

**A PEDAGOGICAL PROPOSAL TOWARDS ENVIRONMENTAL AWARENESS
THROUGH A SCHOOL NEWSPAPER**

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ABSTRACT

This research proposes a pedagogical implementation of a school newspaper considering the school community's perceptions regarding environmental issues. The proposal is developed with fourth graders at Liceo Femenino Mercedes Nariño in Bogotá, Colombia. The researchers use observations, field notes, questionnaires and interviews to collect data. The proposal follows four methodological cycles based on Writing process, Community-Based Learning, Environmental awareness and Newspaper as the main constructs. A future teacher in charge will establish further analysis and possible impacts of the implementation.

Key words: Writing process, Community-Based learning, environmental awareness, newspaper

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CHAPTER I

Contextualization and Research problem

This chapter presents the characterization of the local and institutional context as well as of the participants in this pedagogical proposal, carried out at IED Liceo Femenino Mercedes Nariño. It also presents the process in which the problem was identified by making connections between three instruments: field notes, characterization questionnaire, and diagnostic test. Based on this, the research question and the objectives that will guide this pedagogical proposal emerged.

Local context

Liceo Femenino Mercedes Nariño (LFMN from now on) is a girls-only public school located in Restrepo neighborhood - Antonio Nariño sector. The school belongs to social strata two and three and is located on Avenida Caracas # 23–24 Sur in Bogotá, Colombia. Its location is near Transmilenio station, which facilitates the education community's transportation. The neighborhood has different commercial places related to food, education, and entertainment. Because of this, Restrepo neighborhood is a core place in Bogotá.

Institutional context

Liceo Femenino Mercedes Nariño was founded in 1916; the school's original objective was the preparation of girls for household work. Nowadays, the school seeks to develop a sense of creation and transformation in its students. Based on the school's P.E.I. (Proyecto Educativo Institucional) (2019) mission and vision, the institution promotes respect, honesty, identity, solidarity and autonomy as main values to foster a complete integral

education. In fact, the school centers on proficiency in English and French as foreign languages, basic sciences, and ICT (information and communication technologies). These aspects contribute to the integral formation of the students, as the institutional pedagogical project states.

The school's methodology is an Action-change-reflection scheme concerning the cultural conceptions, theories, customs, and expressions which guide the educational practices. Besides, the teacher's role is to be a transforming agent since s/he incorporates new pedagogical practices and strategies, as it is mentioned in the P.E.I. of the institution. In this sense, the school fosters an active educational practice.

Regarding facilities, LFMN has kindergarten, elementary, and high school facilities in the same branch. It has seven buildings, seventy classrooms, two libraries, an English lab, an auditorium, and a chapel. Furthermore, the institution has recreational areas such as cafeterias, restaurants, sports fields, and a running track. Concerning the English lab, it has a smart board that the teacher uses with the computer. The school has fifty tablets too; however, they are not used in the English class.

Regarding the English class, primary students take one class per week and its lengths is one hour. The methodology is based on rhyme songs and guides which are presented through the use of a smart board. It is necessary to clarify that some classes are guided by pre-service teachers. Although only one hour of English class is allocated per week, the school offers English and French reinforcement on Saturdays. This allows students with a lack in language proficiency to participate in that program.

Participants

This proposal is carried out in a girls-only school with two groups of fourth graders (401 and 403). The first group has thirty-six and the second one has thirty-five students, the population is around seven to eleven years old (see Annex 1). Moreover, most of them live in a nuclear family structure composed by mother, father, and siblings. In some cases, the students' family structure is that of an extended family, which means they also live with their grandparents and uncles and/or aunts.

Additionally, most of the students' living places are in the southern part of Bogotá such as Usme, Ciudad Bolívar and Rafael Uribe Uribe neighborhoods. Thus, most of the students live far from the school; then, the means of transportation is the school bus. The rest of the population arrive by walking since they live near school.

Regarding their spare time, the participants affirm to enjoy reading, practicing sports and surfing on the Internet. Moreover, they reported drawing as an additional leisure activity. In this respect, students tend to spend their time on different hobbies. In relation to the subjects they like the most, mathematics is the favorite one followed by technology in both groups.

On the other hand, forty-two over sixty-seven girls expressed they feel comfortable with the English class. Referring to the language skills, 401 graders prefer to write in English while 403 graders prefer to read in English. Furthermore, in the questionnaire students assert that they would like to draw in the English class as a way of improving their language skills. This allowed us to include the participants' interests within the pedagogical proposal.

To sum up, the previous aspects allow the researchers to characterize the population and, in that way, delimit the pedagogical proposal by taking into account students' interests during the

didactic sequence. By knowing the population's surroundings and needs, it allows the researchers to portray the possible impacts of this proposal.

Diagnosis

An English diagnostic test was carried out based on the school syllabus (see Annex 2) and the *Estándares básicos de competencias en lenguas extranjeras: Inglés* (Ministerio de Educación Nacional, 2006). This diagnosis evaluated writing, listening, reading, speaking, and use of English in order to identify their English level. Each section of the test had a specific score which depended on the quantity of questions. Using this instrument, we noticed that students do not accomplish the expected communicative competences required by the syllabus.

To begin with, the writing section consisted in asking the students about their names, ages and family members. This section had a score over five. The main purpose was not only to evaluate their previous vocabulary knowledge but also the use of a basic English structures. This was carried out taking into account the topics studied in their English class such as verb *to be*, family members, and numbers. The student who had the highest score within the two grades wrote complete sentences using her previous knowledge. For instance, she wrote "*She is my mother, He is my father, He is my brother*" (see Annex 3). This displayed that the student did not use isolated words but a complete structure. On the other hand, the other girls wrote isolated words with grapheme mistakes, such as *moder, fader, droder* (see Annex 4). Considering the above, writing skills weaknesses were not a problem to solve but an opportunity to improve.

The use-of-English section was divided into two parts; the first section was over five points while the second over three. It consisted in matching a noun with the corresponding image. Thus, fourth graders had to color a princess according to the name of the colors that were

below the picture (orange, yellow, red, pink, and brown). In the second exercise, they had to match a number with the quantity of animals that were in the pictures. It is necessary to clarify that one of the pictures did not correspond with the requested number. Nevertheless, students either drew the extra animal or wrote the correct number (see Annex 5). In general, fourth graders (401 and 403) recognized previous vocabulary knowledge.

In regards to the reading section, there was a comic strip evaluated over three points. There, the characters developed a conversation in order to welcome a new student by using greetings, Wh-questions, and the verb *to be*. The main goal of this exercise was to identify the new student, how he was feeling and his name. Generally, fourth graders obtained two points over three in this section. It means they understood basic conversation stages and vocabulary (see Annex 6).

Concerning the listening section, it was divided into two parts. First, teachers dictated three sentences with the verb *to be* structure: *She is Janna*, *He is Paco* and *I am Angie*. For the second part teachers mentioned three parts of the body *eyes*, *hand* and *ear*, which students had to relate with the corresponding image. Finally, the speaking section presented two questions: *What is your name?* and *What is your favorite color?*, which students answered in pairs. They had the opportunity to ask as well as answer to their partners.

Writing about the environment

Considering the results from the English test, it was necessary to implement a test focus on the writing skill (see Annex 7). This skill needs more development and, based on the objective of this research study, it was necessary to know students' perceptions towards environmental issues. This test was divided into three sections.

The first one, *Time to recycle*, focused on the “three R recycling cycle”. There, students had to match the type of residue with the corresponding recycling bin. Then, students wrote three sentences taking into account the previous connections. In this part, it is important to consider the level of difficulty. For that regard, students first had a guide and in the last sentence, they did it by themselves without any guide. Thus, the sentence structure and recognition of vocabulary could be evaluated. In general, fourth graders associated the corresponding recycling bin with the elements. They recognized the vocabulary and the pictures to do the matching activity. Regarding the second exercise, fourth graders wrote the colors of the recycling bin accurately. During the highest level of difficulty, thirteen students not only wrote the accurate color but they also completed the sentence with the structure learned in previous exercises.

The second section was *The importance of animals*. It is presented a word bank which indicates some animal products such as honey, eggs, and milk. Following that word bank and the pictures of the animals: bee, hen, and cow, students had to count the products of each animal and complete three short sentences. Concerning the first sentence, ten students wrote *The maya bee has three jars of honey*, five of them wrote Spanish sentences (see Annex 8) and the rest of them wrote words in a reversed order or repeated words like *honey three*, *honey bee*, and *jars of jars*.

There were similar results in the second sentences; nevertheless, five students got confused with the vocabulary and language structure. In this sense, the most common mistakes were *Alita have four eggs*, *Alita has jars of in the nest* (see Annex 9). In this specific case, students were unclear about the use of *has* and *have* in relation to first and third person. The last sentence did not have any guide; thus, students wrote the complete sentence by themselves taking into consideration the previous structure and the words from the bank. This time, fourth

graders omitted the linguistic structure and added the word *jar*, which did not make sense within the sentence.

The test finished with an open question in Spanish due to the fact that the researchers were interested in knowing fourth-graders' opinions concerning the importance of animals and recycling. Fourth graders expressed the importance of not throwing garbage onto the street, not leaving their pets behind, and recycling for environmental care. In general, the test *Writing about the environment* considered students' opinions towards their environmental knowledge. This test was based on recycling and animal care as the two main topics fourth graders have been working on in relation to the PRAE.

Statement of the problem

According to *Estándares básicos de competencias en lenguas extranjeras: Inglés* (Ministerio Educación Nacional, 2006), fourth graders are supposed to write and transcribe words that they comprehend and use in the English classroom and demonstrate knowledge in English basic structures. The diagnosis test results showed that the participants knew the vocabulary worked in classes. Nevertheless, they did not know how to write it appropriately. For instance, students wrote the members of the family like *moder*, *droder*, and *fother*. Besides, in the dictation section, the participants had to write three sentences according to the verb *to be*, a topic learned in previous classes. The sentences were *She is Janna*, *He is Paco*, and *I am Angie*; however, students wrote them as they heard them by using Spanish codes: *chi is Janna*, *ji is Paco*, and *hay an angie* (see Annex 10).

According to Arabski (as cited in Chapetón, 2008), this phenomenon is called language transfer which occurs in language learning situations. In this case, a writing system transfer

between their mother tongue and English as the target language is presented. It means, L1 written codes influence the L2 learning process, especially during the early stages of L2 literacy development (Wade-Woolley, 1999). Based on this, the researchers considered that writing is an opportunity to create a dialogical relationship between concepts and English codes.

On the other hand, revising the school's P.E.I., it proposes an environmental focus, which was not accomplished in the English classes. It is because English contents are isolated from that focus. This means, there is not an involvement between the language learning and environmental consciousness.

Rationale of the study

Writing is usually conceived as a process which involves syntax, diction, and grammar rules. Nevertheless, writing is not only structure but also involves reflexive processes. It allows students to connect their experiences with their surroundings in order to convey their own voice. According to Lillis (2001), *voice-as-a experience* allows writers to connect their context, experiences, and feelings to their texts. Based on this, the researchers deduced that through writing students have the possibility to construct their own voices and put them into language in relation to their surroundings. This allows students' encouragement since their voices and their thoughts have an impact within the classroom and their community.

Regarding the participants' context, the school has an environmental project named PRAE (Proyecto Ambiental Escolar). It aims to promote a territorial empowerment and commitment with their surroundings. In this way, students do not throw trash on the floor, make a responsible use of water, recycle, and are aware of the fauna and flora. Thus, PRAE serves as a source for accomplishing fourth-graders' environmental awareness while improving their writing

processes. In this regard, the researchers decided to implement a diagnostic focused on writing as well as environmental issues.

During the observations, writing turned out to be the activity that students perform the most, as classes are based on copying and translating English concepts into Spanish. Hence, students do not have the opportunity to write their perceptions about current school context.

In this sense, this proposal focuses on the creation of a school newspaper through Community-Based learning considering environmental issues involved in the schools' community. Therefore, students could achieve a significant learning process since they not only improve their writing skill but also contribute to the community they are immersed in.

It is necessary to clarify that the school newspaper has two purposes. First, it allows fourth graders to experience a writing process. Second, students expose their own ideas in the way they perceive the school environmental issues and portray them in the target language. As they see their work published, students realize that the writing skill works as a means of communication which can provoke an impact in their community.

Research question

How does the characterization and writing performance of 401 and 403 graders at LFMN guide the development of a pedagogical proposal to create a school newspaper through Community-Based learning?

Research objectives

General Objective

To create a pedagogical proposal regarding fourth-graders writing process towards environmental awareness through Community-Based learning at LFMN.

Specific Objectives

1. To characterize fourth-graders writing processes based on environmental issues at LFMN.
2. To elaborate a theoretical review of Writing Process, Environmental Awareness and Community-Based Learning as the main constructs of this pedagogical proposal.
3. To design a pedagogical intervention based on fourth-graders' writing processes through the creation of a school newspaper about environmental awareness.

CHAPTER II

Theoretical framework and literature review

In this chapter, the researchers present a set of inquiries which have a similar theoretical scope to this pedagogical proposal. To do so, the researchers take into account five national monographies and three international ones. In fact, the criteria for selecting them were the constructs proposed in the research question: writing, environmental awareness, and Community-Based Learning. It is worth mentioning that the researchers work environmental awareness through the creation of a newspaper with fourth graders (401 and 403) at LFMN.

State of the art

In this section, the researchers inquire national and international studies in relation to the following key concepts: writing process, environmental awareness, and Community-Based Learning as the main concepts of this research. These studies are retrieved from Universidad Pedagógica Nacional and Universidad Distrital Francisco José de Caldas data base, libraries, and scientific articles.

Table 1
State of the Art

| Project | Institution | Researcher | City/Country | Published |
|---|--|------------------------------------|---------------------|------------------|
| Children Poetry: A way to develop writing production | Universidad Pedagógica Nacional | Juan Sebastián Mogollón Rincón | Bogotá, Colombia | 2019 |
| Environmental awareness through writing tasks to learn English | Universidad Distrital Francisco José de Caldas | Juan Hurtado, Stephania Betancourt | Bogotá, Colombia | 2019 |

| | | | | |
|--|--|-----------------------------|-----------------------|------|
| Approaching writing skills in third graders through graphic organizers | Universidad Pedagógica Nacional | Wendy Jineth Panche Arias | Bogotá, Colombia | 2016 |
| The creation of a school magazine as a way to foster collaborative writing | Universidad Pedagógica Nacional | Camila Andrea Arias | Bogotá, Colombia | 2017 |
| Developing descriptive writing within a community-based Pedagogies framework | Universidad Pedagógica Nacional | Manuel Orjuela Tovar | Bogotá, Colombia | 2017 |
| Teaching writing to primary school learners | Masaryk University | Mgr. Bc. Martina Kovaříková | Brno, República Checa | 2016 |
| Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners | Tung Wah College | Marine Yeung | Hong Kong, China | 2019 |
| Enacting Green Pedagogy in the EFL Classrooms in Bangladesh: Prospects, Challenges and Pragmatic Breakthrough | Northern University of Business and Technology | Mozaffor Hossain | Khulna, Bangladesh | 2018 |

Note: This table summarizes the research projects in relation to this pedagogical proposal.

In the first place, the researchers include a project developed at Universidad Pedagógica Nacional: *Children Poetry: A Way to Develop Writing Production* by Juan Mogollón. This project arose at Domingo Faustino School in fifth graders because of their lack of competence in writing. The author's main objective was to analyze the impact on fifth graders when interacting with children poetry. Based on the data collection, the author also took fifth- graders' likes and abilities into consideration in order to make their writing process meaningful. He decided to include games as one of their predominant activities during his interventions. This study was

taken into consideration for two reasons: the author's perspective regarding writing, and second, he considers fifth-graders' likes and abilities. He stated that writing is a cognitive process which facilitates language output. Besides, he affirmed that games allowed fifth graders to learn language structure and grammar rules in a meaningful way. In this regard, this inquiry relates to our project since the author also wanted to improve his students' writing skill through a pedagogical tool, in this case, the creation of a newspaper.

In the research project *Environmental awareness through writing tasks to learn English* by Betancourt and Hurtado, the authors stated that environmental awareness can be developed at the same time that students improve their writing skills. The main idea of the research is learning of English as a process that can be placed into other topics different from grammar. In order to do that, the researchers used Content-Based Instruction since this approach gives the possibility to show content different from grammar in the English class and use other topics in order to achieve language learning. The study focused on fifth-grade students, and the researchers developed activities through videos and songs that had a deeper message about environmental awareness in order to create discussions and to make students think and develop their own ideas. In this sense, this inquiry is related to the present proposal since English is presented as a medium to achieve environmental awareness.

On the other hand, *Approaching Writing Skills in Third Graders through Graphic Organizers* by Wendy Arias focused on improving vocabulary through graphic designers in fourth graders at Liceo Femenino Mercedes Nariño. The author centered her theoretical framework on Richards & Renandya (2002), who defined writing as a circular process divided into four stages: planning, drafting, revising, and editing. We decided to consider this research

because this proposal aimed at the creation of a school newspaper. Thus, it is possible to adapt this model and do it step by step in an organized way.

In sequence, the research *The Creation of a School Magazine as a Way to Foster Collaborative Writing* by Camila Ávila developed the creation of a school magazine in order to foster students' writing skills. The researcher based her project on collaborative writing as a way to increase students' interaction. Through this approach, students developed their own voice and created a sense of respect since they read their ideas and created an atmosphere of learning and interaction. This inquiry was carried out through Project-Based Learning since students had to develop a final product, the magazine. This research contributes to our proposal since it develops the writing skill as a product through a published material that is similar to the newspaper.

In regards to the research-project *Developing Descriptive Writing within a Community-based Pedagogies Framework*, Manuel Tovar proposed the development of writing skills through Community Based Pedagogies approach. The aim of this research was to bring students' context into their school practices in order to make them analyze it and describe it. The researcher took into consideration students' community to make descriptive writings. In this project, English worked as a tool but not as an end since the researcher wanted students to recognize their current context. Moreover, the researcher focused on environmental issues in order to make students identify their surroundings and describe them. For the aim of this proposal, this research contributes to take students' context and interests in order to enhance their writing skill and take environmental issues to develop awareness through writing tasks.

Teaching Writing to Primary School Learners carried out by Martina Kovaříková, focused on the development of writing skills in primary schools in an EFL classroom with a

population of children between 8 to 11 years old. The activities proposed by the researcher are developed by Task-Based Learning in which the students developed a set of activities with different stages proposed by Harmer (2004). The activities went from dictations to creative writing that was the final proposal of the inquiry. For the researcher, it was important to display students' works because, in that way, students feel proud of themselves and recognize the others. Furthermore, Kovaříková stated that the benefit of developing writing in the EFL classroom is that students could see and follow their process and they were conscious of it. This research project is useful to the present proposal because it worked with the creation of magazines as part of the products. This project gives a perspective of the usefulness of writing in EFL primary schools and how to develop it in a meaningful way.

Additionally, Marine Yeung carried out a project at Tung Wah College in 2019 named *Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners*. Yeung presented writing as a composing process which allowed young learners to discover and reformulate their ideas as they attempted to approximate meaning (Zamel, 1983). Based on Vivian Zamel's proposal, the author considered writing not a product but a reflective process. Yeung divided the writing process into three relevant stages, which contributed to this pedagogical proposal. First, the teacher's role consisted of helping students to find their own voice when writing. Second, the teacher allowed students to choose a topic they wanted to write about and that concerns them based on their context. Third, the students' writing must be the primary text of the class. Taking this into account, this teacher role could serve as a guide for the development of this proposal. In that way, students are going to have a guide and at the same time, they are going to feel their text is valuable in the English class.

The last research project considered is *Enacting Green Pedagogy in the EFL Classrooms in Bangladesh: Prospects, Challenges and Pragmatic Breakthroughs* written by Mozaffor Hossain. It aims to integrate green pedagogy in the EFL context in Bangladesh. The author looked for attaining English language contents with environmental issues in a course named English language II: Reading and Writing, with thirty-five participants. In fact, he stated that environmental awareness should be a core component for learning. This statement contributed to our proposal since it linked English as a second language to the importance of environmental issues. Furthermore, the *Enacting Green Pedagogy* project affirmed that the concept of environmental awareness generates motivation in students to protect the ecosystem they live in. In the findings and analysis, the participants displayed noticeable consciousness towards plants, trees, and water in their thought and manner.

Literature review

Regarding the research question, the researchers pointed out theory related to the constructs that guide this study. Each construct represents macro categories divided into subcategories which take place in an EFL classroom. You should mention the concepts here before you describe them.

Writing in the EFL classroom

According to Byrne (1982), writing is a process in which we translate our thoughts and ideas into graphic symbols in order to express ourselves. The writing skill can be developed in three stages: writing as a process and writing as a social practice. You mention three but name two.

Writing as a process

Based on Harmer (2004) proposal, the writer goes through some stages in order to obtain a text as a final written version. This process is influenced by the subject matter and the medium. The first one refers to the content and the type of the text (novel, essay, article, and letters). On the other hand, the medium alludes to the means the text is written on (pen and paper, computer word files, and chat).

Taking writing as a process, Gardner and Johnson (1997) propose eight stages in order to guide students in their writing process. These stages are prewriting, rough draft, share with a peer reviser, revise, reread, edit, final draft, and publish. During the prewriting stage students generate ideas using strategies such as brainstorming, maps, mind maps, webs, and word banks to create their text. Concerning the second stage, students focus on writing their gathered ideas on the paper without worrying about accuracy. Furthermore, it is necessary to have a second perspective from a peer reviser in order to make improvements according to the suggestions given.

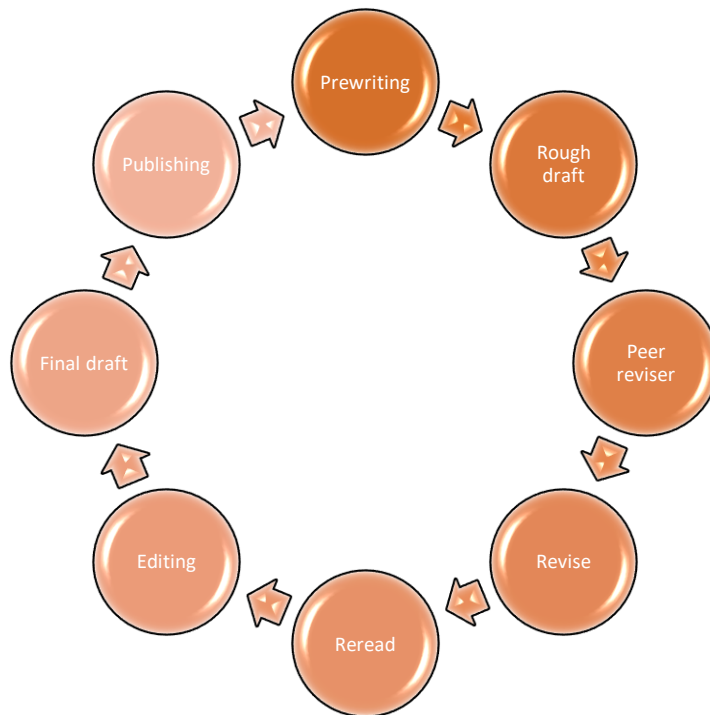
As well as the previous stage, revising focuses on adding details and at the same time, discarding unnecessary content. Once done this, students reread their piece and edit it considering accuracy. Then, students discuss their final paper with the teacher and classmates to publish it. As Matsuda (2003) states, the students' production should be the primary text of the class. In this regard, 401 and 403 graders focus on the topic learned during the class. They make a draft of each newspaper section; then, they review and rewrite it to publish. In this sense, the eight writing stages mentioned above are considered during the pedagogical proposal.

Considering the above, the researchers deduced that the writing process is not linear but cyclical. It deals with a recurrent and constant reflection around the ideas that the writer wants to express. For the aim of this proposal, this process is necessary since it allows fourth graders to portray and reflect upon their ideas considering writing as a means of communication. In this way, writing is not seen as a structure, systematic, and tedious process but as an opportunity to state worldviews within a specific context. In this matter, the teacher's role is to guide the students' writing process. "Writing in the classroom is constructed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point" (Seow, 2002, p. 316). Situated in this pedagogical proposal, fourth graders are writing beginners who need monitoring and instructions such as linguistic structure, vocabulary, topics, and newspaper structure.

Initially, there is not a free writing variation in fourth graders since they were unclear about the structure of the target language. As Lombana (2002) states, students in elementary writing levels are not able to write complex texts but they are able to write short sentences. In this proposal, students are supposed to write short simple sentences that are compounded by a subject and verb which are related to the curriculum topics in relation to the environmental awareness. Then, students not only recognize sentence structures but they also understand the use of them with current topics.

Figure 1

Writing process stages (Gardner and Johnson (1997))



Note: Graphic representation of Gardner and Johnson writing stages for the development of the cycles in this pedagogical proposal.

Writing as a social practice

Writing as a communicative act cannot be detached from the social realm. As Lillis (2001) states, writing provides students with an opportunity to connect the English language with what they, as social actors, do. Hence, taking their social knowledge and practices into account, students expose their beliefs, feelings, and experiences when writing. In this regard, Lillis (2001) claims that writing as a social practice reflects students' language, social identity and institutional practices. This means, the students' writing process is based on their perception towards environment. Students develop these perceptions while practicing language skills linked to their context and the school's policies. In this specific context, fourth graders develop vocabulary from their school's social practices concerning environmental awareness.

Henceforward, students take real situations and use writing as a mechanism for making their social realm noticeable.

Following the idea, Cutting (2002) states two perspectives of context: situational and background knowledge. The situational context concerns people's worldviews in relation to what they perceive around them. The second perspective refers to people's prior knowledge regarding their experiences within a specific context. It means, language allows us to recognize and construct reality as being part of a community. According to this, the fact of perceiving writing in a situated context allows fourth graders to go beyond the language structure and focus on a communicative purpose to reflect on their reality (context). It means, each individual process forms the collective voice in which a community expresses a shared experience.

In this regard, this proposal seeks to join a collective voice concerning the environmental awareness about school issues such as recycling and care of animals. These topics would be enhanced through the school newspaper.

Newspaper as a pedagogical tool

According to Mohammed (2013), a newspaper is a medium in which information can be spread through different artifacts such as facts, scores, charts, photos, and illustrations. Following Mohammed's (2013) statements, there are two types of newspapers: broadsheets and tabloids. Broadsheets newspapers are characterized by being informative and objective, stories are examined in a detailed way, and usually it aims at great audience. On the contrary, tabloid newspapers display popular information, and their front page is colorful and contains more visual aids than written codes.

Moreover, the author mentions three types of codes that are displayed in a newspaper: linguistic, typographic, and graphic codes. The first one alludes to signs, words, and phrases which convey meaning when read. The second one, typographic codes, refer to the size and letter style, if it is bold or italic. The last one is the graphic code, which refers to the visual aids such as photographs, charts, and paintings that support the information.

In this respect, it is evident that a newspaper works as a pedagogical tool, as “it allows the disclosure of different environmental situations occurring at school and in communities” (Gutierrez and Urrutia, 2011, p. 14). The previous statement contributes to this proposal as the students would focus on their school environmental issues in their community and could make them noticeable. In this way, as stated by Gutiérrez and Urrutia (2011), a newspaper is an instrument which allows students to publish their texts, observations, thoughts, reflections, and cartoons that are related to environmental situations of their context. Considering the school PRAE project, the elaboration of a school newspaper would serve as a medium to connect that project with English as a foreign language.

Hence, the development of the LFMN school newspaper would be a mixture of a broadsheet and a tabloid newspaper since it is important to include not only the students’ perceptions but also to promote students’ creativity through comic strips, collages, and drawings. It means, students would improve their writing skill because, as Byrne (1982) says, they translate their thoughts into language, accompanied by visual aids.

Community Based - Learning

First of all, it is important to define what community means in order to understand Community based- learning as an approach. Allan G. Johnson (1996) defines a community as a

social system which is determined not only by a geographical/territorial space where people reside, work, and live but also by the relationships bounded up among its members. Furthermore, Mc Millan and Chavis (1986) consider community as having a sense of belonging to a specific territory where its members share beliefs, values, and take care of each other. In this way, they are concerned about the individual and the group well-being in order to solve their needs. In this proposal, the school is seen as the specific territory where a sense of belonging is developed to spread issues concerning the students' environment through a school newspaper.

Taking this into account, education must connect subject matters with the places where students live and the issues that affect us all (Blank, Berg, and Mellaville 2006). It means, the community becomes an opportunity to incorporate the social practices within the curriculum. In the words of Sharkey, Clavijo, and Ramírez (2016), Community-Based Learning (CBL) involves outside school practices and prior knowledge, in order to enrich class dynamics and curriculum constructs. For the aim of this proposal, fourth graders could take current school community issues and attach them into their EFL learning process. In this regard, CBL is an approach that emphasizes context knowledge, which serves as a starting point for teaching and learning.

In fact, the aim of Community Based-Learning is to situate students outside in their community context. This means, they bring the school community practices into the classroom and work with them. According to Palacios and Chapetón (2014), students feel motivated when they integrate their real-life experiences with the content in the target language. In this way, as they perceive and make conscious the facts that are inherent in their environment, they feel interested in developing alternatives for their community.

Based on the previous statement, the school's community contributes to this study goal since the P.E.I. of LFMN states that one of the factors to access quality education is to "use the city as a source of knowledge" (P.E.I., 2019, p. 9). In this proposal, the school community is the source of knowledge since students deal with environmental issues (recycling and animal care) while improving their writing process in English.

In this sense, as long as teachers guide and ensure that students explore their community issues, "students act as co-creators rather than just consumers of knowledge." (Blank, Berg, and Mellaville, 2006, p. 13). It means, this approach allows students to have experiential learning in which knowledge is built from their interactions with the environment.

Environmental education in an EFL context

According to Geoffrey Palmer (1995), the word "environment" derives from the French word 'environ' which means surrounding. Environs are physical and biological elements such as air, earth, human beings, animals, plants, buildings, roads, etc. This definition contributes to the present proposal since it states that everything surrounding us is alive and it is our responsibility to take care of it. In this sense, education is the opportunity to increase environmental awareness in students.

Muluh (2011) describes that environmental education aims to protect the environment; this depends on individuals, governmental and non-governmental entities, and professional entities such as EFL/ESL teachers. In this sense, the protection of the environment concerns all the community actors. Then, schools have the possibility to promote an environmental awareness within their syllabus. In relation to this inquiry, one of the objectives of the PEI of LFMN (2019) is to develop projects in which recovering the balance and sustainability of environment can be

accomplished inside and outside the institution. The present proposal seeks to develop such a project through two main concepts: the three R's and animals care. The first one refers to reduce, reuse, and recycle, while the second one pursues the recognition of the animals and their care.

According to UNESCO (1975), environmental education has five objectives. First, community actors develop awareness and sensitivity of their current environmental issues. Once they are aware and sensitive, they develop basic understanding of their environment and think about their role in it. Then, community actors are conscious of their social values, display concern, and in that way they are motivated to participate in protecting their environment. From their concern they develop skills in order propose solutions to environmental issues. Finally, they put into action their proposals and develop a sense of responsibility in their community.

Considering the above, based on Gutierrez and Urrutia (2011) proposal, teachers sensitize students towards environmental awareness through activities in which they observe their surroundings, get involved in it and create short texts regarding environment concerns. The previous proposal contributes to this pedagogical proposal since students could write their school newspaper based on their community-environmental issues. In fact, the Ministry of Education promotes the creation of projects that concern the environment.

This chapter presented the theoretical framework that guides this proposal. It developed the main constructs: writing in EFL classroom, newspaper as a pedagogical tool, community-based learning, and environmental awareness in an EFL classroom. The development of the constructs allows the researchers to delimit the pedagogical proposal. The next chapter will display the research design, the data collection instruments and procedures.

CHAPTER III

Research design

This chapter presents the research design, which includes the conceptual basis such as research paradigm, methodology, and the role of the researchers. Furthermore, data collection instruments, and their procedures are presented. The aspects mentioned above will guide and allow the researchers to develop this pedagogical proposal.

Research paradigm

As this pedagogical proposal follows a qualitative research paradigm, it is important to clarify this concept. According to McMillan and Schumacher (2005), the objective of this kind of research is to comprehend social phenomena from the participants' view based on their contexts in order to improve their practices. Merriam (2009) describes the qualitative researcher as an observer who focuses on phenomena in natural settings; this involves people's real experiences in a situated context and the meaning they bring to them. This statement supports the present proposal considering the study of the participants' realities taking into account their experiences, prior knowledge, and specific settings to construct a knowledge base.

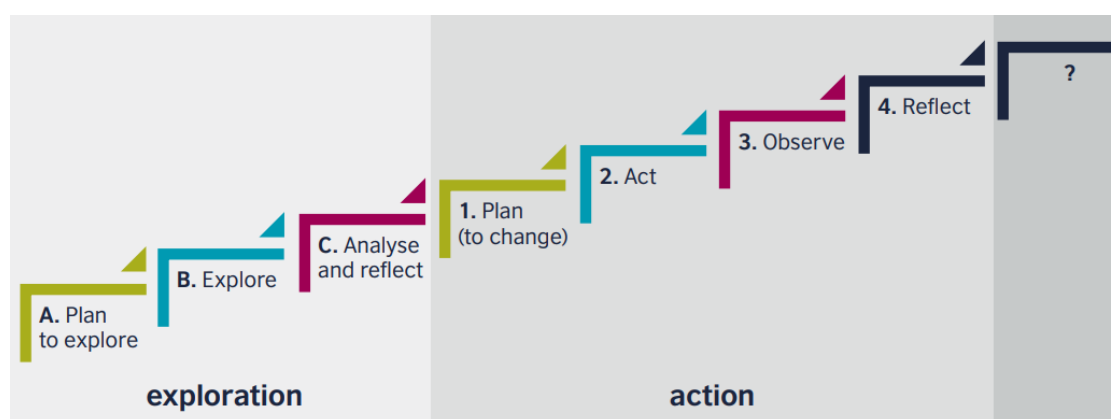
Regarding the qualitative approaches, this pedagogical proposal uses participatory inquiry. Based on Phillips and Carr (2010), this approach seeks to improve a situation inside the context making use of interviews, observations and artifacts on the field in light of the multiple voices within the inquiry.

Research methodology

It is necessary to clarify that this subchapter is divided into two research methodologies: Exploratory action research and Action-research. The nature of this pedagogical proposal was Action-research; nonetheless, there have emerged impacts in the educative field due to the coronavirus disease (Covid-19). The closure of educative institutions did not lead to implement the pedagogical intervention and to do its corresponding analysis. Then, the steps implemented during this research were plan to explore, explore, analyze and reflect, and plan (to change) which are part of **Exploratory Action Research**.

Rebolledo & Smith (2018), propose seven steps of Exploratory Action Research. plan to explore, explore, analyze and reflect are part of the exploration phase, while plan (to change), act, observe and reflect are part of Action phase. During the exploration phase the researchers determine and delimit facts in order to gather new data focused on a specific phenomenon to be studied.

Figure 2 Steps of Exploratory Research



Note: This table represents the Exploratory Action Research steps proposed by Rebolledo and Smith (2018)

Plan to explore focuses on a specific situation to work on. The researchers formulate questions and gather information to solve them. Related to this proposal, the researchers made a contextualization and diagnosis test of 401 and 403 graders to identify the specific phenomenon to work on (writing process). *Explore* refers to the analysis of the collected data in order to interpret it based on theoretical foundations. Taking the contextualization and diagnosis tests into account, the main constructs in this pedagogical proposal are Writing process, Community-Based learning and Environmental awareness.

Following the steps, *Analyze and reflect* clarifies the situation in order to develop a plan. In this case, the researchers adapt and reformulate the existing theories with the purpose of creating new inquiry opportunities. It is necessary to clarify this research is carried out until *Plan (to change)* step. It centers on how to improve the phenomenon analyzed; in this context, English writing process in fourth graders at LFMN.

Role of the researcher

The role of the researchers consisted in exploring the environment around them and collecting data based on what they observed. According to Babbie (2007), the researchers have three purposes during the exploratory research. First, researchers explore a particular phenomenon in a specific context. Then, the researchers carry out an extensive study based on what they found; and finally, they create proposals that respond to that specific phenomenon.

In this pedagogical proposal, the researchers as explorers make emphasis on fourth-graders' writing process as the specific finding. Afterwards, the researchers make inquiries to take the main principles of the theory which allows them to present a pedagogical proposal. This pedagogical proposal displays the relation between the findings and the theoretical framework.

Research methodology for further implementation

Taking Rebolledo & Smith (2018) proposal into consideration, the researchers suggest to the future teacher in charge to complete the action stage that corresponds to an Action-research paradigm. Based on Merriam (2009), the aim of action research is to orient the researcher towards a specific objective in which the participants take action to address a particular situation. Related to this, the possible action research objective of the present proposal is to develop fourth-graders writing process in relation to environmental awareness based on Community-Based Learning.

To achieve this, McNiff (1988) cited in Phillips and Carr (2010), proposes a cyclical-reflective process in which teachers constantly plan, act, observe, reflect, and re-plan teaching and learning processes. This research is exposed to a self-reflective spiral process since students' performance within the inquiry is constantly changing. This allows the future teacher in charge to re-assess the pedagogical practices.

Taking this into consideration, Phillips and Carr (2010) identify three themes in this type of research. First, action research is a systematic approach which is directed towards problem-solving. Second, its results are practical outcomes as they serve for further studies. Third, the results can be renewed and in that way empower teaching and learning processes, which relates to this pedagogical proposal because it attempts to empower fourth-graders' writing skills through environmental awareness.

Role of the future researcher

The role of the future researchers in the development of the proposal is participant observers. Principally, the role is to perceive the environment around them and collect data based on what they observe. In this pedagogical proposal, the researchers as participant observers make emphasis on the interaction between the teacher and participants in the specific setting where the class takes place, including group structures and nonverbal communication.

As Elliott and Adelman (1978) state, the participant observer's goal is to observe features of interaction between the students and the teacher. Once done this, the participant observer focuses on the data collected and poses the research problem. Then, the future teacher in charge implements the pedagogical proposal in order to collect students' artifacts and analyze them to establish the results of this pedagogical proposal.

Data collection instruments

In this study, data collection instruments such as field notes, questionnaires, and interviews are used. Each instrument allows the researchers to analyze each content and find relations among the responses. In that way, it is identified by the use of those instruments that fourth graders needed to improve their writing skill. These instruments are used during the whole project in order to have a feedback periodically.

Field notes

This instrument is defined by Freeman (1995) as the notes that a teacher takes within the classroom scenario in which the observations are guided by a concern or a question. Their purpose is to provide information about teacher or student behavior, group structures, and interactions (Freeman, 1995). Moreover, as stated by Merriam (2009), field notes have a *reflective* component which allows the observer to express feelings, thoughts and speculations

about the observations, which serves as a preliminary for data analysis. For the aim of this proposal, this tool serves as a source for analyzing students' behavior and the interactions (see Annex 11) between them as well as their reactions towards the target language.

Questionnaires

This tool is described by Mackey and Gass (2005) as the means in which teachers gather information about the pupils such as their beliefs, motivations and reactions towards the learning process. Besides, Hopkins (2008) considers questionnaires a way to obtain broad and rich information from students. In this pedagogical proposal, a questionnaire is used in order to know students better and to identify their thoughts towards the English class and their process in it. In this sense, the questionnaire is a useful tool since it illustrates data that was used to identify the research problem as part of the triangulation process.

Interviews

In Phillips and Car (2010) words, "to interview is to inquire into another's insight" (p. 79). It means, the interviewer is going to have another side or angle of the research study when interviewing a participant or group. The main purpose is to generate questions in which the researcher can obtain information relevant for the research.

Birmingham and Wilkinson (2003) mention three types of interviews: the unstructured interview, the semi-structured interview, and the structured interview. The first one is a flexible approach as the questions are not prepared previously; it allows the interviewee to guide the discussion more than the interviewer. In terms of the semi-structured interview, there is less flexibility in this type of interview. Unlike an unstructured interview, the semi-structured interview has predetermined questions but the interviewee still has the opportunity to shape the

interview. On the other hand, the structured interview refers to an interview with well-constructed questions; also, the interviewer is the one who guides the questions, which “provides an easier framework for analysis” (Birmingham and Wilkinson 2003, p.45).

In this proposal, the researchers applied the structured interviews to Sandra Cárdenas (the titular teacher) (see Annex 12) during the first cycle with the aim of knowing about her methodology, the resources implemented during the English class, and her perceptions regarding students learning processes.

Artifacts

Regarding Phillips and Carr (2010), an artifact is the physical documentation that supports the inquiry question such as students work, records, photographs, diaries, and reflective journals. In other words, the artifacts provide information to the researchers about the students’ development which evidence their process and future results. Considering the nature of this proposal, the participants would develop newspaper sections as evidence of their writing improvement and environmental awareness. It means, the newspaper reflects their experiences, knowledge and values towards environmental awareness.

The instruments mentioned above contributed to the design of this pedagogical proposal as they were the primary source of information to understand fourth-graders’ context as well as to identify the problem. In this way, the researchers relate the data they found with the theoretical constructs to develop the pedagogical intervention.

Data collection procedures and plan

In this research, data is collected using the instruments mentioned above. As a starting point, observations are the first instrument which provides the researchers with the general information about the participants and the setting. Then, based on the observations, the researchers propose a questionnaire to obtain more information about students' lives, family, interests and their attitude towards the English class. Moreover, it is necessary to obtain teachers' information, which is gathered through interviews. During the interventions, the students' information is gathered through artifacts and field notes in every session. At the end of the research, a survey would be developed to identify students' opinions regarding their process.

In order to develop a trustworthy study, triangulation is used in order to analyze the data collected. As stated by Phillips and Carr (2010), a study is trustworthy if it presents multiple viewpoints from multiple sources. In this regard, the researchers use multiple sources of data for this proposal. According to Merriam (2009), the triangulation with different sources of data compares and cross-checks data collected through different methodologies. In the case of this proposal, researchers use the data collection instruments in order to extract the information from each instrument and delimit the problem and the research question.

It is worth mentioning that the future researchers do not only have to follow this data collection procedures and plan but also to identify possible variables such as students' characterization and English curriculum contents during the implementation of the intervention.

Categories of analysis

Based on the constructs of this pedagogical proposal, the following table presents the writing process as the unit of analysis with writing, environmental awareness and Community-Based learning as the main categories. Each category is divided into indicators which allow the

researchers to analyze the fourth-graders process. These categories are useful for the future teacher in charge when doing the intervention since they allow to state the objectives and the expectations regarding each construct.

Table 2
Categories of analysis

| Unit of analysis | Categories | Indicators |
|-------------------------|-------------------------|--|
| Writing process | Writing | 1.1. Students are able to generate ideas by using strategies like brainstorming in order to create short statements. |
| | | 1.2. Students write short statements based on the environmental issues in their school community |
| | | 1.3. Students revise and edit their short statements cooperatively |
| | | 1.4. Students publish their short statements in the school newspaper |
| | Environmental awareness | 2.1. Students approach to a sensitizing stage by writing short sentences about it. |
| | | 2.2. Students get involved with the three Rs process and animals care in order to write about it. |
| | | 2.3. Students portray their reflections regarding environmental awareness through the school newspaper. |
| | Community based - | 3.1. Students translate aspects of their surrounding in |

| | | |
|--|----------|---|
| | learning | written ideas. |
| | | 3.2. Students portray their short statements in the school newspaper to generate an impact in their school community. |

Note: This table represents the categories of analysis for further implementation.

Ethical issues

This pedagogical proposal was carried out under the precepts of trustworthiness and ethical considerations. In accordance with Burns (2010), "research ethics have to do with conducting research in a moral and responsible way" (p. 34). It is a must since researchers have to ensure not to put at risk participants' personal information, privacy, and dignity. In fact, Burns (2010) proposed two types of permission to be considered doing action research. First, the researcher should ask for a permission from the school to guarantee the ongoing research. The second permission, usually referred to as informed consent, consists in "informing people that you are conducting a research and gaining their consent to participate" (Burns, 2010, p.35). In this proposal, an informed consent was signed by the students' parents (see Annex 13) in which they authorized the use of their children's information to be analyzed.

To conclude, this chapter presented two main aspects: the conceptual basis which guide this pedagogical proposal and the procedures to collect data for further analysis. Therefore, the conceptual basis and the data collected allowed to identify the research problem and, in that way, to develop the didactic sequence that will be proposed in the next chapter.

CHAPTER IV

Pedagogical proposal

This chapter introduces the theoretical basis and the instructional design which support the pedagogical proposal. Thus, the theoretical basis is divided into three visions: vision of learning, vision of language, vision of the classroom, and the teaching methodology. Furthermore, the instructional design presents four cycles composed of two and four lesson plans which are related to the school's PRAE and curriculum. Cycles with two lesson plans are focused on sensitizing stage, while cycles with four lesson plans present not only sensitizing but also writing stages. The theoretical constructs and the visions mentioned above are the basis for designing this pedagogical proposal carried out at LFMN with 401 and 403 graders.

Vision of language

It is necessary to clarify that the researchers work on this proposal based on school's community issues regarding environmental awareness. For that reason, the vision of language is defined based on the Community Based-Language Learning (CBLL) approach. Based on Clifford and Reisinger's (2019) statement, "CBLL provides students ways to improve language proficiency and also models on how communication is a vehicle through which we expose social inequities and promote systemic change" (p. 25). It means, students learn a foreign language as they relate it with their community issues. In this proposal, they are going to take into consideration the current events in their community, reflect upon them, and express their school's community perceptions using English as a foreign language. In this sense, language works as a medium, not as an end.

Vision of learning

Considering the aim of this proposal, students will develop environmental awareness based on their knowledge and experiences from their school community. In this sense, students learn from their context and use it as a source of knowledge, "involving students in more real-world learning experiences would greatly improve students' outcome" (Melaville, Berg, and Blank 2006, p.1). In other words, students learn from the experience and social issues that surround them, and in this way, students work with real knowledge while they serve as actors of change in their context. In relation to this pedagogical proposal, fourth graders at LFMN associate the content of the English class with environmental issues that surround them. Thus, they will connect knowledge and abilities with their real experiences.

Vision of classroom

Regarding the aim of this proposal, it is important to mention the vision of classroom. According to Melaville, Blank and Berg (2006), students learn outside classroom walls and participate in their community's life. This statement supports this research since at LFMN fourth graders expand their vision of community and this is a place for learning as the school community gives the sources for information. In this way, students take their school environmental issues such as recycling and animals care and bring them to the classroom space where they develop ideas and solutions through language.

Teaching methodology

The main objective of this study is to develop fourth-graders environmental awareness through Community-Based Learning. Thus, the curriculum influences and enhances the relation

between school and community. "Community Based-Learning has the most substantive impact on student learning when fully integrated across the curriculum" (Melaville, Berg, and Blank 2006, p.29) This means, when content is integrated with students' experiences and environment, there will be a fulfilled curriculum. Then, students will not only acquire knowledge but also put into practice community knowledge related to school subject matters. In this sense, a community-based curriculum focuses on social issues. Related to this project, LFMN fourth graders will take into account their environmental surroundings and develop a solution for this through a school newspaper in order to make these issues noticeable and generate environmental awareness.

Instructional design

This pedagogical proposal aims to enhance fourth-graders' environmental awareness through their writing skills. In order to do this, the researchers take into consideration the diagnosis test implemented at the beginning which displays the lack of proficiency regarding writing. In addition, the school's PRAE serves as a source of information since the cycles of this intervention are based on the structure of the PRAE. There are four cycles, each one divided into two and four classes. Each class follows a lesson plan (See Annex 14).

Table 3

Instructional design

| CYCLE | LESSON PLAN | OBJECTIVES | LANGUAGE CONTENT |
|--------------------------------------|---|--|-------------------------|
| Cycle 1 <i>Sensitizing</i> | Lesson plan #1 Sensitization towards | -To recognize five elements of nature (sea, wind, flowers, grass, and leaves) when reading the haikus. | I like |

| | | | |
|---|--|--|---|
| | environmental Awareness | -To write sentences based on what the elements of nature have evoked them during the sensitizing activity. | |
| | Lesson plan #2 My school newspaper | -To identify the school newspaper structure -To write proposals for their school newspaper through brainstorming. | Newspaper content: information, description, headline, games, reporter's name, and name of the newspaper |
| Cycle 2 <i>Me and the environment</i> | Lesson plan #1 Reusing my school's materials. | -To recognize the reusable materials. -To write short sentences about reusing their school's materials. | There is There are |
| | Lesson plan #2 Recycling my school's materials. | -To identify the elements that correspond to the gray recycling bin through Enrique puppet. - To recognize the prepositions of place (in, on, under) when noticing the placement of the gray garbage bin elements. | Prepositions in, on, at |
| | Lesson plan #3 Reducing my school's materials | - To relate <i>there is and there are</i> learned in the previous class with prepositions through a sentence. - To identify the organic waste materials that belong to the green garbage bin. - To put in practice the vocabulary through the creation of a letter soup. | There is and there are. |
| | Lesson plan #4 Let's review and edit together | -To review what they have written in previous classes. -To exchange their writing products in order to edit and correct them for the final product. | Like There is There are Prepositions |
| Cycle 3 <i>Animals care</i> | Lesson plan #1 Sensitizing with animals | -To recognize the most common pets through a short story. -To write sentences using the structure "I have" | Have |
| | Lesson plan #2 Animals at my school | -To use have and has referring to the school animals. -To identify the animals that they usually see in their school community. | Have and has |

| | | | |
|--|--|--|---------------------------|
| | Lesson plan #3 My pet's daily routine. | -To identify main verbs for daily routines through Twister game -To describe their animal's daily routine. -To write about their classmates' pet's routines. | Daily routines vocabulary |
| | Lesson plan #4 Let's review and edit together. | -To recognize the vocabulary of the previous classes. -To revise the written products from the previous classes. -To edit the written product for the final draft. | |
| Cycle 4 <i>Final draft and publishing.</i> | Lesson plan #1 Reorganize the school newspaper statements | -To select the school newspaper design. -To organize the sections of the school newspaper. -To do a brainstorming regarding the entertainment section. | Review |
| | Lesson plan #2 Entertainment games | -To select a game activity for the school newspaper. -To create the school newspaper title. | |

Note: This table summarizes the sequence of the cycles during the pedagogical proposal.

Cycle 1: Sensitizing

The purpose of this cycle is to sensitize students about the elements of nature and to approach the newspaper structure. Doing this, students will explore their senses through their surroundings to feel closer to the subsequent activities. Taking into consideration the expected writing product, it is necessary to clarify the items of a newspaper structure like title, headline, pictures, and entertainment games.

Cycle 2: Me and the environment

This cycle focuses on the distinction of the solid waste containers taking into consideration colors and the materials that belong to each one. In this sense, there is presented reusable materials such as plastic bottle, plastic bag, and plastic cups. Then, the recycled materials like magazines, newspapers, papers, and cardboard. Later, reduced materials including

napkins, food waste, and used cups as the main vocabulary. To finish this cycle, students revise and edit the final statement of each activity.

Cycle 3: Animal care

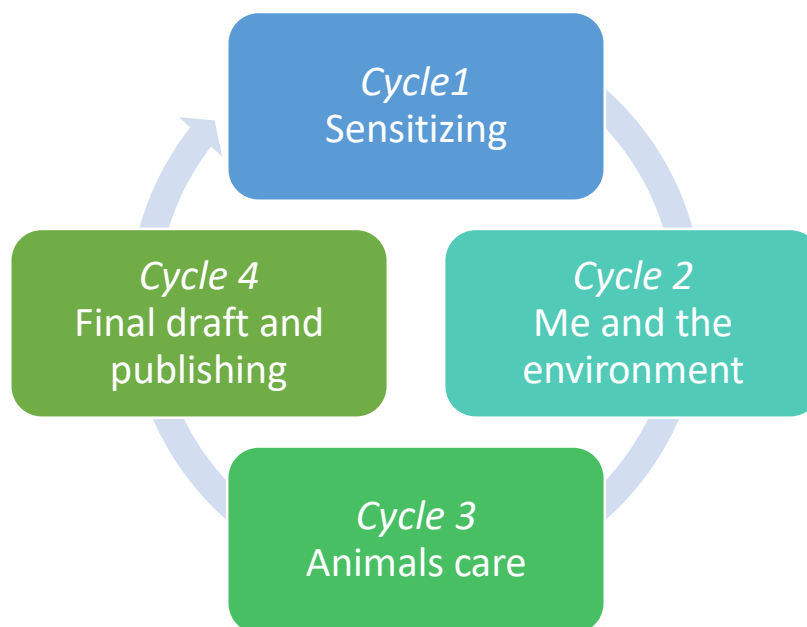
The third cycle, called Animal care, centers on the vocabulary about the common pets in students' school community and homes. The idea of this cycle is to highlight the importance of taking care of the animals that are associated with students' daily lives. Then, students review vocabulary regarding pets and also write sentences for the final section of the newspaper.

Cycle 4: Final draft and publishing

This final cycle aims to develop the final stages of the writing process in order to portray them in the school newspaper. In this cycle, students develop the final stages such as editing, final draft, and publishing with the sentences produced in each class. In this sense, students choose the structure of their school newspaper and also design some entertainment activities that will complement the sentences about the sensitizing towards environment, the recycling process, and animal care. Here, students portray all the writing skills developed during the other cycles. This cycle is illustrated in the following figure.

Figure 3

Visual representation of the cycles



Note: This figure represents the order of the cycles during the pedagogical proposal.

On the other hand, it is necessary to present the pedagogical proposal in relation to the theory, practice and the possible results which conform this proposal. The main activities of each lesson plan are analyzed from the constructs developed during the theoretical framework. Taking into consideration the moments of the didactic sequence, the researchers explain the initial moment which corresponds to the sensitizing cycle. Then, they work on the newspaper process that corresponds to the development stage. Finally, the newspaper drafting and publishing, which belongs to the closure moment, are dealt with. Initial moment: Cycle one

The researchers propose a sensitizing cycle divided into two lesson plans as a starting point. The first one called *Sensitization towards environmental awareness* aims to get fourth graders close to elements of nature, such as sea, wind, flowers, grass, trees, branches, and leaves through a magic box (see Table 4) The idea is to connect students' senses towards these

elements. This main activity is linked to UNESCO (1975) first environmental objective regarding students' development of awareness and sensitivity in their environmental knowledge.

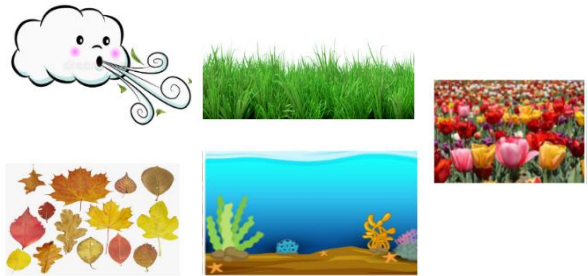

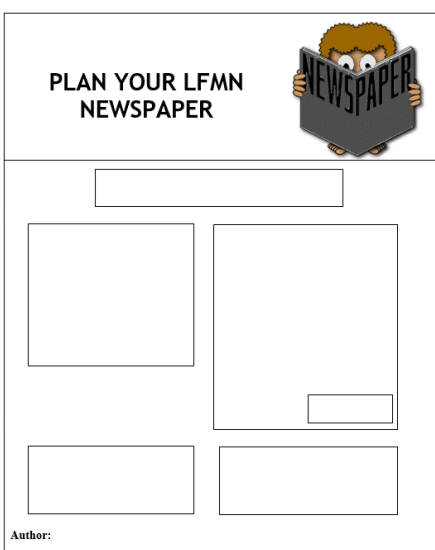
In order to identify students' previous knowledge, the researchers propose a first writing production based on the elements of nature they like the most by using *I like* as language structure. Fourth graders will possibly develop a basic understanding of the elements of nature through their written statements.

Following this sensitization stage, the second lesson plan is called *My school newspaper*. Students will recognize the newspaper structure as the medium for portraying ideas and reflections about their school environmental. For that reason, the researchers propose an activity called *The newspaper tour* in which students identify the newspaper components such as headline, reporter's name, descriptions, pictures, and entertainment section. According to Gutiérrez and Urrutia (2011) statement, a newspaper is a tool that allows students to publish their ideas based on their environmental context.

To accomplish this, students propose the title and design for their school newspaper through a brainstorming strategy. This allows fourth graders to generate ideas and, in that way, feel part of the creative process. As a possible result, students realize how the newspaper is a tool for publishing their statements and reflections towards their school environmental issues.

Table 4
Activities first cycle

| | |
|--|----------------------------|
| <i>Sensitization towards environmental awareness</i> | <i>My school newspaper</i> |
|--|----------------------------|

| | |
|---|---|
| <p>Recognizing the elements of nature</p>  <p>Time to write!</p> <p>According to the elements of nature, write a sentence with the element you like the most.</p> <p><i>I Like...</i> _____</p> <p>_____</p> | <p>Newspaper sample</p>  <p>Our newspaper</p>  |
|---|---|

Note: These activities correspond to the ones described in the initial moment.

Development moment: Cycles two and three

Taking into consideration the sensitizing cycle, this development moment is divided into two cycles called *Me and the environment* and *Animal care*. The first cycle has four lesson plans, as well as the second one. Both cycles present environmental topics in relation to the school's English curriculum which are there is/there are, prepositions, have/has, and daily routines. Also, the development of the writing stages as proposed by Gardner and Johnson (1997) is presented.

Me and the environment presents the three Rs which conform one of the objectives of the school's PRAE. The first lesson plan focuses on Reusing school materials. In order to achieve

this, fourth graders recognize and bring a set of elements which belong to the blue garbage bin such as plastic bottles, plastic bags and plastic cups. Based on this, they are going to write short statements using there is/there are as the core topic.

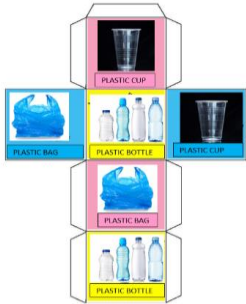





The second lesson plan centers on Recycling materials such as magazines, newspapers, paper, and cardboard. For this purpose, teachers create a garbage collector puppet in order to explain those recycling elements, which are the source for their later writing statements. It is necessary to clarify that this activity is linked to prepositions as the core topic.

The third lesson plan emphasizes on Reduce the organic waste materials which belong to the green garbage bin. In order to recognize those elements, students make a school tour in the principal places where they can find organic waste materials like cafeteria, school backyard and classrooms. In this sense, the core topic is places in the school.

Table 5

Activities second cycle

| | | |
|--------------------------------------|--|-------------------------------------|
| <i>Reusing my school's materials</i> | <i>Recycling my school's materials</i> | <i>Reduce my school's materials</i> |
|--------------------------------------|--|-------------------------------------|

| | | |
|--|--|--|
| <p>Garbage bin elements</p>  | <p>LFMN Garbage collector puppet.</p>  | <p>Frequently places tour!</p> <p>Map of the LFMN to make</p>  <p>the tour</p> |
| <p>Time to write! </p> <p>Write three sentences according to the elements you find in your school. Use there is and there are</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>Time to write! </p> <p>Write three sentences using the elements of the gray garbage bin and the prepositions seen.</p> <p>For example, <i>There is a paper on the floor.</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>Time to make a letter soup </p> <p>Now is your time to create a letter soup with the elements of the green garbage can.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> |

Note: These activities correspond to the ones described in the development moment


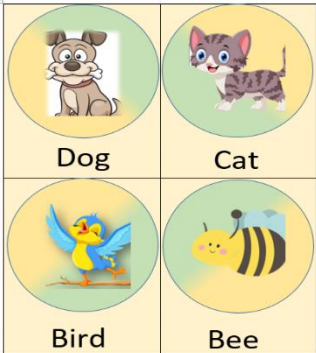
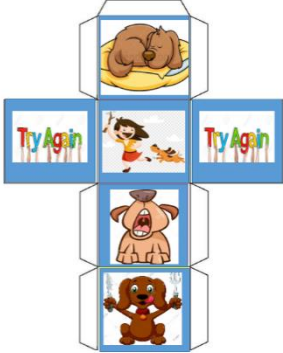
On the other hand, the *Animal care* cycle presents three moments: sensitizing, school animals and pets. Concerning the sensitizing lesson plan, the researchers work with animals that usually live with humans. In order to recognize them, the researchers propose a reading comprehension activity in which animals like dog, cat, fish, mouse, bird take part. In this way, fourth graders recognize physical descriptions of animals.

The second lesson plan aims at the recognition of the school animals. The students take a walk through the school in order to identify the animals that can be found there like dog, cat, bee,

bird. After this activity, students reinforce the vocabulary through the use of flashcards. Once done this, they write statements using the structure *My school has* as the core topic.

The third lesson plan focuses on the daily routines of the students' pets. If students do not have pets, they can talk about the animals in their school. For this purpose, students introduce the daily routines through their pets' photographs or drawings. They use wake up, eat, sleep, and play as the main verbs with the help of a giant dice.

Table 6
Activities third cycle

| <i>Sensitizing with animals</i> | <i>Animals at my school</i> | <i>My pet's daily routine</i> |
|--|--|--|
| <p>Short story "My pets, my friends"</p>  <div style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Time to write!</p> <p>Introduce your pet. Follow the example:</p> <p>I have a dog, its name is Sasha</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> | <p>Flashcards</p>  <div style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Time to write!</p> <p>How many animals do you see in your school? Write about them. Follow the example</p> <p>My school has two dogs</p> <p><i>My school has ...</i></p> <p>_____</p> <p>_____</p> </div> | <p>Giant dice</p>  <div style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Time to write!</p> <p>Write you're the daily routine of your classmate's pet.</p> <p>For example: Sasha wakes up at 7 am</p> <p>_____</p> <p>_____</p> </div> |

Note: These activities correspond to the ones described in the development moment.

The previous cycles are based on environmental awareness, Community-Based Learning and writing stages. Regarding environmental awareness, the activities displayed are

linked to Muluh's (2011) proposal since the environment protection concerns all the educational actors. Furthermore, one of the purposes in these two cycles is to make students aware and sensitive of their current environmental issues. In this way, students think about their role towards their surroundings and, at the same time, they contribute to the creation and publication of a school newspaper.

The school newspaper allows to connect the subject matter with students' current community aspects. Then, CBL is developed during the cycles since it takes into consideration school practices and prior knowledge. Sharkey, Clavijo, and Ramírez (2016) reflected on the school curriculum. Moreover, cycles two and three are related to the objectives of the PRAE (2019). For instance, the first PRAE objective states the solid waste materials reduction in the school. The second objective focuses on sensitization of animal care and wellbeing.

Writing stages

Taking into consideration the stages Gardner and Johnson (1997) consider in a writing process, students work on pre-writing, peer revision, revision and editing during cycles three and four. Concerning the pre-writing stage, this is presented in each class development in relation to the environmental awareness topics. The student's pre-writing products are revised and edited with their classmates. For this, the researchers propose a class at the end of each cycle called *Let's review and edit together*.

The general possible impacts in these two cycles are the recognition of solid waste materials and the correct placement in each recycle garbage bin. Following this, students achieve the reduction of organic waste materials in the school as proposed in PRAE's project. With respect to the writing process, students write short statements by using the language content provided like there is/there are, prepositions, have/has and I like.

Moreover, students take into account the importance of animals as living beings and their wellbeing, as expected in PRAE project. In this respect, students introduce not only animals' routines but also their own routines. Additionally, fourth graders take into consideration that writing implies a sequenced process which allows them to express their thoughts and ideas.


Closure moment

This final moment of the didactic sequence is connected to the final writing stages proposed by Gardner y Johnson (1997); for that reason, it is called *Final rough and publishing*. This cycle is divided into two lesson plans. The first one focuses on selecting the newspaper design and the sentences already edited and corrected during the revise stage. Also, it centers on giving the final newspaper details like an entertainment section. There, students discuss their ideas based on environmental topics seen in previous classes and propose games.

Following the last lesson plan activity, the lesson plan called *Entertainment games* centers on designing games like letter soups, comic strips, labyrinths, and connect the dots activities which summarize the topics seen during the cycles. To finish and publish the newspaper, students give a name to their school newspaper.

As possible impacts, students learn the newspaper components as well as to organize their ideas in order to make them a source of information. Besides, students portray what they have learned through the creation of entertainment activities.

Figure 3
Newspaper sheet sample

| | | |
|---|--------------------------------|---|
| LFMN NEWSPAPER TOWARDS ENVIRONMENTAL AWARENESS | |  |
| Date: | The Three Rs | |
| <i>A fourth-grader drawing.</i> | <i>Fourth-grader sentences</i> | |
| <small>Name of the drawing</small> | _____ | |
| | _____ | |
| | _____ | |
| | _____ | |
| | _____ | |
| | _____ | |
| <i>Entertainment section</i> | <small>Vocabulary</small> | |
| | | |
| Author: | | |

Note: This figure represents a sample of the school newspaper

Chapter V

Conclusions and general recommendations

This chapter presents the general conclusions based on the three objectives stated at the beginning of this pedagogical proposal. These objectives emerged from the target population and the analysis of the diagnosis tests which delimit the statement of the problem. In this way, the researchers proposed a didactic sequence divided into four cycles.

The general objective is to present a pedagogical proposal focused on the writing skill in fourth graders towards environmental awareness through Community-Based Learning. In order to achieve this, the researchers characterized the population through data collection instruments such as questionnaires and diagnosis tests. Regarding the questionnaires, the researchers identified students' personal and sociocultural characteristics such as place of living, interests and their attitude to the English learning process. It is worth mentioning that 401 and 403 graders are between seven and eleven years old. They expressed reading, writing and drawing as the activities they like the most.

On the other hand, there were two diagnosis tests: a general English level test and writing about the environment. The first aimed to identify English proficiency in writing, reading, speaking and listening skills. The second diagnostic test, focused on writing skill proficiency in relation to their previous knowledge about environmental awareness. These diagnostic tests mentioned above took the school's curriculum as well as the PRAE project into consideration.

For that reason, the researchers designed a pedagogical intervention which presents three stages divided into four cycles. The conceptual basis of this proposal is developed from Writing as a process, Community-Based learning and Environmental awareness as the main constructs.

Writing is the core construct since students presented lack of proficiency in this skill during the diagnostic tests. As a proposal, the improvement of writing skill is worked through pedagogical activities situated in LFMN community. It includes the curriculum contents according to their grade and the PRAE's project which has been established in the school's PEI. The idea is to promote school's community practices through the creation of a school newspaper in English written codes.

The school newspaper reflects not only the school community practices but also fourth graders' interests and the language skills they express to enjoy in the questionnaire. It includes three main environmental topics, sensitizing, the three R's and animal care. It means, the school newspaper encompasses the main constructs previously mentioned. In this sense, this pedagogical tool will evidence student's writing process in regards to the community they are immersed in.

Considering the prior statements, the possible impacts of this pedagogical proposal are writing statements that integrate thematic contents as well as basic language structures proposed in *Estándares básicos de competencias en lenguas extranjeras: Inglés* (Ministerio de educación 2006); recognition of school community practices and environmental sensitization and its care reflected in English written codes.

For developing a pedagogical proposal should be taken three aspects into account. First, the researcher has to characterize the population and do diagnosis tests to identify a phenomenon and work on it. Second, it is necessary to establish the constructs that are going to guide the

sequence of activities during the pedagogical proposal. Third, it is necessary to establish how the theoretical principles are implemented within the pedagogical proposal to guide a further implementation.

General recommendations

Education research is not conceived as a static practice but dynamic. This means, teachers should be constantly reflecting upon their practices and how they have an impact in the teaching-learning process. In order to encourage this, teachers should take school and students' practices within the specific community they cohabit in. In this specific context, the researchers state a pedagogical proposal focused on English language teaching through school community practices.

In this regard, the researchers proposed a didactic sequence based on the writing process, Community-Based learning and environmental awareness in order for future researchers in the same field to develop it. For the successful development of this pedagogical proposal the researchers recommend to the teacher in charge to emphasize the community and its practices school as a source of knowledge, continue inquiring each construct and the possible pedagogical practices that can emerge from them and be able to relate school curriculum content with current social issues.

Furthermore, it is recommended to the teacher in charge to focus on the writing process since it is cyclical and students will probably resume the stages. Moreover, the researcher must follow the time and sequence of each lesson plan. It is necessary to highlight the importance of writing a school newspaper since students have the opportunity to express their perceptions about environmental awareness.

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ANNEXES

Annex 1 Students' characterization survey

15
1



UNIVERSIDAD PEDAGÓGICA NACIONAL
Educación de Calidad

ENCUESTA CARACTERIZACIÓN POBLACIÓN


La idea de esta encuesta es conocerte un poco mejor. Responde las preguntas con un color de tu preferencia.

¿Cómo te llamas?

¿Cuántos años tienes? 6

¿En qué barrio vives? ciudad jardín

Marca con una X la respuesta que consideres correcta.



1. ¿Qué medio de transporte utilizas para venir al colegio?

En la ruta escolar.

A pie

En bicicleta

En Transmilenio

En bus

Otro ¿Cuál? _____

2. ¿Qué te gusta hacer en tu tiempo libre? Puedes marcar más de una opción.

Leer


Ver televisión

Jugar video juegos

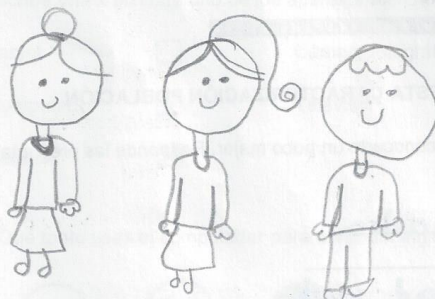
Practicar algún deporte

Navegar en internet.

Otro ¿Cuál? _____



3. ¿Con quién vives? Dibújalos



4. ¿Cuál es tu materia favorita? ¿Por qué?

español por usamos cosas
muy divertidas usar
dibujos escribir colorear
y pegar



5. ¿Te gusta trabajar en grupo?

Si

No

¿Por qué?

por que es divertido y
tambien que ayudo

6. ¿Cómo te sientes en la clase de inglés? Colorea una opción



Muy bien



Bien



Regular



Mal



Muy mal

7. ¿Qué es lo que más te gusta de la clase de inglés? Puedes seleccionar más de una opción

Leer en inglés

Hablar en inglés

Escribir en inglés

Escuchar en inglés

¿Por qué?

me gusta escuchar para
así leer para entender

8. ¿Qué tipo de actividades te gustaría hacer en la clase de inglés? Puedes seleccionar varias actividades. Escribe una X en cada actividad que te gustaría realizar.

| | | | |
|--------------------------|-------------------------------------|------------------------|-------------------------------------|
| Escuchar canciones | <input checked="" type="checkbox"/> | Ver videos | <input checked="" type="checkbox"/> |
| Dibujar o pintar | <input checked="" type="checkbox"/> | Realizar guías | <input checked="" type="checkbox"/> |
| Hacer obras de teatro | <input checked="" type="checkbox"/> | Cantar | <input checked="" type="checkbox"/> |
| Aprender mediante juegos | <input type="checkbox"/> | Utilizar el computador | <input type="checkbox"/> |

9. ¿Utilizas palabras o frases en inglés fuera del aula de clase?



Siempre Casi siempre A veces Rara vez Nunca

¿Cuáles? Hello finger

USO DE LAS Tics



10. ¿Te gusta la tecnología?



Mucho Poco Nada

¿Por qué?

Por que es divertido y muy facil de utilizar por eso me gusta mucho

11. ¿Tienes internet en el lugar dónde vives?

Sí

No

12. Escribe una x en cada uno de los aparatos tecnológicos que uses

| | | | |
|------------|-------------------------------------|--------------------|-------------------------------------|
| Tablet | <input type="checkbox"/> | Cámara fotográfica | <input type="checkbox"/> |
| Computador | <input type="checkbox"/> | Televisor | <input checked="" type="checkbox"/> |
| Celular | <input checked="" type="checkbox"/> | | |

13. ¿Qué tanto usas el computador para aprender inglés?



Mucho



Poco



Nada

¿Por qué?

Por que no hay internet

¡Gracias! Tus respuestas nos ayudarán mucho.



Annex 2 School's syllabus



GRADO CUARTO

| EJES ESTRUCTURANTES DEL CAMPO | EJES ESTRUCTURANTES DEL ÁREA | EJES TEMÁTICOS DEL ÁREA | CONTENIDOS | | ESTRATEGIAS METODOLÓGICAS | RECURSOS | ESTRATEGIAS DIDÁCTICAS | Proceso evaluativo | |
|--|------------------------------|--|--------------|--|---|-----------------------------|--|---|---|
| | | | | | | | | Saber, Hacer, Ser, convivir | |
| <ul style="list-style-type: none"> EXPRESION CODIGOS MOVIMIENTO PENSADO | COMPRESION LECTORA | Procesos de construcción de sistemas de comunicación gramatical. | 1er moment o | COMMANDS ◊ ¿WHAT'S YOUR NAME? ◊ ¿HOW DO YOU SPELL IT? ◊ ¿HOW OLD ARE YOU? ¿WHAT'S YOUR PHONE NUMBER? (NUMBERS FROM 1 TO 99) | Ejercicios de simulación. Exploración pedagógica con videos e historias cortas. Enseñanza de rimas, canciones. Trabajo cooperativo | Humanos, físicos y técnicos | Utilización de flash card | Saber: Reconoce y maneja vocabulario referente a su entorno. | |
| | PRODUCCION ESCRITA | Procesos de interpretación y producción de textos (uso de la lengua). | 2er moment o | ◊ PHYSICAL DESCRIPTION (I HAVE GOT- HE/SHE HAS GOT) | Descripción de ilustraciones gráficas. Trabajo lúdico | | Trabajo en grupo | Hacer: Aplica vocabulario, expresiones y estructuras sencillas en la realización de las distintas actividades | |
| | ORALIDAD | Procesos culturales y estéticos asociados al lenguaje el papel de la literatura. | 3er Moment o | ◊ MY SCHOOL (there is-are, Prepositions, Places of the school) | Manejo de juegos de mesa para aprender vocabulario, como loterías, cartas. Trabajo cooperativo | | Elaboración de guías y talleres. Elaboración de collage | Presentación de diálogos, | Ser: Muestra compromiso y responsabilidad frente a su proceso de formación |
| | ESCRITURA | Principios de la interpretación y los procesos culturales implicados en la ética de la comunicación. | 4er moment o | ◊ DAILY ROUTINES | Aprendizaje significativo Trabajo individual Exploración pedagógica con videos e historias cortas | | Elaboración de sopa de letras, Anagramas, crucigramas. | Elaboración de diálogos y | Convivir: Respeta el trabajo de su docente y sus compañeras en el aula, creando un ambiente de sana convivencia |

Annex 3 Diagnosis sample 1

22/24

UNIVERSIDAD PEDAGÓGICA NACIONAL
PRUEBA DIAGNÓSTICA INGLÉS


¡Hello! This is a test for proving your knowledge in English. Answer the questions as required.

WRITING SECTION

What is your name? _____
How old are you? 13 years

1. Draw three members of your family and write the names.

She is my mother He is my father




He is my brother

1 point for each correct answer. 5 5

USE OF ENGLISH

1. Color the princess according to the name of the colors below.



1. Orange
2. Yellow
3. Red
4. Pink
5. Brown

1 point for each correct answer. 5 5

Annex 4 Diagnosis sample 2

4. 13/24 303

UNIVERSIDAD PEDAGOGICA NACIONAL
PRUEBA DIAGNÓSTICA INGLÉS

¡Hello! This is a test for proving your knowledge in English. Answer the questions as required.


WRITING SECTION

What is your name? _____


How old are you? _____

1. Draw three members of your family and write the names.


mother



father




brother



1 point for each correct answer. 4 5

USE OF ENGLISH

1 Color the princess according to the name of the colors below.



- 1. Orange
- 2. Yellow
- 3. Red
- 4. Pink
- 5. Brown

1 point for each correct answer. 5 5

Annex 5 Diagnosis sample

5.

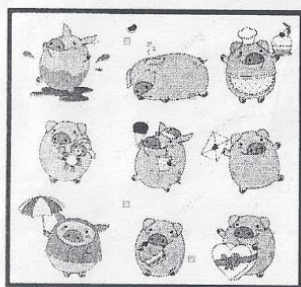
2. Match the number with the image.

Ten

Four

Twelve

nine



1 point for each correct answer.

5 3

LISTENING SECTION

1. Listen and write what your teacher says.

a. she fer she is homeb. Hi is paroc. ditai am bangle

2. Listen and write the part of the body.



eye



hand



ear

1 point for each correct answer

4 6

Annex 6 Diagnosis sample 4

6. 303

READING SECTION

MY FIRST DAY AT THE SCHOOL

Put X mark in the correct answer

- There is a new student at the school
 - True
 - False
- How is the new boy?
 - Bad
 - Fine
- What is the name of the new boy?
 - Cristian
 - Daniel
 - Carlos

2/3

Annex 7 Writing diagnostic test



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

PRUEBA DIAGNÓSTICA INGLÉS

Name:

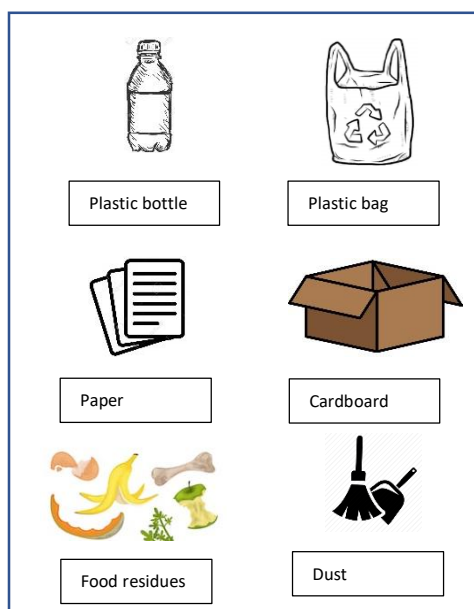
Date:

¡Hola! Este es el momento de poner a prueba tus conocimientos en inglés y el medio ambiente.

¡Time to recycle!

1. Look at the objects in the box and match each residue with the corresponding garbage can.

Mira los objetos en la caja y une con una línea los objetos que corresponden en cada caneca.



1. Complete the sentences with the corresponding garbage can color.

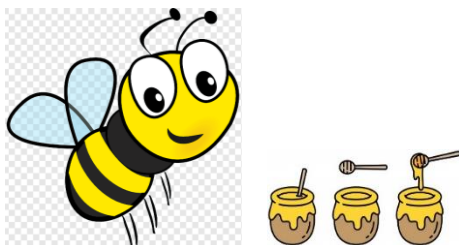
Complete las oraciones con el color correspondiente a cada caneca.

- a. The _____ garbage can contains food and dust
- b. The _____ garbage can contains paper and cardboard
- c. The _____

The importance of animals

2. **Count** and **write** the elements that each animal has.

Cuenta y escribe los elementos que cada animal tiene.



a. The Maya bee has _____ **jars** of _____



b. Alita _____ in the **nest**.



c.

3. De acuerdo a lo visto anteriormente, ¿qué opinas de la importancia del reciclaje y del cuidado de los animales?



WORD BANK

Honey jars

Eggs

Has

Bottle of milk

Annex 8 Diagnosis Sample 4

| | |
|-------------------------------|---|
| | |
| b. Alita _____ | ☰ |
| anita tiene huevos | |
| alita el en dido | |
| huevos | |
| je Alita has four eggs una tl | |
| pone huevos | |

Annex 9 Diagnosis Sample 5

| | |
|------------------------------|---|
| | |
| c. The cow _____ | ☰ |
| tiene un frasco de leche | |
| la vaca | |
| leche | |
| tl The cow has bottle of the | |
| produce la lehce | |

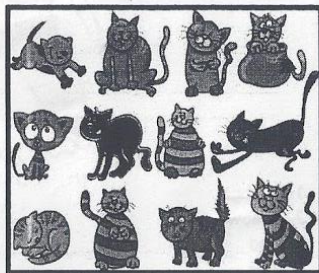
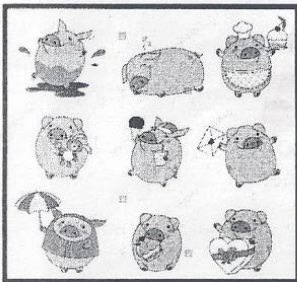
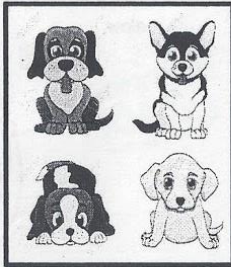
Annex 10 Diagnosis sample 5

2. Match the number with the image.

Ten

Four

Twelve



1 point for each correct answer.

0 3

LISTENING SECTION

1. Listen and write what your teacher says.

- a. Chir is Janna
- b. Hi is Pago
- c. Hau am Aye

2. Listen and write the part of the body.



Hay



Hanch



Hanch

1 point for each correct answer

0 6

Annex 11 Field notes

| Field Note #2 | | | |
|--|--|--|---|
| School: Liceo Femenino Mercedes Nariño Shift: evening Grade: 301 | Date: September 2 nd , 2019 Time: 12:15pm to 13:15pm Place: English lab | Topic: prepositions Situation: recognize the prepositions under, next to, on, and in through a writing activity. | |
| Teacher: Sandra Cardenas | Practitioner: Janna Alejandra Gutiérrez | | |
| Number of students: 32 | Number of students with special needs: 0 | | |
| GUIDING QUESTIONS | DESCRIPTIVE LEVEL | INTERPRETATIVE REFLEXIVE LEVEL | CATEGORIES OF ANALYSIS |
| <p>How students receive the stimulus of L2 in the classroom?</p> <p>How do students work writing skills in English class?</p> <p>How students work in groups?</p> <p>How students get involved in English class?</p> | <p>Beginning of the class</p> <p>The students enter the English lab and organize their chairs. The teacher gives the instruction of sitting on the floor in front of the video projector and tells to the girls that the practitioners Laura and Paula are going to give the English class.</p> | <p>The fact that the girls sit down on the floor and make a circle causes a good disposition for the English class. <i>Nevertheless, I consider that it necessary to do a warm-up activity in order to wake students up.</i></p> | <p>Use of L2</p> <p>Development of writing skill</p> <p>Collaborative work</p> <p>Class involvement</p> |
| | <p>Development of the class</p> | <p>From my point of view, it is not</p> | |

| | | | |
|--|---|---|--|
| | <p>The class is divided into two parts, the first part is prepositions and the second part is related to learn new vocabulary.</p> <p>The practitioner Laura starts to talk about prepositions. She asks, “¿saben qué es una preposición?” to what third graders answer no. Thus, she puts on a video song in the projector in order to exemplify the prepositions. It is related to a monkey which changes the place and then says a sentence depending on the place where it is located; for instance, the monkey is under the bed. After hearing that song, the practitioner Laura asks to the girls if they remember the prepositions that were shown on the video. The girls want to participate and some of them say: curtain, table, and bed. At this moment,</p> | <p>necessary to translate and use repetition because the third graders tend to get confused. Thus, when the practitioners say “repeat with me”, the girls say what they want them to say and also “repeat with me”. It means, they are not really conscious about what they are saying, they say it but without meaning. The third graders want to participate and get involved in each activity; however, they cannot do it because the instructions are not clear.</p> <p>On the other hand, I consider the practitioners could make more activities by using the smart board. Because it is there; nevertheless, it is not used in a proper way. In other words, the classes could be planned according to that resource.</p> <p>Moreover, it seems to me that it is really important to conclude the activities and use</p> | |
|--|---|---|--|

| | | | |
|--|--|---|--|
| | <p>the practitioner clarifies that those ones are not prepositions, “curtain y table son objetos”, she says. She clarifies that the prepositions are those ones highlighted with red ink.</p> <p>Then, the practitioners put on a video song in the projector which is related to school supplies. When the song ends, the practitioners start to say each school supply in Spanish and then, they translate them.</p> <p>Afterwards, the other practitioner named Camila gives a piece of paper to the third graders and explains that they are going to do an activity in pairs. She gives the papers and says that they have to write a school supply with its translation and color it. The activity does not completely work because some girls</p> | <p>body language in order to be understood when speaking English.</p> <p>Regarding to the activity in pairs, I consider that could be a good idea to do a wrap-up activity which involve all third graders. In this way, they are going to be prepared to work in group. Also, instead of giving the instruction of sharing the piece of paper with the activity and do the activity individually, I consider it could work if they do the activity together.</p> | |
|--|--|---|--|

| | | | |
|--|--|--|--|
| | <p>do not want to share the piece of paper with the exercises, and others start talking and walking around.</p> <p>The class finished when the practitioners tell to the girls that they have to write and draw on the notebook the school supplies.</p> | | |
|--|--|--|--|

| Field Note #3 | | | |
|---|---|--|--|
| <p>School: Liceo femenino Mercedes Nariño</p> <p>Grade: 303</p> | <p>Date: September 30th, 2019</p> <p>Time: 3:55 to 4:45</p> <p>Place: English lab</p> | <p>Topic: Review.</p> <p>Situation: Review of the prepositions</p> | |
| <p>Teacher: Sandra Cardenas</p> | <p>Practitioner: Angie Aldana</p> | | |
| <p>Number of students: 30</p> | <p>Number of students with special needs: 0</p> | | |
| DESCRIPTIVE LEVEL | INTERPRETATIVE – REFLEXIVE LEVEL | CATEGORIES OF ANALYSIS | QUESTIONS |
| <p>The head teacher starts the class with the current greeting “Hello, students, how are you?” students answer “happy” “hungry” and the teacher answers “happy, I’m happy”. Next, the teacher</p> | <p>The teacher uses activities to catch students’ attention before starting the class as itself.</p> <p>The teacher uses other tools to convey the meaning and make</p> | <p>Student’s involvement.</p> <p>Student’s interaction.</p> <p>Meaningful learning</p> | <p>How can songs be completed with other type of tools to make the vocabulary more meaningful?</p> <p>How do students respond to group work?</p> |

| | | | |
|--|---|--------------------------|--|
| <p>asks the students “show me your fingers, hands” and students do the action. Then, the teacher does some mimic with her hands in order to convey the concept “prepositions” For instance, the teacher uses her hands and puts the left hand behind the right one and in that way, she explains “in front of” The teacher asks “cómo se llama esto” and students answered “preposiciones” Next, the teacher says “you are going to pay attention to the next song” The song is about prepositions “in front of”, “behind”, “between” with animals. The song asks where is the dog, duck, mouse? Students answer with the prepositions but in Spanish. Then, the teacher plays another song about the prepositions in, on, and under. The song has a clap, clap, and clap, rhythm that makes students to follow it and sing. After this, the teacher plays another song about school</p> | <p>students identify it by themselves.</p> <p>Songs are very useful for the students, moreover, the songs selected were interesting for the students because of the rhythm and the vocabulary was easy. In that way, students prefer to work with songs and this helps them to remember.</p> <p>Students recognize the basic structure of the language and they are able to create sentences with the help of the teacher. This displays that students need more input in order to achieve the language</p> | <p>Language didactic</p> | |
|--|---|--------------------------|--|

| | | | |
|---|--|--|--|
| <p>supplies. Because of the song's rhythm, girls enjoy it and sing each one of the school supplies like book, chair, crayon, scissors, sharpener, and stapler. Then, the teacher took each one of the images of the video and asked the students for each supply, what is this? And students answered with the correct name.</p> <p>The class finishes.</p> | | | |
|---|--|--|--|

Annex 12 Teacher's interview

1. How many years have you been working as an English teacher?

O.K. as an English teacher, more or less twenty three, twenty four years, private and public schools I've been working as an English teacher.

2. What is the main objective in your English class?

O.K. The idea, the main purpose is that they enjoy it and they try to like the subject because I know it's not easy and always talking about grammar and vocabulary is difficult, so the idea is that they try to ... no, I try to engage them with songs and doing many things, try to improve the English abilities.

3. Do you use a specific methodology in your class? Which one and why?

Specific methodology, no. I think I try to mix many things, and the idea is that they try not only to familiarize with the vocabulary, try to improve the speaking, the understanding and try to practice, the "PPP", more or less, we could say that.

4. In the case of 301 and 303, do you use teaching resources in the English class, and which ones?

Yes, I try to use in both of them, the same, trying to take into account the different exceptions but I try to use in both of the levels the same activities like total physical response, songs, working with tablets, games, writing, trying to connect everything.

5. What activities do you consider work better with 301 students and 303?

301, I think 301 is a very active level, they like playing, singing, painting, drawing, and they like talking; 303 I think is a quiet level, they like writing, singing, playing, but they like to follow the rules, meanwhile 301 is very active so we have to restrict them.

6. From your point of view, what is the students' behavior towards the English class?

I think in both levels, they like it, but for being clear, always we have to give them at the beginning always the rules and they have to follow rules in another place and try to behave in that way, try to act in a good way. So I think is a good way to engage them with the correct way of trying to improve their English and try to take the more advantages of the activities, so I think they have rules and they behave in a good way.

7. What are the students' strengths and weaknesses regarding to the language skills?

Strengths, that they like it. O.K. 301 and 303 I think they like it. Strengths, they like it, they like singing, they like dancing, they like screaming, they like doing many things, painting, coloring, but, in 303 they like many things and 301 maybe one of the strengths is about chatting, because they like chatting all the time, and 303 they are more quiet, they like doing things in a, they are very slow sometimes for working, but they like to do the things very well, and 301 sometimes they are very fast, but they don't pay attention to what they're doing, so I think most of the times is about attention.

8. Teacher, which skill do you consider is the lowest and the highest in each group?

The lowest about a skill, maybe speaking, they don't like speaking in 301 and 303, they like listening, but speaking sometimes is very difficult because trying to make them speak is not easy, but they like it. Talking about songs they like singing, so that is good; writing is not the strength but is not the lowest, they like writing and they try to be coherent; listening, they like singing, that's all; and about reading, no, if you check the curriculum of the subject, the part of reading is not in deep, is more about listening and writing that reading, for example.

9. Do you consider the students reached what is portrayed in the Estandares Básicos de Aprendizaje?

DBA. In English, we try, we are working with the estandares, but we have only one hour per week, and most of the time or sometimes we lose the hours so it's not easy, so I think they are reaching the basic, basic, of the basic, that is why.

10. What is the influence of the mother tongue in the English class?

For me, I don't like it. Because always they are working about translation, and translating is not a good thing, some people say yes, other people say no ... I don't like it, in my own opinion, I don't like it. I don't know, is like changing the chip, if you are learning English, try to speak, try to do it in English and try to think in English and, that is step by step but we have to change a little bit that kind of belief.

11. Do students use English in the class? How, when and How often?

Yes, when singing. How? When singing is done. When? When singing is done. How often? Rarely, very rarely, because maybe you say "pencil" but in the next class "lapíz", so they know, but they don't like speaking, why? I don't know, and maybe because is each eight days and practicing, I think is all days, so maybe that is why.

12. Are there any students with a cognitive, physical or emotional need in those grades?

For me is not easy, maybe cognitive and physical is easy to know, because of the score, for the mark, for the way that they act, but emotional need is difficult, for me is totally difficult because I have only one hour per week, sometimes we lose the time of class, maybe in emotional we have, but I don't know. Physical and cognitive, yes, in 301 and 303 we have one or two cases.

-In 301 there is any case about cognitive or physical?

Maybe Angie, but she was born in that way, but she is intelligent, so is not cognitive, because she has something about her eye, her face, but I think is not a problem. In 303, yes, we have two. We have Catalina and Lilian Gomez, but the trouble is some people say is cognitive, other people say is about physical and we don't know. We know Catalina has a little thing about autism and we don't know in which degree, and Lilian is about talking, a trouble about speaking, and the mom says that is cognitive, the psychologist says no, is not cognitive, so, we don't know.

Annex 13 Informed consent**PARTE DOS: CONSENTIMIENTO INFORMADO**

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía
 N° _____ de _____, con domicilio en la ciudad de _____
 Dirección: _____ Teléfono y N° de celular: _____
 Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

| Nombre(s) y Apellidos: | Tipo de Identificación | N° |
|------------------------|------------------------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
4. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
5. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
6. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
7. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

 Nombre del adulto responsable del niño o adolescente: _____

N° Identificación: _____ Fecha: _____

Firma del Testigo:

 Nombre del testigo: _____

N° de identificación: _____

Teléfono:

Annex 14 Lesson plans

LESSON PLAN N° 1

| | | | |
|--|--|--|--|
| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | | Schedule: from 1:00pm- 2:00pm N° of Students: 30 Lesson Length: one hour Topic: Sensitization towards environmental awareness | |
| Keys: | | SW: Students will be able to | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT recognize five elements of nature (sea, wind, flowers, grass, and leaves) when reading the haikus. | |
| | | SWBAT write sentences based on what the elements of nature have evoked them during the sensitizing activity. | |
| Key linguistic structures | | | |

LESSON OUTLINE

| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
|--------------------------------------|--|---|---|
| Warm-up activity (10 minutes) | Get involved with the elements of nature vocabulary. | During the first five minutes We are going to sing a nursery song related to nature. It is an adaptation of a song called <i>The Playful Wind</i> , it specifies the key words of the haikus that are going to be seen during the class (sea, wind, flowers, grass, trees, branches, and leaves). | Images of those elements of nature |
| Magic box (15 minutes) | Recognize the elements of nature. | After the warm-up activity, in order to emphasize the vocabulary seen in the previous song, the teacher is going to | <ul style="list-style-type: none"> • Scarf • Speaker • Flowers |

| | | | |
|---|---|---|---|
| | | <p>blindfold to voluntary participants with a scarf. Teacher will use a magic box that contains the different elements of nature seen in the previous song (sea, wind, flowers, grass, and leaves), the idea with this activity is to use realia. For instance, they are going to hear the sea and wind sound, smell the flowers, touch the grass and leaves, etc. The idea is to guess which element of nature is.</p> | <ul style="list-style-type: none"> • Grass • Leaves |
| <p>Two haikus (15 minutes)</p> | <p>-Identify the key words when reading the poem.</p> <p>-Express their perceptions about the poem.</p> | <p>In order to put the words in context with the nature/environmental issues, the teacher is going to read aloud and interpret two haikus which contain the vocabulary mention above. The idea is to read them at least twice and know students' perceptions towards them. In order to understand the haikus will use mimicry as a way to reinforce the vocabulary.</p> | <ul style="list-style-type: none"> • Two printed haikus |
| <p>Writing nature sentences (15 minutes)</p> | <p>Write one sentence based on the vocabulary seen previously.</p> | <p>They have to choose one of the seen words, based on their experience during the warm-up activity. Then, students have to write their own sentence by using the linguistic structure <i>I like</i> ...</p> | <ul style="list-style-type: none"> • Paper sheets |

| | |
|-----------------------|---|
| Key vocabulary | Elements of nature: sea, wind, flowers, grass, trees, branches, and leaves |
|-----------------------|---|

Resources

Nursery rhyme

The playful wind

The **wind** came out to play one day.

He swept the clouds out of his way.

(Make sweeping motion with hands

He blew the **leaves**

And the **grass** receive them

Make fluttering motions with fingers

The **trees** bent low

And their **branches** did too!

Lift arms high and lower them

The wind blew the great big ships at **sea**

Repeat sweeping motion

The wind blew the **flowers** away from me

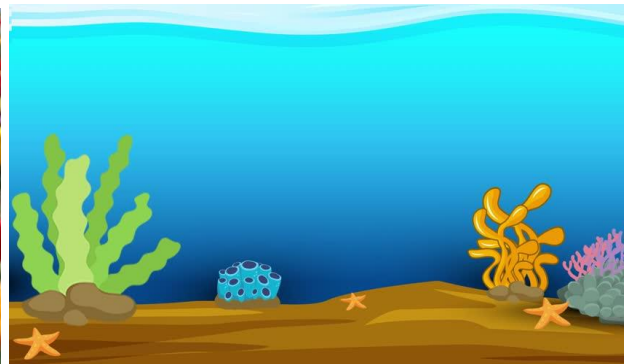
Make a sweeping motion

Because of the gale, the flowers lay down on me

HAIKUS

1. Bees searching
In a stunning **flower** field
Their wings dance surround it
2. Salt water splashing
Sea creatures play hide-and-seek
In the deep blue **sea**.

Images of those elements of nature



LESSON PLAN N°2

| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | | Schedule: from 1:00pm- 2:00pm N° of Students: 30 Lesson Length: Forty five minutes Topic: My school newspaper | |
|--|--|---|--|
| Keys: | | SW: Students will be able to | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT Identity the school newspaper structure | |
| | | SWBAT Write proposals for their school newspaper through brainstorming | |
| Key linguistic structures | | | |
| LESSON OUTLINE | | | |
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (15 minutes) | Recognize the newspaper structure | Students organize in groups of five. Each group will have a newspaper guide; also they will have a group of words that they have to match with the blank space in the newspaper template. Each blank space belongs to a newspaper section. When done, one member of each group will come to the board and put the corresponding word in a big newspaper template. | <ul style="list-style-type: none"> • Newspaper guide • Cut words • Big newspaper template. |
| Newspaper tour (15 minutes) | Organize the corresponding content with each section | The classroom will be divided into the seven newspaper components. In the middle of the classroom there will be a box with examples of each component. In this | <ul style="list-style-type: none"> • Trimmings of newspaper. • Box • Titles of each section |

| | | | |
|-----------------------------------|--|---|--|
| | | sense, they will find examples of titles, information, advertisement, and pictures. Thus, they will take one example from the box and paste it in the corresponding newspaper part. | |
| Our newspaper (15 minutes) | Write proposals for their school newspaper through brainstorming | Taking into account the previous activity, teacher will give them a guide in which they have to propose the title of their newspaper and a design of it. | <ul style="list-style-type: none"> Guides |

1. Newspaper sample

Newspaper Reports

Name of Newspaper → THE NEWS TODAY

Headline → HOW MUCH IS THAT DOGGY IN THE WINDOW?

Reporter's Name → EXCLUSIVE STORY By Andy Huff

Information → [Text about Barney the dog]

Picture → [Image of a dog]

Description → [Caption: Missing dog Barney was spotted in the window of Pet Shop...]

Games → [Section: WORRIED ABOUT LOSING YOUR PET?]

Newspapers may include some or all of these features.

2. Guide

PLAN YOUR LFMN NEWSPAPER



Empty rectangular box for a title or header.

Large empty rectangular box for a main article or feature.

Large empty rectangular box for a main article or feature, with a smaller empty rectangular box at the bottom right corner.

Empty rectangular box for a side article or sidebar.

Empty rectangular box for a side article or sidebar.

Author:

LESSON PLAN N° 3

| | | | |
|--|--|--|--|
| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | | Schedule: from 1:00pm- 1:45pm N° of Students: 30 Lesson Length: Forty five minutes Topic: Reusing my school's materials | |
| Keys: | | SW: Students will be able to | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT recognize three reusable materials (plastic bottle, plastic bag, and plastic cup) | |
| | | SWBAT write short sentences about reusing their school's materials. | |
| Key linguistic structures | | | |

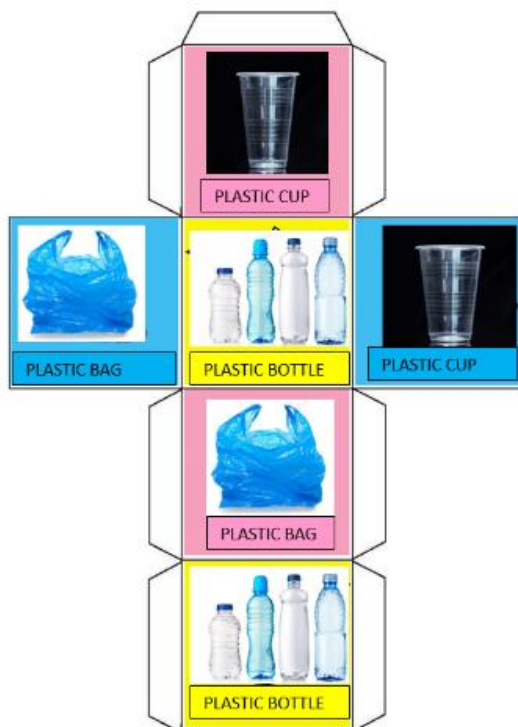
LESSON OUTLINE

| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
|--|--|--|--|
| Warm up (10 minutes) Dice the material! | Get involved with the materials that belong to the blue bin. | Teachers will create a giant dice, each face will show a material belonging to the blue bin. Students will throw it and search the element of the dice in the backyard. Once done this, students have to organize the elements in a box which is going to have the corresponding name. | <ul style="list-style-type: none"> • Plastic bottle. • Plastic bag. • Plastic cups • Box. • Blue bin. |
| There is / There are station (10 minutes) | Recognize there is and there are. | There will be two stations, one called <i>singular</i> and the other one called <i>plural</i> . Teacher will make an example according to each element and station. For instance, <i>there is one plastic bag</i> (this is going | <ul style="list-style-type: none"> • Two boxes • Plastic bottle • Plastic cup • Plastic bag |

| | | | |
|--|--|---|---|
| | | to be located in the <i>singular</i> station) | |
| Let's be a train (10 minutes) | Use quantity through there is and there are. | In order to put in practice <i>There is and there are</i> , students will organize in groups of five. Each group will be a train and will bring one or more elements depending on the station. When leaving the element, students will use the structure by saying it aloud. | <ul style="list-style-type: none"> • Two boxes • Plastic bottle • Plastic cup Plastic bag |
| Word train (15 minutes) | Write statements using there is and there are. | In this part, students will start the first section of the newspaper. They are going to write three statements by using there is and there are. Students will make use of the next structure <i>In my school there is / there are ...</i> by delimiting it to their school's community. | <ul style="list-style-type: none"> • Recycled pieces of paper. |

| | |
|-----------------------|--|
| Key vocabulary | |
|-----------------------|--|

Giant dice



LESSON PLAN N°4

| | | | |
|--|----------------------------|--|--|
| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | | Schedule: from 1:00pm- 2:00pm N° of Students: 30 Lesson Length: Forty five minutes Topic: Recycling my school's materials | |
| Keys: | | SW: Students will SWBAT: Students will be able to | |
| Prescribed Learning Outcomes: | | SWBAT Identify the elements that correspond to the gray recycling bin through Enrique puppet. | |
| | | SWBAT Recognize the prepositions of place (in, on, under) when noticing the placement of the gray garbage bin elements | |
| | | SWBAT Relate there is and there are seen in the previous class with prepositions through a sentence | |
| Key linguistic structures | | | |
| LESSON OUTLINE | | | |
| | Specific objectives | Description/Procedures | |

| Stages and Estimated time | | | Resources/Materials |
|---|--|--|---|
| Warm up Reduce Reuse Recycle Song (10 minutes) | Review the three Rs in the song. | Students will listen a song about the three Rs and the elements that belong to each recycling bin. | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=AOvcW813RzE |
| Garbage collector puppet Enrique (10 minutes) | Recognize the elements that belong to the gray garbage bin | Teachers will use a garbage collector puppet in order to teach four elements that correspond to the gray garbage bin: Paper, magazines, newspaper, and cardboard. Each student is going to have a sample of each element and will deposit it in the bin with the help of the puppet. | <ul style="list-style-type: none"> • Puppet • Magazines, newspapers, papers, cardboard. |
| Where is it? (10 minutes) | Identify the prepositions through the rhyme song | Students will listen to a song with the prepositions: in, on, under. While singing teachers will exemplify it with the elements of the gray garbage bin. | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=8F0NYBBKczM |
| Let's help Enrique (The garbage collector puppet) (15 minutes) | Use there is/there are with the prepositions in one sentence * | Students will draw Enrique and will write three sentences using the elements of the gray garbage bin and the prepositions seen. This in order to express a message. For example <i>There is a paper on the floor.</i> | <ul style="list-style-type: none"> • Pieces of paper |
| Key vocabulary | Paper, magazines, newspaper, cardboard. | | |

Enrique Garbage collector puppet



LESSON PLAN N° 5

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|--|--|---|--|
| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | | Schedule: from 1:00pm- 1:45pm N° of Students: 30 Lesson Length: Forty five minutes Topic: Reduce my school's materials | |
| Keys: | SW: Students will | SWBAT: Students will be able to | |
| Prescribed Learning Outcomes: | SWBAT Identify the organic waste materials that belong to the green garbage bin. | | |
| | SWBAT Put in practice the vocabulary through the creation of a letter soup | | |
| Key linguistic structures | | | |

LESSON OUTLINE

| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
|--|--|--|--|
| Warm up (10 minutes) | Get closer to the organic waste materials. | At the beginning of the class, teachers will show three organic waste materials (napkins, food waste, and used cups). The name of one of these materials is going to be assigned to each student. Every time say “napkin” the students who have that material name have to <i>change places</i> . If they have used cups they have to <i>jump</i> . For food waste, they have to <i>walk</i> . | <ul style="list-style-type: none"> • Real organic waste materials. • Labels with the names of the materials. |
| Frequently places tour! (20 minutes) | Recognize the main school places. | Teacher will make a tour with the students to the places they spare more time (Cafeteria, classrooms, school yard) In those places, there will be not only organic waste materials, but also, the materials seen in the previous classes. Students will pick the elements up. Once in the classroom, students will deposit the material in the corresponding garbage bin. | |
| Let’s make a letters soup! (15 minutes) | Put in practice the vocabulary seen | Teachers will ask the students to make a letter soup about all the elements that correspond to each recycle bin (green, gray and blue) This letter soup will be part of the Games section in the school newspaper. | <ul style="list-style-type: none"> • Recycle paper sheets. |

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| Key vocabulary | Napkins, Food Waste, Used Cups, Cafeteria, Classrooms and School Yard |
|-----------------------|---|

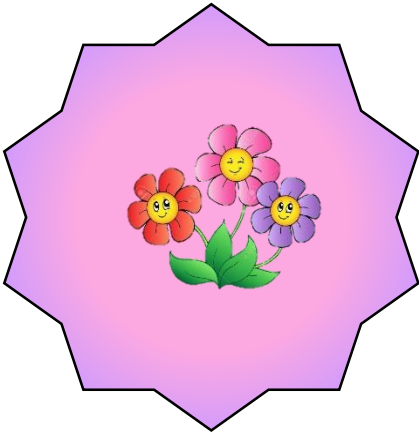
LESSON PLAN N°6

| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Grade: 401 and 403 | | Schedule: from 1:00pm- 2:00pm N° of Students: 30 Lesson Length: Forty five minutes Topic: Let's review and edit together | |
|--|---|--|---|
| Keys: | | SW: Students will | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT review what the have written in previous classes. | |
| | | SWBAT exchange their writing products in order to edit and correct them for the final product. | |
| Key linguistic structures | | | |
| LESSON OUTLINE | | | |
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (15 minutes) The image in the word | Review the vocabulary seen in previous class through the use of flashcards. | To start with, teachers are going to present flashcards about the vocabulary seen in previous classes. At the same time, we are going to reinforce the pronunciation of each word. When done, students will find the corresponding words pasted on the board, then they have to link both of them. | <ul style="list-style-type: none"> • Flashcards • Vocabulary seen in previous classes |
| Peer work (15 minutes) | Revise the written ideas in previous classes in pairs. | In order to revise their written ideas in previous classes, students are going to exchange their | <ul style="list-style-type: none"> • Colors |

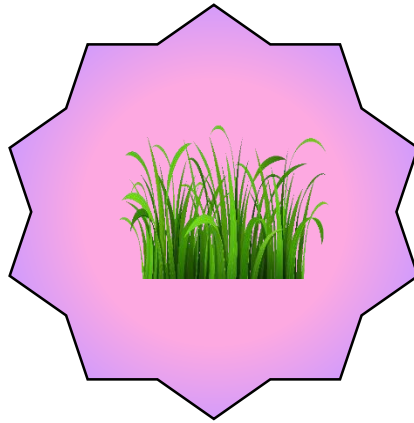
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| | | drafts by reading to each other aloud. Once read, they are going to revise and highlight with a color the mistakes found. | |
| Knock, knock I will check it (15 minutes) | Recognize the mistake and edit it by themselves. | There are going to be four doors. The first one is called <i>subject</i> , the second <i>like</i> , the third one <i>there is/there are</i> , and the last one <i>prepositions</i> . Each door is going to have the corresponding vocabulary written correctly in order to students have to possibility to identify and correct their mistakes by themselves. The teacher will guide this activity and will check the sentences once students finished. | <ul style="list-style-type: none"> • Four doors • Labels |

Flashcards environmental vocabulary





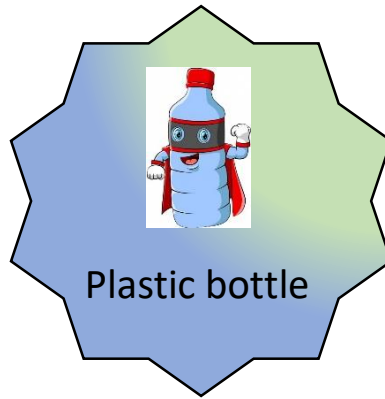
Flowers



Grass



Leaves



Plastic bottle

LESSON PLAN N° 7

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|--|--|--|--|
| School: Liceo Femenino Mercedes Nariño | | Schedule: from 1:00pm- 1:45pm | |
| Teacher's name: Janna Gutiérrez Angie Aldana | | N° of Students: 30 | |
| Date: | | Lesson Length: Forty-five minutes | |
| Grade: 401 and 403 | | Topic: Sensitizing with animals | |
| Keys: | | SW: Students will | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT Recognize the most common pets. | |
| | | SWBAT write sentences using the structure "I have" | |
| Key linguistic structures | | | |

| LESSON OUTLINE | | | |
|---|--|---|---|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (10 minutes) | Recognize their pets. | Teachers will play the song about pets and will use teddies in order to see the key vocabulary that the teachers are going to present in the short story. Then, students are going to sing it one more time by their own. | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=pWepfJ-8XU0&feature=youtu.be |
| Reading with my pets (15 minutes) | Listen the short story about pets | Teachers will read a short story about the most common pets dog, cat, fish, mouse, bird. | <ul style="list-style-type: none"> • Short story |
| Reading comprehension (15 minutes) | Answer four questions about the short story seen in the previous section | Teachers will explain the instruction for answering the questionnaire about the short story "My pets, my friends" | <ul style="list-style-type: none"> • Questionnaire |

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| <p>Introducing my pet (5 minutes)</p> | <p>Write a sentence using the structure "I have"</p> | <p>Students will write a sentence introducing their pets by using the structure "I have"</p> <p>At the end of the class, teachers will ask students to bring a photograph or a drawing of their pets.</p> | <ul style="list-style-type: none"> Recycled paper. |
|--|--|---|---|

| | |
|-----------------------|------------------------------------|
| Key vocabulary | dog, cat, fish, mouse, bird, have. |
|-----------------------|------------------------------------|

Questionnaire "My pets, my friends"

Answer to the next questions

- The dog has two paws.
 - True
 - False
 - Pablito has _____ pets.
 - Three
 - Four
 - One
 - What is Nemo's color?
 - Blue
 - Orange
 - Gray
 - What is the main topic of the short story?
-











LESSON PLAN N° 8

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|--|--|---|--|
| School: Liceo Femenino Mercedes Nariño | | Schedule: from 1:00pm- 1:45pm | |
| Teacher's name: Janna Gutiérrez Angie Aldana | | N° of Students: 30 | |
| Date: | | Lesson Length: Forty-five minutes | |
| Grade: 401 and 403 | | Topic: Animals at my school | |
| Keys: | | SW: Students will SWBAT: Students will be able to | |
| Prescribed Learning Outcomes: | | SWBAT Use have and has referring to the school animals. | |
| | | SWBAT Identify the animals that they usually see in their school community. | |
| Key linguistic structures | | | |

| LESSON OUTLINE | | | |
|--|------------------------------------|---|---------------------|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (10 minutes) | Learn vocabulary about the animals | The teacher will write a list of the school animals that students usually see in this order: bird, bee, dog, and cat. Then, they will ask students to do five rows of seven students in front of the board. The teacher will show to the last girl of each row the image which corresponds to the animal written on the board. The students will draw on a paper situated in their backs. | |
| The animal sounds (15 minutes) | Use have with the animals | The teacher will reproduce the sounds of the animals and will show the corresponding name. Then, the teacher will show the flashcards with the animals and will exemplify the use of <i>have</i> . For instance, <i>I have one cat.</i> | |
| Walking through my school. (6 minutes) | Identify the animals in the school | Teachers will Walk-through the school in order to identify the animals that are in the school | |
| How many animals do I coexist with? (10 minutes) | Use of has | After the walk-through, they are going to write how many animals they saw using the structure <i>My school has ...</i> | |

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| Key vocabulary | dog, cat, bee, bird, have, has |
|-----------------------|--------------------------------|

Flashcards animal vocabulary

**Dog****Cat****Bird****Bee**

LESSON PLAN N° 9

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|--|--|---|--|
| School: Liceo Femenino Mercedes Nariño | | Schedule: from 1:00pm- 1:45pm | |
| Teacher's name: Janna Gutiérrez Angie Aldana | | N° of Students: 30 | |
| Date: | | Lesson Length: Forty-five minutes | |
| Grade: 401 and 403 | | Topic: My pet's daily routine. | |
| Keys: | | SW: Students will SWBAT: Students will be able to | |
| Prescribed Learning Outcomes: | | SWBAT identify main verbs for daily routines | |
| | | SWBAT describe their animal's daily routine. | |
| | | SWBAT write about their classmates' pet's routines. | |
| Key linguistic structures | | | |

| LESSON OUTLINE | | | |
|---|--|---|---|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (10 minutes) Twister routine | Identify the main verbs in daily routines. | There will be six Twister mats and one big spinner. Students will organize in six groups of five people. The Twister spinner will indicate the parts of the body and also each color will be related to the daily routine verbs (wake up, eat, sleep, and play). | <ul style="list-style-type: none"> • Spinner • Six Twister mats |
| My pet daily routine. (10 minutes) | Recognize my pets daily routines. | Based on the photographs or drawings asked in the previous class, students and teacher will introduce their pets and talk about their daily routine. For example, <i>It is Sasha. Sasha wakes up at 5:00 a.m. Sasha eats at 8:00 a.m. Sasha plays at noon. Finally, Sasha sleeps at 9:00 p.m.</i> | <ul style="list-style-type: none"> • Photographs |
| Let's act my pet's routine (15 minutes) | Represent my pet's daily routine | Teacher will have a dice that contains the previous daily routines verbs. Some students will be selected and will act the corresponding verb. The classmates have to guess the action. | <ul style="list-style-type: none"> • Pieces of paper |
| Write about | Write about their pet's routines. | Fourth graders will describe in pairs each other pet's routines. In this sense, they will write them in order to publish them in the newspaper. | |
| Key linguistic vocabulary | | Main verbs in daily routine: Wake up, eat, play, and sleep | |

LESSON PLAN N° 10

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|--|--|---|--|
| School: Liceo Femenino Mercedes Nariño | | Schedule: from 1:00pm- 1:45pm | |
| Teacher's name: Janna Gutiérrez Angie Aldana | | N° of Students: 30 | |
| Date: | | Lesson Length: Forty-five minutes | |
| Grade: 401 and 403 | | Topic: Let's review and edit together. | |
| Keys: | | SW: Students will SWBAT: Students will be able to | |
| Prescribed Learning Outcomes: | | SWBAT recognize the vocabulary of the previous classes. | |
| | | SWBAT revise the written products from the previous classes. | |
| | | SWBAT edit the written product for the final draft. | |
| Key linguistic structures | | | |

| LESSON OUTLINE | | | |
|---|--|--|---|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up Animal rescuers (10 minutes) | Review the vocabulary seen in previous classes. | For this activity, there will be six animal rescuers. They have to find a list of animals which have are lost. Those animals are going to be their classmates who will have a specific animal role to act in order to be recognized. Once done this, each animal rescuer has to introduce the animals rescued. | |
| Peer work (15 minutes) | Revise the written ideas in previous classes in pairs. | In order to revise their written ideas in previous classes, students are going to exchange their drafts by reading to each other aloud. Once read, they are going to revise and highlight with a color the mistakes found. | <ul style="list-style-type: none"> • Highlighters |
| Scramble box | Recognize the mistake and edit it by themselves. | Students will have a box per group that contains all the vocabulary seen in previous classes. After highlighting the mistake students will look for the word in the box and correct it. | <ul style="list-style-type: none"> • Box • Vocabulary |

LESSON PLAN N° 11

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|--|--|---|--|
| School: Liceo Femenino Mercedes Nariño | | Schedule: from 1:00pm- 1:45pm | |
| Teacher's name: Janna Gutiérrez Angie Aldana | | N° of Students: 30 | |
| Date: | | Lesson Length: Forty-five minutes | |
| Grade: 401 and 403 | | Topic: Final draft and publishing. | |
| Keys: | | SW: Students will | SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | | SWBAT select the school newspaper design. | |
| | | SWBAT organize the sections of the school newspaper. | |
| | | SWBAT do a brainstorming regarding the entertainment section. | |
| Key linguistic structures | | | |

| LESSON OUTLINE | | | |
|--|---|--|--|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up (10 minutes) Let's choose the newspaper | Select the newspaper design. | Students will paste the designs of their newspaper on the board. Each student will color three designs that they like the most. When done this, the teacher and the students will count the number of votes and will choose the three that has most ones. | <ul style="list-style-type: none"> Newspaper designs. |
| Sections of our newspaper (25 minutes) | Select the sentences from the previous classes based on the corresponding topics. | There will be three groups, one for sensitizing, one for recycling and the last one for animals. Each group is going to select the sentences that they prefer according to the corresponding section. Students will also personalize this section with drawings and decorations. | <ul style="list-style-type: none"> Sentences of each topic Colors Newspaper design. |
| Brainstorming (10 minutes) | Prepare the entertainment section. | Brainstorming of the games for the entertainment section related to the vocabulary seen. | |

LESSON PLAN N° 12

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| School: Liceo Femenino Mercedes Nariño Teacher's name: Janna Gutiérrez Angie Aldana Date: Grade: 401 and 403 | Schedule: from 1:00pm- 1:45pm N° of Students: 30 Lesson Length: Forty-five minutes Topic: Final draft and publishing. |
| Keys: | SW: Students will SWBAT: Students will be able to |
| Prescribed Learning Outcomes: | SWBAT select a game activity for the school newspaper. |
| | SWBAT create the school newspaper title. |
| Key linguistic structures | |

| LESSON OUTLINE | | | |
|--|--|---|--|
| Stages and Estimated time | Specific objectives | Description/Procedures | Resources/Materials |
| Warm up Falling drops (10 minutes) | Select a game activity for the school newspaper. | There will be paper drops falling from the roof which have a specific an entertainment activity. For example, letter soups, comic strips, labyrinths, and connect the dots activities. The groups for the previous class will remain the same. Each member of the group is going to take a drop and will develop that specific activity for the newspaper. | <ul style="list-style-type: none"> • Drops |
| Entertainment section. (30 minutes) | Design a game activity for the school newspaper | Taking into account the drop activity, students will design that game according to the section they belong to. | |
| Bingo word (15 minutes) | Choose the school newspaper title | Each group will have a Bingo board which contains the possible words that will conform the school newspaper title. Taking into account the title proposals from the first class, the teacher will have each word of the titles pasted in ping pong balls. The idea is to take a ping pong ball, students will mark with x and at the same time they will conform a title with those marked words. | <ul style="list-style-type: none"> • Students' titles • Ping pong balls • Bingo boards. |

Now, the school newspaper is ready to be published.