rarely because the cooperating teacher is experienced and effective in classroom management. If there is no teacher's control, the class will not be successful. There are some kids with behavioral difficulties and few with psychological or learning problems. Normally, these students do not participate and accomplish the requirements of a typical lesson of learning isolated words by heart. Fortunately, in only two sessions I have discovered that by implementing some changes such as chairs arrangement, use of other school spaces, ICT's, creation and design of different, participatory, interesting activities that allow them to work together, to be more active and engage them in their processes of learning; kids begun to enjoy the English class even those who had problems and did not want to participate before. Nevertheless, I have to continue working on discipline management.

Taking into account all the above-mentioned information and the facts that in this specific rural area, people are energetic and curious, but studying is not as important as working. The prior aspects are quite important in our context since we are talking about inquisitive and restless children who are used to collaborate in farm works that are hard. In consequence, if these students are exposed to a teaching methodology that does not respond to their needs, and that is based on learning by heart isolated vocabulary, the result will be demotivated learners. Moreover, there is a lack of environmental consciousness and even animal abuse is present; I firmly consider that it is necessary to implement an approach of teaching and learning English

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that promotes among children values such as respect and responsibility towards their environment and love for learning by means of practical activities that show them clear goals and a real use for the information they are acquiring. That is why I think that the Project-based methodology for teaching is the most adequate approach since it will allow our pupils to “learn by working” in their context, to identify clear purposes for what they are doing, to make decisions about their processes and to share what they are learning with their community.

Theoretical Background

With the aim of facing the above-mentioned difficulties in the 5th-1 grade in the rural educational institution of Chaparral, the following action research project is presented with Project-Based Learning (PBL) as the core methodology proposed for finding effective alternatives with the aim of promoting more dynamic and engaging EFL classes. After searching for a theoretical ground that allows one to detect proper methodologies that could serve as solutions, PBL was the one that seems to respond to the specific problems and needs for this classroom context due to their benefits.

It is widely known that in order to have effective and positive results in the EFL learning processes, in other words, to have motivated learners; a variety of factors must be taken into account by educators when implementing their lessons. For instance, Gardner (as cited in Musso and Ortega-Martín, 2018) proposed a socio-educational model with four L2 learning aspects: the social and cultural milieu; individual learner differences such as intelligence, language aptitude, motivation, and anxiety; formal or informal learning contexts; and final learning outcomes. Thus, motivation appears as one of the fundamental conditions for learning a foreign or second language. Therefore, it is necessary to know what motivation is and the factors that trigger it among our pupils for fostering effective and engaging English classes.

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Motivation is an emotional reaction in which the students get a benefit, reward, or the potential for a positive reward in a task. Corbin suggests that while the extrinsic and intrinsic factors that influence motivation varies, the following factors appear to influence the motivation in learning: relevance, control and choice, challenge, social chance to work with others, the alleged sense of success, need, novelty, cognitive dissonance or discrepant events (Corbin, 2008, as cited in Salikin, Bin-Tahir, Kusumaningputri & Yuliandari, 2017).

Consequently, triggering motivation among our students is a difficult task but it must be our main purpose when teaching. Dornyei (1994) has also highlighted the importance of motivation in ELT and described it as one of the main factors to achieve a second/ foreign language (p. 273). The author mentions that many studies have been performed in this field to understand how a motivated student gets better results than another one without it. An example of these findings can be seen in Al-Khairy (2013) where he runs a project about the factors that demotivate the learners and the impact to succeed in the learning process. (p.365) Additionally, Skehan (as cited in Musso and Ortega-Martín, 2018) identified four sources of motivation:

- Learning and teaching activities: they must stimulate students' interest to learn (intrinsic motivation).
- Learning outcomes: motivation is a result of them. Learners' achievements increase motivation whereas their failures decrease it.
- Internal motivation: learners have a certain degree of motivation generated by factors such as the importance of language in current society, parental influence, etc.

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- Extrinsic motivation: repercussion of external incentives (rewards or punishment) on the learners' behavior. (Musso and Ortega-Martín, 2018, p. 28)

All the aforementioned aspects are mandatory conditions for being considered when planning and implementing our lessons and it is necessary to harmonize them with our knowledge about language teaching in order to engage students and promote English learning processes that not only redound to the welfare of our kids but also of their communities.

According to the necessity of promoting motivation and responding to the particular difficulties of our classroom, PBL offers a wide range of options that respond adequately to those needs and educational obstacles. Before explaining those alternatives, it is necessary to introduce the definition of this teaching methodology. As it is discussed in Thomas (2000), PBL organizes a model to learn with projects (p.1). These are elaborated tasks which take many lessons to be developed in a coherent way. Moreover, Hedge (1993) specifies that they are also extended tasks which usually integrate language skills by means of different activities which are combined in working towards an agreed goal and may include the following: planning, the gathering of information through reading, listening, interviewing, and observing; group discussion of information; problem-solving; oral and written reporting; and displaying (p.276). Additionally, PBL has the following characteristics: cooperative learning, student-centeredness, life-long learning, self-directed learning, motivation, autonomy and creativity, which are appropriate and fruitful for language teaching and learning. These characteristics address the classroom difficulties and needs, and this is why PBL offers the required set of solutions to improve the current English course deficiencies which are profoundly affecting the communicative performance of children.

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On the other hand, as explained by Johnson and Johnson (2008) Cooperative Learning (CL) is the key strategy for changing the student's role from passive to active and for solving disciplinary, behavioral and social problems. (p. 29). Furthermore, student-centeredness will allow us to construct with pupils meaningful learning processes and rules for working successfully. In addition to this, an adequate conjunction of them will let kids be critical, to try to solve real problems and have a positive impact in their environment.

In relation to the project that is going to be developed in this action research, Ismail & Termizi tell us that "Students in a PBL environment deal with real-life problems, which may result in permanent knowledge" (p.181). As stated in this paper, an increasing concern about humans' responsibility towards the care and preservation of plants or animals has been promoted. For this reason, it is necessary to promote among students by means of significant educational practices consciousness about all the negative implications of humans' acts on the environment and all living beings (p. 181). In this case, PBL will be used as the perfect excuse for children to try to look for solutions to the problem of animal abuse that is taking place in our rural division. Thus, they will have a clear goal to achieve and along all this process of trying to elucidate the problem, they will learn English with rules that will be established by the students and the teacher, rules for behaving, for working, for assessing and for learning.

With the implementation of the PBL present action research, it is expected to have positive and significant results. Moreover, a research project focused on the implementation of PBL for triggering schoolchildren's motivation in a rural school in Boyacá presented positive results.

Pinzón's (2014) study found the following:

First, students remain motivated to learn English when addressing issues related to their context; second, they hold in their mind the vocabulary when they associate it with

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pedagogical activities in which they are actively involved; and finally, the strategy of mini-projects strengthens the relationship between student and teacher even more.

According to Pinzón (2014), Project Based Learning contributes to enhance not only the motivation of the students to learn English, but it promotes individual and social values to improve the coexistence. When English learning is based on solving a problem educational processes become motivating. It is because students feel seriously engaged in inquiring and trying to figure out products or solutions for real-life. They enjoy the activity and all of them cooperatively work.

Research Question

How does Project-Based Learning approach focused on animal protection promote more motivational EFL classes for 5th graders of a rural institution?

General Objective

Evaluate the effectiveness of the Project-Based Learning approach in promoting students' positive attitudes and engagement towards English learning as well as heightening awareness about humans' responsibility with animal protection.

Specific Objectives

- To detect the benefits and disadvantages of PBL implementations for further variations.
- To determine the impact of the project about animal protection on the local community.
- To analyze the students' attitudes towards the activities proposed in each stage of the PBL implementation.
- To validate the increase of students' English communicative performance.
- To validate if learning processes are more self-directed.

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- To verify the resolution of the stated problem in the project.

Action Plan

The project has been carried out from the end of July 2019 until the beginning of June 2020. The timetable for each stage of the investigation process is presented at the end of this paper (See Appendix A.) Aiming at starting the implementation of the present action research project, a didactic unit was created for being applied from March the 16th to April the 30th 2020. In Appendix B, a chart with all the details and information concerning the proposed didactic unit is shown. Unfortunately, due to the ongoing pandemic of coronavirus 2019 (COVID-19), which has been a calamity worldwide and has affected all spheres of human life, the president of Colombia decreed confinement of almost all Colombians and prohibited classes in all the institutions across the country including the public educational institution where I was doing my practicum.

Despite the fact that I tried to look for alternatives and solutions for implementing the didactic unit, even if it would have been done with limitations, it was impossible to start with the application process because of the serious lack of technological resources. Most of the pupils do not have internet connection, a computer or any technological device. Although most parents have smartphones, they access the internet by cell phones data plans which do not offer a stable internet connection that allows students to receive their lessons virtually. In addition to this, most of the teachers were unprepared not only to face the new reality of not teaching face-to-face, but also to use the ICTs for designing their lessons. In consequence, the students are not receiving classes currently. In order to continue with their educational processes, the administrators decided that teachers create workshops for being downloaded by pupils from Google Drive to be solved at home and submitted later via Whatsapp or email.

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Taking into consideration that the present investigation has Project-Based Learning as its approach, the above-mentioned administrators' decisions about the development of classes for kids during the confinement, prevented me from implementing the unit. Project-Based Learning characteristics such as collaborative work and connection of the project with the real world are impossible to be applied in this rural institution with the present conditions because schoolchildren are not able to work in groups and to collect data by no means. Therefore, the administrators of the School of Languages of the Universidad de Antioquia decided to analyze and look for another option that allows me to overcome all those obstacles and create an alternative didactic product that replaces the unit. The proposal was to create a learning guide by following some pre-established parameters for its designing and by taking into account as far as possible Project-Based Learning requirements and evidently, the present conditions for teaching due to the COVID-19 situation.

Development of Actions

For the creation process of the learning guide that will replace the application of the didactic unit, different aspects were taken into consideration. Firstly, the present conditions for imparting courses in the Rural Educational Institution of Chaparral by cause of the COVID-19 pandemic. In other words, the fact that during the period of compulsory preventive isolation decreed by the president of Colombia face-to-face classes are forbidden. Furthermore, bearing in mind that pupils are studying by means of written workshops and that they have limitations with the internet service, some decisions were made, for instance, to try to choose videos of short length keeping in mind that most of the kids access the World Wide Web by smartphones data plans that do not provide an adequate connection. Notwithstanding this obstacle, it is important to

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remark that in the present circumstances it is necessary the use of technological tools in the designing of our lessons since this generation of kids is particularly connected with cyberspace and we must take advantage of it in order to foster learning processes and motivation among our schoolchildren.

Secondly, I include the institutional standards and requirements, as well as the following governmental documents from the Ministry of Education: the Basic Learning Rights and the (Guide 22) Basic Standards of Foreign Language Competences: English. As I have already chosen all the necessary activities for implementing the didactic unit, I used some of them for constructing the learning guide. Subsequently, I decided on the standards from both documents that can be achieved by the students after carrying out all the proposed tasks. It is important to mention that it is imperative to establish a logical connection between the standards, the pupils' needs and the goals of the project that are reflected throughout the activities.

Thirdly, one of the most relevant aspects to be considered is our schoolchildren's context and needs. Regarding their English level, they are not able to speak or write in the target language, hence instructions in Spanish are imperative. Moreover, kids have to work independently at home. This is why I decided to suggest to them the use of Google translator in defiance of my reluctance to use this tool because of its deficiencies. However, as it is relevant that children be exposed to English and authentic materials, that decision was absolutely necessary in order to ease their understanding of the texts. Concerning working with country kids, the fact that they are energetic and love to do activities which they consider practical and useful for their lives, it is useful for helping them in connecting learning with real life, which is one of the main characteristics of Project-Based Learning. On the other hand, one of the biggest

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difficulties with them is their lack of concentration and their trouble to understand and follow instructions even in Spanish; nonetheless, this problem could be overcome by exposing them constantly to a different kind of work and not only to the memorization of content.

Finally, I also took into account other elements such as the use of a pre-established format that allowed me to ease the procedure for structuring and determining the activities in relation to the project and the pupils' needs. The second one is the integration of features of PBL that could be applied considering the inconvenients generated by the coronavirus disease; namely, complex explorations; student-centered learning; challenging topics of student interest; frequent feedback from facilitator; hands-on activities and the use of authentic resources and technologies; the use of effort in connecting ideas and developing new skills, and the production of meaningful artifacts that can be shared with peers and teachers. The third aspect is the setting of a clear learning goal which could be achieved through the implementation of a set of pre, while and post-activities. Foreseeing that this is an educational instrument addressed to children, the use of extremely simple, clear and detailed instructions is compulsory for easing students' understanding of what they are supposed to do for accomplishing the goal and solving the problem posed at the beginning of the learning guide.

Conclusions

Due to the COVID-19 world pandemic crisis, the implementation stage of this research project was seriously affected. Although the School of Languages provided us with the alternative of designing a learning guide which will be delivered to the cooperating teacher; nothing will replace the interactions with other teachers, administrators but specially with our pupils from whom we always learn. A special connection has emerged gradually with the 5th

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grade students and just before the project implementation they were really happy because they loved the methodology and they were well aware of the kind of work we were going to do.

However, the coronavirus situation gets out of hand and the only pathway to follow is to adapt oneself to life vicissitudes. In spite of this problematic time, these difficulties cannot hinder us from making some predictions concerning the probable findings of the investigation application.

Considering the fact that I had been working on similar topics and I had already introduced children to the Project-Based Learning work, some observations could be made in advance. Regarding the evidence one could conjecture three categories: motivation, self-directed learning and applicability of knowledge.

In all the lessons imparted before the implementation of the didactic unit, kids showed a positive change in their attitude towards the English class. They openly express that they love the use of videos, PowerPoint presentations with created activities, the progressive creation of a final product such as a poster, working in groups, etc. In fact, they constantly asked me to continue using these activities in the course. In addition to this, they participated actively in each one of the tasks proposed even despite the fact that a change of approach was a quite difficult process for them. Trying to quantify motivation among students is a challenging job; notwithstanding, their attitudes, reactions, comments, etc. could serve as possible indicators for knowing if our work as teachers, attitudes, methodologies and strategies are helping them to foster an effective and successful learning among them.

Since I was trying to promote an approach that allows pupils to use strategies in order to face their own knowledge acquisition processes, certain procedures were carried out during the lessons. For example, I allowed them not only to participate in making decisions about aspects

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related to the lessons such as type of activities, but also to show them assessment alternatives, e.g., co-evaluation and self-evaluation. I also established cooperative work focused on achieving a main goal which implied to solve a particular problem related to their context, in this case to propose actions for protecting animals. Additionally, I explained them and pointed out the project objective constantly in order to avoid them losing focus and to connect them with the previous knowledge for assuring coherence and cohesion among the tasks.

The conjugation of the aforementioned strategies helped me in triggering a schoolchildren's mentality change about the purpose of learning English which is not only to memorize isolated words or sentences but also to establish logical connections between contents and real life, and the only way they can achieve this is by solving each challenge on their own. That is why I insist on the point that all radical changes teachers want to apply in their classes imply issues and even obstacles for students; nevertheless, it has to be done because it is the only way we can improve our teaching practices for the well-being of them.

Finally, taking into account that I was teaching to rural kids who are restless, curious and practical, I had to use their realities and problems for creating logical interrelations among their context and the English course contents for offering them the tools to find solutions to those matters so that they are able to apply them in our rural division and improve their quality of life. In other words, we are talking about applicability of knowledge and with this specific population it is necessary to introduce it in our lessons design because I realized that this motivates pupils and engages them in the proposed tasks. For example, when I presented images of our rural division of Chaparral in the presentations, videos or workshops, they felt happy and started to participate and talk about the topic spontaneously; indeed, sometimes it was quite difficult to

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make them focus on beginning their work. In spite of the noise, there was a feeling of satisfaction when one verifies that kids are completely engaged with the activities you are proposing.

Furthermore, when I asked them to collect information or resources to work with from their farms or neighborhoods, they were excited about accomplishing their jobs. I firmly believe that if the didactic unit had been implemented the results had been fruitful and positive

Reflections and Insights

Teaching in the Rural Educational Institution of Chaparral has been one of the most exciting and rewarding experiences I have had in my entire life. From the beginning of the process of requesting my practicum, I felt welcome by my cooperating teacher, the administrators and the rest of educators who were always ready to help me and provide me with all the necessary resources to carry out my action research project. Unfortunately, because of the COVID-19 pandemic, I could not implement my project, schools were closed by the government and teachers and administrators were asked to design institutional development activities¹ with the aim of preparing flexible learning methodologies and scenarios, and curricula that allow the creation of mechanisms for learning at home. In addition to this, the Ministry implemented programs for helping public institutions such as “*Tecnologías para Aprender*”, whose purposes are to increase the access to digital technologies, to improve the internet connectivity and the promotion of technologies within the educational community, and presented strategies like the digital application #BeThe1Challenge² for boosting English learning at home.

¹ Source: <https://www.mineduccion.gov.co/portal/salaprensa/Noticias/393933:Gobierno-Nacional-anuncia-medidas-en-materia-educativa-para-ofrecer-garantias-de-salud-publica-a-la-comunidad>

² <https://www.mineduccion.gov.co/portal/salaprensa/Noticias/396745:El-Ministerio-de-Educacion-presenta-BeThe1Challenge-aplicacion-digital-para-fortalecer-el-aprendizaje-del-ingles-en-casa-desarrollada-por-el-Programa-Nacional-de-Biling-ismo>

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According to the previous information, the panorama for public institutions was optimistic. Regrettably, what the Ministry of Education promulgates does not correspond at all with the realities of public educational institutions, especially with those of rural areas. Moreover, the school of Chaparral is not currently imparting classes because of lack of technological devices and internet connection. Sadly, the only alternative for teachers was to deliver workshops even at kids' homes and it is alarming that some of them do not have access to a cell phone, which puts them in a disadvantageous situation. In consequence, teachers are struggling with all those obstacles to try to solve them for the benefit of their pupils. After evidencing the huge difficulties rural public institutions face for implementing virtual lessons, I consider that these terrible circumstances are the result of the deficit in the budget earmarked by the national authorities for education. As a result, the gap between private and public schools increases more and more which leads to inequity and injustice and promotes the augmentation of vulnerable populations.

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Appendices

Appendix A

SEMESTER 1-2020						
ACTIVITY	2019	2020				
		FEBRUARY	MARCH	APRIL	MAY	JUNE
Project presentation and signing of the consent form		X	X			
Implementation of the project		X	X			
Collection of samples, interviews and observations		X	X	X		
Transcription of the interviews and some excerpts from the class sessions	X	X	X	X	X	
Data Analysis and Interpretation	X		X	X	X	
Findings write up				X	X	
Discussion and conclusions writing					X	
Review and revision of all sections					X	X
Project submission to the coordinator						X

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Appendix B

I.E.R. CHAPARRAL GUARNE Second Term - 2020 GRADE: 5th 1 two hours per week Mondays and Wednesdays UNIT No. 2 TOPIC: Respecting and taking care of animals				
UNIT GOAL: Raise students' awareness about their responsibilities to protect animals.				
SPECIFIC GOALS <ul style="list-style-type: none"> ✓ To identify local animals and their needs. ✓ To identify local animals' problems. ✓ To identify their responsibilities towards animals in general. ✓ To figure out possible solutions for local animals' problems. ✓ To create a poster in English with those solutions. ✓ To make a video about the implementation of those solutions within their communities. ✓ To present their posters orally to the school community. 				
# WEEK/ DATE	ACTIVITIES	LINGUISTIC ASPECTS (vocabulary and structures)	SUMATIVE AND FORMATIVE ASSESSMENT TASKS	FURTHER COMMENTS
Week 1: March 16th to March 20th	<ul style="list-style-type: none"> • Questionnaire to determine students' perceptions about animals in our rural area and in general. • Explanation of simple present tense. • Power point presentation about the opossum's 	<ul style="list-style-type: none"> • Simple present tense. • Vocabulary related to animals (food, habitat, behavior, needs, etc.) 	<ul style="list-style-type: none"> • Questionnaire. • Workshop. • Constant feedback during both activities. 	The class will be imparted in the library. The students will be working in groups fixed by the student-teacher.


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	<ul style="list-style-type: none"> needs and problems. Vocabulary workshop about the presentation. 			
<p>Week 2:</p> <p>March 23rd to March 27th</p>	<ul style="list-style-type: none"> Explanation about WH questions. Video: Habitats. Video: Everyone needs a home. Vocabulary matching activity. Explanation about negative sentences. Video: animal shelter and adoption. Group discussion about animals' problems and possible solutions. Puzzle: what can we do for them? 	<ul style="list-style-type: none"> Simple present tense. Vocabulary related to animals (food, habitat, behavior, needs, etc.) Wh words and structure to form questions in present tense. Negative sentences in simple present tense. 	<ul style="list-style-type: none"> Participation in the activities. Matching activity. During group discussions: Mastering the topic, evidence of paying attention to the videos and information provided by the teacher and silence and respect when other is talking. Puzzle. 	
<p>Week 3:</p> <p>March the 30th to April the 3rd</p>	<ul style="list-style-type: none"> Explanation about infinitive verbs. Video: Disadvantages of buying animals. Matching exercise between images and sentences about those disadvantages using power point. Elaboration of a poster with solutions for avoiding animals' abuse and suffering in our rural division. Explanation about how the project will be developed. (Dates, duties and products) Group discussion about what actions students should take in order to improve animals' life conditions in their communities. Implementation of the possible solutions within the community (videos as evidence). 	<ul style="list-style-type: none"> Infinitive verbs. Vocabulary related to shelters and animals' problems. Constant reinforcement of the previous topics. 	<ul style="list-style-type: none"> Respect to the class. Matching exercise. Correct writing and evidence of mastering the previous topic for the poster. Engagement and respect of deadlines for each task. During group discussions: Mastering the topic, evidence of paying attention to the videos and information provided by the teacher and silence and respect when 	


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<p>Week 4: April the 13th to April the 17th</p>	<ul style="list-style-type: none"> • Presentation of the videos to the class. • Interview with each group about its implementation experience. • Class discussion about those experiences. • Explanation of the final product: the poster. • Brainstorming: ideas for creating the posters <i>“Animals’ problems and our responsibilities to find solutions to take care of them?”</i> 	<ul style="list-style-type: none"> • Constant reinforcement of the previous topics. 	<ul style="list-style-type: none"> • For the presentation: organized information, coherence, engagement, clarity when speaking, and proper tone of voice. Creativity for presenting the videos and making them. • Interview: correct answers in English and engagement and responsibility towards this activity. 	
<p>Week 5: April the 20th to April the 24th</p>	<ul style="list-style-type: none"> • Posters elaboration with teacher’s constant surveillance and help. 		<ul style="list-style-type: none"> • Participation and responsibility. 	
<p>Week 6: April the 27th to April the 30th</p>	<ul style="list-style-type: none"> • Teachers’ corrections and feedback about the posters. • Public presentation of the posters and videos in the auditorium. 		<ul style="list-style-type: none"> • Feedback. • For the public presentation: correct and clear speaking, tone of voice, commitment in engaging others and call their attention. For the posters: organization, attractiveness, creativity and correct use of English. 	<ul style="list-style-type: none"> • The presentation of the project will replace the final exam.

Appendix C

	<p>INSTITUCIÓN EDUCATIVA RURAL CHAPARRAL</p>	<p>LEARNING GUIDE (Guía de aprendizaje)</p>
<p>SUBJECT</p>	<p>English</p>	<p>GRADE: 5th</p>

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UNIT N° 2	Protecting our animals (protegiendo a nuestros animales)	TERM: 2
GUIDE N° 2	What actions can I implement for protecting and taking care of animals?	
TEACHER	Whatsapp:	


STUDENT'S FULL NAME (nombre completo del alumno):


GRADE:

Estimado alumno, para comenzar a trabajar en tu guía, lee primero los siguientes puntos:



Retrieved from: <https://bit.ly/3gfk6DJ>

Lee cuidadosamente el título de la guía de aprendizaje, los derechos básicos de aprendizaje y los indicadores de desempeño y competencias, para que sepas lo que vas a ser capaz de hacer, después de terminar tu guía . Si tienes alguna duda al respecto, pregúntale a tu profesor(a), quien estará disponible en los horarios ya establecidos vía Whatsapp  o correo electrónico.

1. Comienza a realizar en orden todas las actividades sugeridas en la guía. Lee cada actividad con cuidado para que sigas las instrucciones correctamente. Si tienes alguna duda, contacta a tu profesor(a) .
2. El éxito en la realización de tu guía, dependerá de la dedicación y el esfuerzo con que hagas cada una de las actividades propuestas por tu profesor(a). Al hacer tu trabajo a conciencia, lograrás mejorar tus habilidades para hablar y escuchar inglés, así como también fortalecerás tus destrezas para escribir y leer en inglés.

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3. Al finalizar tu guía, descubrirás que te habrás concientizado de la importancia de proteger, respetar y cuidar a nuestros animales. En consecuencia, esto hará de ti una persona respetuosa y protectora de tu entorno natural y de los recursos que éste nos brinda para el bienestar de todos los seres vivos y te darás cuenta de todas las acciones que puedes tomar para defenderlos y cuidarlos.
4. Con el fin de comprender los textos en inglés, puedes usar el traductor de Google y tu diccionario de inglés (si no tienes diccionario puedes usar el diccionario en línea Wordreference), a continuación encontrarás los links para acceder al traductor y al diccionario:

<https://bit.ly/3gj4eze>

<https://www.wordreference.com/>

BASIC LEARNING RIGHTS (Derechos básicos de aprendizaje):

BLR 1. Understands general and specific information in a short narrative text (*Entiende información general y específica en un texto narrativo corto*).

BLR 2. Produces a short, simple, oral or written narrative text (*Produce un texto narrativo oral o escrito, corto y simple*).

BLR 4. Explains, in oral or written form, cause and effect (*Explica de forma oral o escrita la causa y la consecuencia*).

Retrieved from: <https://bit.ly/2XprPFF>

PERFORMANCE INDICATORS (& COMPETENCES) Estándares básicos de competencias en inglés:

- Identifico los nombres de los personajes y los eventos principales en una narración apoyada en imágenes, videos o cualquier tipo de material visual. *Escucha* (Competencia lingüística).
- Identifico objetos, seres y acciones que me son conocidos en un texto descriptivo oral y corto. *Escucha* (Competencia lingüística y competencia pragmática).
- Asocio una imagen con su descripción escrita. *Lectura* (Competencia pragmática).

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- Comprendo descripciones cortas sobre seres, lugares y acciones conocidas. (Competencia lingüística y competencia pragmática).
- Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. (Competencia lingüística y competencia pragmática).
- Busco oportunidades para usar lo que sé en inglés. (Competencia sociolingüística).

Retrieved from: <https://bit.ly/2AQZyV>

A. BASIC ACTIVITIES *WHERE AM I HEADING FOR?*



Retrieved from: <https://bit.ly/36pJmln>

Saving our animals is one of the ways we can use to keep the natural balance on earth. As humans, we have the responsibility of ensuring this equilibrium for guaranteeing the survival of our planet ecosystem. In consequence, it is necessary to take actions in order to correct all the mistakes humans have been making for centuries. Those actions must be carried out now and not only by adults but also by children before life on earth reaches a critical point of no return.

POSING PROBLEM QUESTION

How can I become a protector of animals, thus a protector of the environment?

Retrieved from: <https://bit.ly/3el5uA9>



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HOW MUCH DO I KNOW?



Retrieved from: <https://bit.ly/2LTOMf1>

1. Make a list of the problems that animals face in Guarne.
2. Make a list of the things you propose for helping them.
3. Make a list of the problems animals are facing in our rural division of Chaparral.
4. Do people in Chaparral help animals? How?

B. UNDERSTANDING AND PRACTICING ACTIVITIES

I LEARN NEW THINGS

1. Click on the following link and watch the **video # 1** about the balance of nature. Please take notes: <https://bit.ly/3geG1Kt>

BIODIVERSIDAD

Qué es la biodiversidad?

La biodiversidad, es a variedad de animales y plantas que se encuentran en este planeta, incluidas los lugares geográficos en los que ellos se ubican. La diversidad de las especies no está distribuida uniformemente a lo largo del planeta porque la vida depende de muchos factores incluidos la geografía. Por ejemplo, las regiones tropicales mantienen más vida que las regiones polares. Las plantas, los animales y el clima trabajan juntos para mantener el balance de la naturaleza. Ellos actúan como las tuercas, los tornillos y el aceite de una máquina perfectamente puesta a punto.

Pirámide del balance de la naturaleza: Animales estrictamente carnívoros; Animales carnívoros, omnívoros; Herbívoros y Plantas.

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La biodiversidad es importante para mantener la vida en la tierra porque impide que una especie cause la pérdida del equilibrio de la naturaleza. Las serpientes no son seres bienvenidos a nuestras vidas. Por eso les tenemos miedo. Y nos tratamos de deshacer de ellas. Una de las tantas cosas de las que las serpientes se alimentan son las ratas. Si nosotros hiciéramos desaparecer a todas las serpientes, terminaríamos teniendo un grave problema de ratas. La biodiversidad significa mantener el balance de la naturaleza para que ningún ser puede llegar a ser tan poderoso y por lo tanto perjudicial para los demás.

- Click on the following link and watch **video #2** about the five freedoms of animals. Please, pay attention to the images. Try to identify what is going on and take notes about what are the 5 freedoms of animals: <https://bit.ly/3ed1Lo4>
- Click on the following link and watch **video #3** about present simple tense. Please pause the video every time you need to take notes: <https://bit.ly/2XpCDn9>

4. SIMPLE PRESENT REVIEW

Present Simple Tense Part 1

Grammar explanation

Sentence construction in the Present Simple Tense

AFFIRMATIVE SENTENCE				NEGATIVE SENTENCE			
I		play	volleyball.	I	do not		volleyball.
You			football.	You	don't		football.
We			basketball.	We		play	basketball.
They			the piano.	They			the piano.
He		plays	the drums.	He	does not		the drums.
She				She	doesn't		
It				It			

interrogative sentences

Do	I		volleyball?	When	do	I	volleyball?
	you		football?	Where		you	football?
	we	play	basketball?	How	do	we	basketball?
	they		the piano?			they	the piano?
	he		the drums?		does	he	the drums?
Does	she					she	
	it					it	

Rules of forming the 3rd person singular:

The verbs in the 3rd person singular get -s ending. There are some spelling rules you have to learn.

- Y changes into -i in the end of the verbs if there is a consonant before it.
e.g.: try ⇌ tries
- If the verb ends with -ss, -sh, -ch, -o or -x, it gets -es ending in 3rd person singular.
e.g.: wishes, mixes, matches, watches, misses, goes, does

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- Retrieved from: <https://bit.ly/2Xo1849>

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Click on the following link and watch **video #4** about the third person rules for present simple tense.

Please pause the video every time you need to take notes.

<https://bit.ly/2zpNANH>

THIRD PERSON REVIEW

Present Simple 3rd Person Singular



She is Cindy. She is six years old. She gets up at seven o'clock. She goes to school by car. She likes Maths but she doesn't like English. She goes home at one o'clock. She has lunch with her family. After lunch she does her homework. Then she goes to gym lessons. She has dinner at eight thirty. After dinner she watches television or plays with her dog. She goes to bed at ten o'clock.



Grammar Point

He	watch ES television.
She	goe S to school.
It	play S with Cindy.

He	watch television.
She	doesn't go to school.
It	play with Cindy.



REMEMBER	
S	AFTER HE/ SHE/ IT .He read S , drink S , eat S
WE ADD ES to CH, O ,SS, SH and X	
Catch	/Catch ES
Do	/Do ES
Kiss	/ Kiss ES
Brush	/ Brush ES
Fix	/Fix ES

REMEMBER	
after a consonant Y + IES	
Carry	/ carr IES
Study	/stud IES
Cry	/cri IES
Try	/tr IES

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Retrieved from: <https://bit.ly/3gibmvF>

Remember!

- Cuando tienes verbos con la siguiente forma: **To have (tener), To be (ser), To talk (hablar), To walk (caminar), To help (ayudar), To protect (proteger), To study (estudiar), To love (amar), To care (cuidar)**; se llama infinitivo (que en español son los verbos terminados en ar, er, ir). Para usar un verbo en presente simple, quitamos el **TO** del infinitivo. Obviamente, cuando conjugemos los verbos en presente simple siempre tenemos que recordar que cuando se trata de los pronombres

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he, she, it (terceras personas del singular) el final del verbo cambia según las reglas ya vistas para

THIRD PERSON.

- **LOS PRONOMBRES:** I (yo), you (tú), he (él), she (ella), it (él o ella si hablamos de animales o de cosas), we (nosotros), you (ustedes), they (ellos, ellas).
- **ESTRUCTURA DEL PRESENTE SIMPLE:**

Pronombre o sujeto + Verbo en presente + Complemento

Pronombre o sujeto	Verbo en presente	Complemento
<p>I</p> <p>Yo</p>	<p>teach</p> <p><i>les enseño</i></p>	<p>my classmates the five freedoms of animals.</p> <p><i>a mis compañero(a)s de clase los cinco derechos de los animales.</i></p>
<p>She</p> <p>Ella</p>	<p>teaches</p> <p><i>enseña</i></p>	<p>how to rescue injured opossums.</p> <p><i>cómo rescatar a zarigüeyas heridas.</i></p>
<p>He</p> <p>Él</p>	<p>teaches</p> <p><i>les enseña</i></p>	<p>the students that we can help stray dogs and cats by adopting them.</p> <p><i>a los estudiantes que podemos ayudar a los perros y gatos callejeros adoptándolos.</i></p>

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The cat	helps	people lower their stress level with its purr.
<i>El gato</i>	<i>ayuda</i>	<i>a disminuir el nivel de estrés de las personas con su ronroneo.</i>

- Cuando quieras usar una frase negativa, por ejemplo:

Maltrato animal es cuando el dueño de un animal (perro, gato, vaca, gallina, etc.) **no** le da comida (*Animal abuse is when the owner of an animal (dog, cat, cow, chicken, etc.) does not feed the animal*).

En este caso usamos does porque el pronombre es él (quién es el dueño? él) y él (he) es tercera persona (third person).

Maltrato animal es cuando las personas **no** protegen a los animales de la lluvia, el frío y el sol (*Animal abuse is when people do not protect animals from the rain, cold and sun*). En este caso usamos do porque el pronombre es ellas (quiénes son las personas? R/ Ellas) y el pronombre ellas (they) no es tercera persona.

I APPLY AND PRACTICE

1. Click on the following links and do all the exercises. Please, always remember that your teacher is available if you have any doubts, you can use a dictionary and google translator.

<https://bit.ly/2LX3eD0>

C. APPLYING AND PRODUCING ACTIVITIES

1. Look at the following pictures and write your own definition of animal abuse by using a list of sentences in simple present. Example:

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- Animal abuse is when people hurt animals (maltrato animal es cuando las personas hieren a los animales).
- Animal abuse is when owners do not give food to their animals (maltrato animal es cuando los dueños no les dan comida a sus animales).
- Animal abuse is when people have birds in cages (maltrato animal es cuando las personas tienen pájaros en jaulas).



Retrieved from: <https://bit.ly/3glA2TV> - <https://bit.ly/3cYllhd> - <https://bit.ly/2yuGA1F> -
<https://bit.ly/2LTFL5v> - <https://bit.ly/2LWwQ36>

2. According to video #1, select the correct answer for each point:

- Biodiversity is:
 - (a) Different animals.
 - (b) A lot of plants.
 - (c) The equilibrium among the climate, the animals, the plants and geographic locations on planet earth.
- Biodiversity is important because:
 - (a) It helps to have different climates on earth.

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(b) It helps to maintain the equilibrium among all the living beings on our planet.

(c) It helps to maintain all animals separated.

- The factors for keeping the nature's balance are:

(a) Animals, plants, climate and geographic locations.

(b) Animals.

(c) Plants.

3. According to video #2 make a list in English of the five freedoms of animals:

Freedom #1:

Freedom #2:

Freedom #3:

Freedom #4:

Freedom #5:

UNDERTAKING ACTIVITIES

I MOVE FORWARD AND GO DEEPER

1. Watch the following video about a man rescuing baby possums when her mother was hit by a car and sadly she died. Make a list of all the steps describing how the man helps the little babies.

Example sentence:

- The man sees an animal on the road (apparently dead).
- He stops the car.
- He checks if the possum is alive.
- He checks if the possum has babies.

And so on... Remember you have to describe all the steps from the beginning of the video until the end.

For watching the video click on the following link: <https://bit.ly/2XqDLHd>

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2. Suppose you were walking on the Medellín-Bogotá highway and you find an opossum on the road.

What would you do for helping the opossum? Make a list with all the steps. Here I give you some help:

- I ask an adult for help because the cars on the highway are fast and it is dangerous.
- If I do not see cars, I check with the adult if the opossum is alive.

And so on...

It is important to remember that the animal rescue team of the colombian police is available for helping us. If you need its help, call the following telephone number:

(034) 4939394 (Policía de protección animal Antioquia)



Retrieved from: <https://bit.ly/2Zwq7oL>

3. Click on the following link to watch the video about “Why you should adopt a pet” (Por qué deberías adoptar una mascota)

<https://bit.ly/2XoKb9U>

According to the video there are many advantages when you adopt a pet.

- Make a list of those advantages.
- Ask 5 relatives, friends or neighbors who had adopted pets and, who you think, are responsible owners , **what are 3 benefits of having an adopted pet.**

4. Read the following articles in Spanish in order to know what are some actions people take to protect animals in Colombia:

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<https://bit.ly/2WYrmeE>

<https://bit.ly/2XoKdyy>

- You are a guardian of animals, propose 5 actions to protect them from abuse and suffering in Chaparral.
- Implement those actions in your school or near your farm, you can get help from your parents.
- Take notes about your experience implementing those actions and about your feelings, if possible, take pictures of your implementation.

I UNDERTAKE PROJECTS



Retrieved from: <https://bit.ly/2ZxdM3z>

POSING PROBLEM QUESTION

How can I become a protector of animals, thus a protector of the environment?

1. Using all the information collected during the implementation of your proposed actions, create a poster (or posters) with the following requirements:
 - The title of the poster is the posing problem question.
 - Write the 5 freedoms of animals and in front of each one use a picture that represents each one of them.
 - Write a sentence explaining why animals are important for nature's balance.
 - Write a short definition of animal abuse in your own words.

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- Write 3 benefits of adopting a pet.
- Make a list of the 5 actions you implemented in the school or near your farm with animals to protect them. Here you have to paste the pictures you took showing your proposals become reality.
- Write a paragraph of 10 lines explaining to your classmates and the teacher all the results of the implementation of your actions: what did you feel when you were implementing each action? Was it difficult? Why? What was the reaction of the animals when you helped them? Did you have some problems? Did you have to ask for an adult help? What is the importance of taking actions for helping animals? What were the results? Were they positive?
- At the end of the poster (or posters), write another paragraph of 20 lines answering the problem posing question.
- For the creation of the poster(s) always take into account the following:
 - (a) Use big size letter.
 - (b) Use pictures.
 - (c) Use different colors to show different information.
 - (d) Be creative.
 - (e) Be resourceful.
 - (f) Be organized.
 - (g) Present clear information and use all the aspects you studied in this learning guide (remember that always).
 - (h) Remember that you can contact your teacher for help.
- After teacher's correction of the poster(s), you will have to make an oral presentation of the poster(s) to your classmates. Requirements:
 - Speak aloud! Your classmates need to listen all that you are saying.

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- Prepare your presentation. Do not improvise.
- You will have 15 minutes for your presentation. Respect that time.
- DO NOT READ!!! You have to summarize the information of the poster(s).

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Designed and adapted by Adriana Sandoval, 2020