

THE USE OF ENGLISH AS A MEANS FOR TEACHING ENVIRONMENTAL CARE TO
TENTH GRADE STUDENTS AT INSTITUTO TECNICO PATIO CENTRO 2 HIGH
SCHOOL: AN ACTION RESEARCH

ALEXIS GIOVANNY CÁCERES CASTELLANOS

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FACULTY OF EDUCATION

DEGREE IN FOREIGN LANGUAGES, ENGLISH-FRENCH

INTEGRAL PRACTICUM

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ALEXIS GIOVANNY CÁCERES CASTELLANOS

MENTOR:

GONZALO VARGAS JÁUREGUI

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In general to every person who was a support for developing it, essentially, I want to thank God since he is the main motivation for every goal that I undertake in my life. All of whom I feel, that wisdom and resources came, to make this study possible.

Thank you very much.

Presentation

In this project, it was possible to find a division of four chapters, which present the following components: the pedagogical component, the research component, the outreach component, and the administrative component.

In relation to the pedagogical component, it was possible to find, strategies, and the theory related to the subject linked to English teaching focused on the environment.

In the second component, aspects related to the reflection of our practice within the institution, this during a process, in which the practitioner improved through his self-reflection and correction of his teaching process; The third chapter concerned aspects related to tutoring, where the teacher was a guide to reinforce those students who require it;

Finally, the fourth chapter showed the practitioner's commitment to Instituto Técnico Patio Centro N° 2 participating in all the activities that are presented, even if these did not correspond to English teaching, all this with the aim of understanding deeply this high school.

Introduction

Our world is in constant change and to affront this, an adaptation by us as human beings is necessary. Environmental pollution affects us every day and it is necessary to stop it, only in that way it would not become a problem without solution; for this reason, as a pre-service teacher, it was decided to take the decision to address this problem to the classroom, where an academic, humanistic and reflective environment can be conducive to counteract environmental problems, which was possible by improving communicative skills in English as a foreign language, as well as an awareness for nature.

In addition, through this project it was proposed that the pre-service teacher left the limits related to English to a field of reality where day by day the teaching of caring for our environment became more important. Through this, it was wanted to develop collaborative work, presentations of environmental issues, oral productions as well as everything related to the linguistic aspects of English, by means of the use of different tasks focused on the care of our planet; all this aiming at training tenth grade students of the Instituto Tecnico Patio Centro N° 2 with values and knowledge as good future citizens, within and outside the institution.

In this way, thanks to this project it was possible for students to improve their language skills and at the same time have motivation to take care of the environment, through the use of English in the classroom; in addition, they will learn to teach other people, since what was taught in the Instituto Tecnico Patio Centro N°2 could be shared by means of knowledge.

Justification

On the one hand, this project offered guarantees of a good teaching in the students of Instituto Técnico Patio Centro N° 2 since it was imperative to teach the correct way of treating nature while using language skills offered by English, thus, applying the knowledge acquired in daily life, which had an impact on the student's future life and their environment, thus improving in a foreign language and at the same time contributing to the community, which made the students of the institution integral people.

On the other hand, this proposal allowed students to create a social commitment, reflecting the correct behavior they must have with the institution and thus making the school a better place to stay and where to get knowledge; moreover students 'English level has been improved because of a different way of learning, applying their knowledge in a real environment, where they took part at all times, also improving in their learning process for life, since through this proposal they learnt English using environmental issues, which was much easier for them to assimilate.

It was thus essential to obtain the benefit of environmental care, as expressed by Clean Air Healthy Children (2012) "Nature takes care of us: it gives us clean air, fresh toilet and delicious food. In addition it provides us with multiple types of minerals and other materials that help us increase our economy. "

It was equally important that we as human beings receive the responsibility of taking care of our planet, and that was why there were laws that stipulate the teaching and application for the care of the environment as did Decree 1743 of 1994 School Environmental Projects by its acronym in Spanish (PRAE) "institutes on a mandatory basis, in all public and private

institutions from preschool to university level, school environmental projects” pg 2. in this way we could contribute to our world, and at the same time complying with a demand that was fair, because it was everyone's responsibility to do it from all possible means and in this case, through the teaching of English. In this way, it was made to contribute to our world, and as well as meeting a demand that was fair, since it was everyone's responsibility to do so from all possible means and in this case, through the teaching of English.

For this reason it was desired to teach students through English as a foreign language to: take care of water, separate the garbage, motivate the reuse, and teach the degradation caused by the garbage. That was why this proposal aimed at reflective teaching of good care of the environment on a canvas with English as a foreign language, since this was made possible through the didactic and pedagogical teaching of the foreign language.

Objectives

General Objective

To use of English as a means for teaching environmental care to 10th grade students

Specific Objectives

- To implement tasks as strategy to teach students the importance of taking care of the environment which engage them in the English learning process.
- To implement formative feedback reflection as a transforming tool of the proper pedagogical processes of the integral practice.
- To use tutoring guide as strategy to reduce the student's difficulties when learning English
- To participate actively in all the activities organized by the "Instituto Técnico Patio Centro 2 High School.

Institutional Observation

Instituto Técnico Patio Centro N° 2 was founded on August 10, 1976 during the governorship of Dr. Carmenza Arenas annexed to the Sabana School, achieving in the year 1980 its administrative autonomy, being its first director José Maria Pezzotti Lemus until 1986; as of this date the lic. Debora Rojas who lasts at the head of the institution for 15 years. On March 30, 1988, decree No. 00474 of the Secretary of Departmental Education was issued to grant the official recognition that supports the operation of the institution. In that period of time (25 years of service to the community), there are numerous achievements that have been obtained in the administrative, pedagogical, community projection dimensions. In 2001, the institution opened the doors to serve young people in sixth grade, giving continuity to basic secondary education and taking the Patios Centro Basic School No. 2 as a business name. Today Instituto Técnico Patio Centro N°2.

Topographical Location

Instituto Técnico Patio Centro N° 2 is located on the Fourth Avenue # 27-12 in Los Patios, Norte de Santander. This public establishment follows an A calendar, moreover there are six headquarters which are joined to this high school such us: Instituto Técnico Patio Centro Sede Sabana, Instituto Técnico Patio Centro N°, Instituto Técnico Patio Centro Sede La Cordialidad, Instituto Técnico Patio Centro Sede Luis Enrique Ávila, Instituto Técnico Patio Centro Sede 12 de Octubre, and Rudensindo Soto.

Educative Authorities

The administrative organization is divided into:

Principal: Gustavo Ramírez Camargo

Academic and discipline coordinator: Fanny

Organigram

Instituto Tecnico Patio Centro N°2

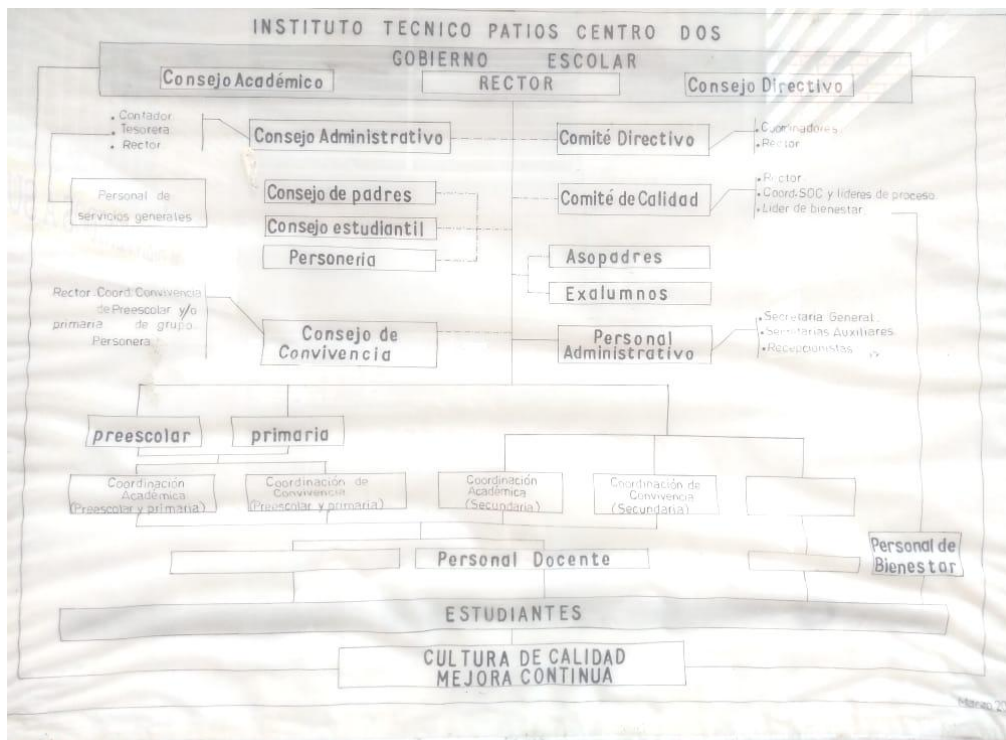


Figure 1. Organization Chart of the Institution

Institutional Educational Project (PEI)

In this section was found some aspects such us: Mission, vision, and the philosophy of the institution the objectives of the institution, as well as essential points linked to the pedagogical model.

Mission

The Instituto Técnico Patio Centro 2 has to train integral citizens from preschool through 11th grade through an inclusive academic research pedagogical proposal and the tics that prepare students for productive work and following professional studies acting successfully in the cultural and social academic work environment of the region.

Vision

The Instituto Técnico Patio Centro 2 by 2020 will be the business support of the region offering an inclusive education with the use of research and new ICT being competent and contributing to the transformation of their social reality.

Institution Philosophy

The Instituto Tecnico Patio Centro No. 2 of the Municipality of Los Patios, forms citizens with principles of autonomy and freedom to be and act with love, authenticity, critical spirit, seeking to promote respect for life, human rights, principles Democrats of peaceful coexistence and solidarity, preservation of the environment and preparation for productive work and post-secondary training that allows them to function successfully in today's society.

Institutional Objectives

The Instituto Tecnico Patio Centro N°2 as an official training entity for students in primary elementary school and technical middle school pursues the following objectives.

General Objective:

Progressively improve from its technical nature as an agent of change and a wise and intelligent organization at the regional level.

Specific Objectives:

- To assume the SABER-HACER Y SER as the axis of the educational problem in permanent dialogue with the cultural and technical scientists
- To consolidate the formation of an academic community within the institution by stimulating the formation of research groups through research seedbeds used by ENJAMBRE projects
- To transform the institution into an experiential center of the pedagogy of Democracy, Peace and Human Rights
- To motivate through research the production of knowledge interpreting contexts understanding and solving problems in the field of education and pedagogical
- To articulate the curricular proposal of the institution especially the technical media with the articulation of the pedagogical approaches of the SENA REGIONAL Cúcuta
- To train people capable of promoting and accepting the multicultural condition of the country in the recognition of diversity
- Take advantage of formal and non-formal education to stimulate personal qualification processes to improve the context and quality

Pedagogical Model

The institution's pedagogical model has as its central axis to work with students according to their abilities, it means, they are the main teaching component of the school, so it is important to develop activities according to their abilities; also, it is evidenced the desire to prepare a favorable environment in such way, that their learning is better every day, for this reason the ideas, opinions, expressions, points of view, or desires of the students are taken into account, since it is through these manifestations that the learning process can be evidenced.

Community Handbook

The community handbook is the document that is part of the Instituto Técnico Patio Centro N° 2 as the Institutional Educational Project of a school and contains the set of principles, norms, procedures, agreements, and other aspects that regulate and make possible the coexistence of the members of an educational institution.

In the same way, it presents the responsibilities and commitments that are evidenced to the educational community, such as teachers, administrators, students, parents and in general all people that are part of the institution or that are linked to the institution. As can be seen below, the community handbook is divided into certain sections which establish rules, corrections or procedures regarding certain facts of the population already named.

- TITLE 1
- ADMISSION AND REGISTRATION PROCESS
- Title II
- SCHOOL GOVERNMENT
- TITLE III
- RIGHTS AND DUTIES OF THE EDUCATIONAL COMMUNITY
- TITLE IV

- CLASSIFICATION OF SITUATIONS AFFECTING SCHOOL LIVING ACCORDING TO DECREE 1965 2013
- TITLE V
- ROUTE AND ATTENTION PROTOCOL FOR SITUATIONS AFFECTING SCHOOL LIVING
- Title VI
- SPECIFIC REGULATIONS
- TITLE IX
- STIMULES
- TITLE X
- GLOSSARY
- TITLE XI
- REFORM TO THE LIVING MANUAL

Physical distribution

The Instituto Técnico Patio Centro N°2 has a great construction to develop each one of its activities for its operation, which is why it has a two-story building, where is possible to find: for students, 20 classrooms; for teachers and others: a staff room, the principal office, a virtual classroom, a systems classroom and two bathrooms plus two more bathrooms inside some offices.

The distribution of the rooms does not have any specific organization, it is possible to find on the first floor rooms of the sixth, seventh and eighth, etc. as on the second floor.

The institution has a central courtyard where at the same time it serves as a soccer field; similarly, it is possible to find a cafeteria that has a photocopy service, and a cookie vending machine.

Table 1. Second semester scholar calendar

SEPTIEMBRE	
20 de septiembre de 2019	ACTIVIDAD CENTRAL MEDIA TECNICA Y ARTESANAL BASICA PRIMARIA Y SECUNDARIA Responsables MEDIA TECNICA -AREA EDUCACION ARTISTICA-AREA INFORMATICA
02 al 06 de septiembre de 2019	Evaluaciones finales 3° Período
09 al 13 de septiembre de 2019	Nivelaciones Tercer Período
19 de septiembre de 2019	Juntas Evaluadoras y Comisiones de Evaluación
25 de septiembre de 2019	Entrega de Boletines a Padres de Familia
OCTUBRE	
07 al 11 de octubre de 2019	<ul style="list-style-type: none"> • Desarrollo Institucional • Revisión y aplicación matriz análisis Plan de Áreas • Inclusión y Ajustes del plan de área y plan de aula • Evaluación del Plan de Mejoramiento y Plan de Acción –Equipos de Áreas- Equipo Calidad
25 de octubre de 2019	Día del Estudiante. DOCENTES NO TITULARES (SECUNDARIA) , TITULARES (PREESCOLAR Y PRIMARIA)
NOVIEMBRE	
05 al 12 de noviembre de 2019	Evaluaciones finales 4° Período
13 al 19 de noviembre de 2019	Nivelaciones Cuarto Período
21 de noviembre de 2019	Juntas Evaluadoras y Comisiones de Evaluación 4° Período
22 de noviembre de 2019	Entrega Planes de Nivelación Finales
25-26-27 de noviembre de 2019	Nivelaciones finales Estudiantes 1 y 2 áreas
27 de noviembre de 2019	ACTO DE GRADUACIÓN PREESCOLAR
28 de noviembre de 2019	Junta Final de Evaluación - Comisión Final de Evaluación y Promoción
29 de noviembre de 2019	ACTO DE GRADUACIÓN GRADO 11°
DICIEMBRE	
02 al 06 de diciembre de 2019	Desarrollo Institucional
02 de diciembre de 2019	CLAUSURA DEL AÑO ESCOLAR
02 al 06 de diciembre de 2019	MATRICULA AÑO 2020
07 de diciembre	Vacaciones Escolares

Table 2. Supervisor's Timetable

Instituto Técnico Patio Centro N° 2					
Hora/ día	Monday	Tuesday	Wednesday	Thursday	Friday
1) 6: -6:55	11-02	10-03	10-01	10-01	11-02
2) 6:55 - 7:50	11-02	10-03	11-01	10-01	11-02
3) 7:50 -8:45	10-03	9-03	9-03	-	-
8:45-9:15	B	R	E	A	K
4)9:15-10:10	10-03	11-01	10-02	11-01	10-02
5)10:10-11:05	-	11-01	10-02	-	9-03
6)11:05-12:00	-	10-02	10-01	-	-

Pedagogical Aspects

It was important to explain that after a week of observation it was evidenced the use of a book with the objective of the explanation for English teaching, since it was through this that the teacher developed each one of the classes and the activities within the classroom class, to tenth grade students. It was pertinent to clarify that this book was not purchased by the students, but that the institution provided the students with this material.

Other aspects were identified during the week of observation which were related to the teacher's handling of the course, although some students did not show respect for the teacher, he showed authority, which indicated that it was the teacher who had control of the class. In the same way, there were other students very attentive to the class who showed interest in learning English.

CHAPTER I

Pedagogical Component

. ENHANCING 10TH GRADERS ORAL PRODUCTION THROUGH NARRATIVE TEXTS AT INSTITUTO TECNICO PATIO CENTRO 2 HIGH SCHOOL: AN ACTION RESEARCH

Introduction

In our days, English and the environment are very important issues, and since the youth age it is important to take them into account, and for its teaching it is important to implement new ideas that can join these two important branches in the life of every human being, it was therefore, this project intended to mix both, something that resulted in positive outcomes that went beyond than just the academic aspect.

Thus, to achieve this goal it was important to go far from traditional English teaching and captivate students' attention through pedagogical workshops, or strategies inside and outside the classroom, being these creative activities could make the students' participation to become an enjoyable and effective teaching, focusing not only on language proficiency, but in the improvement in all skills.

Therefore, this proposal aimed not only to improve one students' competence, but also to ensure that they improve in all possible aspects of English and all this through a different method that also allows unifying the environment, in the Instituto Tecnico Patio Centro N° 2 in Colombia. Some workshops that could be implemented are: oral productions question and answer workshops, writing productions, among others, and everything that made possible the

explanation of these two components. It was imperative that these activities were proposed to work in and out of the classroom.

Regarding this topic Rodriguez and Hernandez (2012) concluded that “environmental programs are highly important and useful tools that should be designed and used in educational institutions to mitigate environmental deterioration at school and in the community” for this reason as a pre-service teacher it was important to work this type of teaching to students and also teach that they could also teach others, with the idea of mitigating the environmental impact that we were having in our days, all this without leaving aside English as it was the main axis that made communication possible for the aim of this proposal.

Statement of the Problem

After a week of observation, it was possible to identify how every day a large amount of waste is thrown into the streets and this, being seen by students and the community in general, which has a negative influence; in the same way, within the institution this same problem arose, which could be faced with the application of this proposal. Even if these recyclable materials were discarded they arrived at places where the permanence of a pleasant environment for the nature and in that way it becomes unsustainable for the community. This was why was intended to apply some advices given by PRAE who told how to recycle and what products to recycle.

In the same way the level of the students was not the most appropriate for the degree in which they are, in general it was important that they improved in all the English language skills, therefore the application of this project allowed the Students could solve two problems, one is the environment and the second improves the level of English.

Then, it was used the materials permitted by the institution such as murals, trash cans, and material dividers, among other resources to announce the process that was carried and showed visible and palpable results in students.

Regarding to this, here was some questions that needed to be answered through this proposal, and which were going to guide this project for arriving until the accomplishment of the purpose of this project.

- How the use of English for teaching environmental care will permit to enhance 10th grade students linguistic competences?

- How the implementation of tasks will engage 10th grade students to appropriate this proposal?

- What is the best strategy to teach students the importance of taking care of the environment?

Justification

In this proposal, it was important to find out what were the best strategies to teach the student community the correct way to treat waste that could be recycled; to do so, the use of English was an essential tool, given that was a different way to get the attention of students towards learning English.

Therefore, this project aimed at motivating students to care for the environment through the use of English as the main tool of their teaching to 10th grade students at Instituto Técnico Patio Centro N° 2 and in the same way, they could improve in all language skills as possible such as: speaking, listening, reading, and writing, this became possible thanks to the implementation of tasks and the union of these two themes as corroborated by Alvarado and Hernandez (2012) who explained that "It is like this, as through various pedagogical activities, such as ecological days or field trips, advertising and recycling campaigns, activities with songs etc. students were instilled in foreign language on value of nature and its environment, while raising awareness in them about the need for learning English" it was how it was implied that these two branches could be joined to give a result that not only influence positively the institution but also in the society, their families and in general wherever the students of 10th grade in the Instituto Técnico Patio Centro N° 2 are.

Moreover, throughout the development of this action research, it was indispensable to continue with the curricular standards demanded by Instituto Técnico Municipal Los Patios N° 2 for tenth grade students, so it because the book or some materials proposed by the institution were a support to carry out this project because it presented a long number of ideas, information, and topics to develop many activities, strategies, and skills, which were related to the care of environment and which could be adapted to English, using the supplied materials proposed by the institution.

Objectives

General Objective

- To use of English as a means for teaching environmental care to 10th grade students

Specific Objectives

- To implement strategies which engage students in learning English through environmental teaching.
- To learn the importance of caring the environment in our planet for present and future time.

Theoretical Framework

In order to carry out this proposal it was necessary to know some definitions, which made possible to understand the concepts covered by this project, such as: integrating skills environmental impact, learning styles, and environmental projects.

Integrating skills

English requires the development of not only a competence, but also of the four communicative competences that arise in the learning of a foreign language, such as: speaking, writing, listening, and writing, which lead the person who learns it to acquire an appropriate level. It was necessary to express regarding to this that Richards & Schmidt (2002) defined integrating skills as “integrated approach (in language teaching) is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing” (p.262). Which allowed the student to acquire efficient communication when expressing himself in English.

Environmental Impact

It was thought that if we did not change some environmental habits, the recovery of the planet will be impossible since our habits are affecting the environmental impact day by day, in relation to this Garmendia, Salvador, Crespo, and Garmendia (2005) explained that Many of the Current environmental problems have been caused by activities that were considered harmless when they began to be carried out, such as problems arising from the use of DDT and other bio-accumulative compounds, the destruction of the ozone layer, climate change, etc. All this makes necessary certain humility and prudence in human activities on ecosystems and the need for more research on the effects that a new activity can produce (p.43).

Learning Styles

Learning styles are varied from person to person, and the best way to teach a subject or in this case English is knowing that there are different ways of doing it, therefore when teaching English each learning style will be taken into account, and this because of the variety of tasks that can be worked in the classroom, regarding to this Reid (1995) explained that "learning styles are personal characteristics with an internal basis, which are sometimes not perceived or used consciously by the student and who build the foundation for the processing and understanding of new information " (P. 34).

Environmental Projects

When talking about projects, it is meant that they are creations by students and guided by teachers in relation to a specific topic, which makes it possible to follow a simple but effective process to create and demonstrate the learning of English through the implementation of environmental projects in the students of 10th grade in the Instituto Tecnico Patio Centro N° 2 by means of this, Alvarado and Hernández (2012) defined environmental project as "synonymous with didactic unit, that is, it is the set of activities that culminates in a natural final task. For others, it is simply that last task that collects and crystallizes what has been learned through previous environmental activities"(P. 31).

Recycling

Recycling is one of the most important process for sustaining our planet, in relation to this, according to Pérez Porto, J., & Gardey, A. (2010) defined recycling as "a process where wasting materials are collected and transform into new objects or materials, which can be sold as new products or raw materials" what was important in our daily life to apply, it because the implementation of recycling makes our planet a better and more beautiful place.

Literature Review

As support for this project, some authors give some important contributions, which present an important relationship between the environment and English within the classroom.

Strategies to teach environmental caring by means of English

Our world has serious repercussions related to the state of the atmospheric condition; we are on a planet where day by day the need for changing on our part as human beings seems more evident, and that being intellectual beings, we have the responsibility of managing the sources we have, since otherwise the degradation of our world could have no solution in the future, so we have time to act, regarding to this Navarro, Ramirez and Garrido (2006) add that "Human activity entails in many cases, serious risks of negative ecological transformations, particularizing their effects on the different components of the ecosystems in different measure, depending on the activity" therefore from all places and surroundings should be taught the care of the environment, which was intended to do from an English class and in this way, while improving in a language as important as English, it could also teach to our students to be integral and moral beings with the desire to take care of our world.

Teaching these topics related to the environment through English was done taking into account learning styles and ways of learning, since in that way it was possible to facilitate students learning and to be pleasant to them, and if so, to reach the desired goal and fulfill the objective of this proposal. In relation to this, through an investigation made by Garcia (2014), was possible to teach children the importance of the environment, where it was expressed that "the learning environment is a system composed of several elements, each one having different functions to enable the child's learning" which allowed to understand that for such teaching a great variety of strategies is necessary and thus be able to vary in the type of method that

was used to publicize what was wanted to teach, and be thus perceived in the best way by the students.

In this project the importance was also in the action, therefore it was not only necessary to explain the topics or develop workshops, but also to put into practice everything that was worked during each one of the classes, in order to contribute to the construction of a better environment, and the best of all this was doing possible through the teaching of English, that was the main objective of this study; related to this reason Corral (1998) and Vega and Álvarez (2005) stated that "having knowledge about environmental problems exerts a positive influence on the behavior of individuals, but it is not enough, since the acquisition of skills and abilities obtained from the practice, produces greater results in environmental protection actions than those that result only from knowledge " (P. 11). In this way it was possible to teach and act at the same time since faith without works is dead, it means that knowledge without development would not have any impact on what is desired to do.

Also, through the implementation of this project it was explored the creativity of the students, since, during the activities that they must develop, some of them were free to produce; so, because of that they felt free to express themselves and they exposed their ideas to care the environment, it was also important to say that these exercises were all done in English, which allowed them to explore good results, by mixing two important elements such as, the environment and English, for sure it was possible to acquire a good level of knowledge and practices not only in the classroom but also for life. Regarding to what has been said previously, Tobasura (2002) mentioned that "the didactic and imaginative means approximate the individual to the nature, increase sensitivity, motivation, retention, understanding of a reality, give clarity, variety and impact on the public " (P.3) which implies that everything is positive when letting

students produce freely and with variety in the application of educational workshops, and this specific case, linked to the environment.

Methodology

Pedagogical Methodology

For the development of this study it was necessary for the practitioner to implement different tasks in order to improve English language skills, but these tasks were aimed at teaching environmental care to tenth grade students. In this way it was pertinent to work through different workshops, tasks, oral productions, debates, explanations and in general all possible educational and pedagogical resources, for the development of this proposal in order to teach students the importance of caring for the environment, from the use of a foreign language such as English. Each one of the students was analyzed in a general way for their performance before and after each one of the tasks in order to know the progress they presented.

To fulfill this objective which was to use English as a means for teaching environmental care to tenth grade students at Instituto Técnico Patio Centro 2 high school: an action research was appropriate to implement in the class plan of Alvarado and Hernandez (2016) who for their good results promised a good impact on students and in general in the community for the implementation of this work plan, which is presented as follows:

- Atmosphere: Encourage students through a small didactic activity.
- Presentation: To teach students how they have to develop the activity
- Practice: Students have to performance what they learnt
- Production: the result of the activity is presented to know the student's performance

Some activities according to the objective of the proposal that were developed are: for oral production, spontaneous presentations, oral presentations; for writing, writing productions, creation of posters; for listening, presentation of videos, audios; for reading, texts related to environmental care. All this, using different pedagogical and didactic strategies, which were varied in order to present an attractive class for students: Moreover, some of the classes were carried outside of the classroom.

For this part, it is essential to explain that this study was worked through tasks regarding to this Nunn (2016) presented the “tasks based learning”, which will be of utmost importance for this project, since the work will be done through tasks including all the linguistic components.

Lesson Planning Principles

It was important to present a lesson plan per week, where the practitioner presented each one of the activities, topics, or explanations to be developed during that week, so that for 10th grade students it was done a single planning, taking into account that everyone contained the same issues, as was explained by the supervisor-teacher who was in charge of these courses.

Regarding to this, there was a plan which was carry out by the Instituto Técnico Patio Centro N° 2, but as it was already said in order to accomplish with the objective of this proposal it was necessary to mix that lesson plan with that one implement by Alvarado and Hernandez

(2016) (appendix A) taking into account that the lesson plan of the institution comports only opening, development, and closure. (**Appendix A**)

For accomplishing the project's objectives it was taken into account four of the eight lessons presented in the book English please, in which the topics were mainly linked to the tasks that the pre-service teacher wanted to designed and implement. In the following table it is displayed the most important ones.

In the following tables are going to be found the most important tasks based learning activities along with the strategies proposed by Alvarado and Hernandez (2016)(atmosphere, presentation, practice, and production)

Weeks	Subject	Development	Contributions
1	Environmental care ideas Rules for the classroom	The development of the class allows the teacher to know the perspective, ideas, or opinions that students had about environmental care, and what they would want to implement as a solution for environmental problems. Moreover, it was possible to select the sample for the participation of the project, it was by observing the participation, and interest of students with the objective of the project. To introduce the topic which was going to be worked during the last term of school, the teacher presented a video about how humans and their behaviors are affecting the planet negatively. (Appendix B) Also, during this class the teacher established the rules for the correct development of the class.	This lesson plan was implemented for knowing the students perception about environmental care.
2	Landscapes (English Please) (lesson 1)	The development of the task worked during the second week was imperative, it because students could develop activities which allowed them to learn vocabulary to the topic (Landscapes, and tourism). For that it was necessary to link words to images which contented different natural environments, at the same time discussing about their favorite places and the ideas to take care of them.	This lesson plan was useful to create poster related to landscapes and messages linked to environment

		(Appendix C)	preservation for environment preservation.
3	Eco-tourism (English Please) (Lesson 2)	During this week students presented some letters, in which they presented the vocabulary learnt, and their ideas to invite friends to come to Colombia. For this, students write with their own ideas a letter in which they used the vocabulary about eco tourism and expressions learnt, about environmental care.	This lesson plan was useful to put into practice the vocabulary learnt, and to express what they think about which ones are the better place to know Colombia.
4	“Sembratón”	In this lesson plan the students and teacher separated a day to impact the community through an activity which was planting trees, for this activity, students and the teacher prepared a day and carry out the tools in order to contribute to the community for the natural preservation and beautifying the city.	This lesson plant was useful to practice oral production activities, and contribute to the community.
	The mean reasons to take care of the planet (English Please) (Lesson 3)	In the lesson plan of the week number 4, it was learnt vocabulary and activities that the students could do if they travelled around the world, and the appropriate behavior to never affect negatively the planet. For this, students presented an oral presentation in which they were free to present the most important aspects according to them to take care of our planet.	This lesson plan was useful as a closure of the previous projects, in which they had to use all the vocabulary learnt.

In relation to these lessons plans, (Appendix D) the practitioner carried out four main tasks, in which he focused on two oral production and two on written production, for these activities it was essential the tasks proposed by the English Please book, during the weeks 2,3,6

and 8. It is important to keep in mind that each one of these activities explained in the lesson plan lasted approximately two hours, although some of them lasted longer than others.

Table3

Journal: task #1

Second week

Landscapes vocabulary and messages related to environmental vocabulary

Stage	Procedure	Time and interaction
<p>Pre-task</p>	<p>To begin this class, the teacher is going to play a game with the students related to landscapes.</p> <p>In this game the students are going to find some images which are going to be put on the floor, when the teacher says a landscape the students have to try to figure out what is the landscape and they have to go to the image.</p> <p>This is going to be without any explanation of the vocabulary to know if they have previous knowledge about it.</p>	<p>15 minutes</p> <p>Atmosphere</p>

While-task	<p>In this section the teacher is going to explain to the students through the use of the board the meaning of the vocabulary related to landscapes, asking to the students repeating the correct pronunciation and asking to write the vocabulary.</p> <p>(river, waterfall, ocean, rainforest, among others).</p>	30 minutes practice
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Post-task	With the information written and the vocabulary learnt, the students are going to create some posters, which are going to be put in a part of the institution determined to publish the student's creations, and showing the messages and reflections of the students.	45 minutes Production

Table4

Journal: task #2Third week

Write a letter to a foreign friend to come to Colombia


Pre-task Atmosphere	<p>The teacher is going to present an activity in which the students have to say orally which are the most beautiful parts of our country are, it could be in Spanish and the teacher is going to say how that part, or description is said in English.</p> <p>After the teacher is going to write those words mentioned on the board, as well as useful phrases taken from the book English please.</p> <p>Students are going to write them on the notebook.</p>	15 minutes
While-task Practice	<p>After having studied the vocabulary and phrases needed for the main task, the teacher asked students to write a letter to a foreign friend, where the students had to invite him to come to Colombia, for this they had to describe the natural landscapes, the strategies to take care of our planet, to write of the fauna that is found in our country and the places they could visit if foreign friends came to our country.</p>	30 minutes
Post-task	<p>The students have to read the letter in front of the</p>	43 minutes

Production	classroom, showing their productions and ideas. The students may ask questions to their partners if they wanted.	

Table5

Third task Sixth week

“Sembratón” speaking activity

Stage	Procedure	Time and interaction
Pre-task	For this activity the teacher announces to students about an activity which is going to be made out of the institution, for that reason, he explains that they need to carry some tools, it with the aim of planting trees. Also they have to prepare some ideas, about what they have learnt during every one of the lessons.	5 minutes Atmosphere
While-task	<p>The teacher explains to students the vocabulary related to planting trees, this vocabulary is going to be taking into account when planting trees.</p> <p>Students and the teacher agree a specific hour to develop the activity.</p> <p>The tools and students were ready to do the activity.</p> 	30 minutes Practice

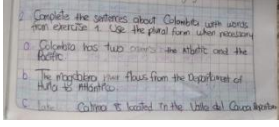
<p>Post-task</p>	<p>During the activity the teacher is going to register a little video with the objective of knowing if the students practice the vocabulary related to planting trees, explained during the class.</p> <p>This speaking activity is going to be spontaneous, so students are going to express what they prefer related to the learnt topics.</p>	<p>43 minutes</p> <p>Production</p>
	<p>To thank students for their participation in the activity, students are going to drink soda, and ate some snacks.</p>	<p>2 minutes</p>


Table 6

Fourth task

8 week

The main reasons why we must take care of the planet (oral presentation-posters)

Stage	Procedure	Time and interaction
Pre-task	<p>Play a game related to environmental care, to introduce the class.</p> <p>For this activity the teacher is going to carry out some balloons which are going to have a thread firing, so the students have to pass the balloon before the fire touches the balloon.</p> <p>The group is going to be split in two with the aim of saying the major quantity of words or sentences related to environmental care.</p>	15 minutes Atmosphere
While-task	<p>To ask students to read the instructions for exercise 2 to complete the sentences with the vocabulary related to landscapes.</p>  <p>To guide students how to do the activity 2</p> <p>To compare the student's answers to be corrected during the development of</p>	30 minutes Practice

	<p>the activity 2.</p> <p>The activity two of the book English Please proposes an oral presentation, in which students have to present some reasons for taking care of our planet.</p> <p>This is going to be in a class and the presentation in the following class.</p> 	
<p>Post-task</p>	<p>Students have to make an oral presentation per groups which was previously announced in which they are going to present examples showing what they did during the lesson and the previous classes.</p> <p>Showing why is important our planet.</p> <p>To lead the necessary feedback to the students and assessments of the oral presentation.</p>	<p>45 minutes</p>

Research Methodology

For the implementation of this study it was necessary to use an action research design, since the teacher was immersed within the field of study, being involved in the process of

developing it, and thus being able to respond to the problems presented within of the institution where little importance was given for caring the environment during English class.

Moreover, it was important to know some steps to be able to develop an action research, such as those exposed by McNiff, J. (2009) who explained a sequence to follow in order to develop this study, such as: “First principles, planning your project, designing your project, doing your project, Making claims to knowledge and validating them, Disseminating your knowledge” pg 5-267. Similarly, an action research allowed us to know the study phenomenon and make changes if required in order to correct or improve what is being studied and in this case, achieve two important purposes which were: encourage environmental care and get students to improve in learning English.

Population

The population of this study was 90 students of 10TH grade from the Instituto Técnico Patio Centro N° 2 who had an average age between 14 and 17 years with an A1 English level.

Sample

For the study was required the participation only of five students, who belonged to the 10th grade (01, 02, 03)

Instruments for Data Collection

For the collection of the data, and giving the answer to the questions which were the guide of this study, it was required some instruments such as photos, semi-structured interviews, participant observation, reflective journal, and artifact analysis.

Photos

The photos are an important tool when capturing moments, evidence and everything which is wanted to save for future that is the reason why through photos it was possible to record all the work done by students to analyze their process, improvement and commitment to the development of this project. (**Appendix E**) This instrument was imperative, and some images about some key moments of the environmental care tasks have been selected for a collage in a physical and virtual portfolio.

Semi-structured Interview

To understand the definition of semi-structured interview Cooper, Z., & Fairburn, C. (1987) explains that it is an interview which is used to know the broadest limit of knowledge about the subject of study, while being flexible; therefore, it allows collecting much more information than other types of interviews. In this regard, it was necessary to apply two interviews.

The first one was applied during the development of the fourth week of class, this in order to analyze the development, expectations, experiences, and impressions of the students, with the aim of knowing this, it was created a series of questions addressed to students and their opinions about the process and development of the English class and its relationship with the environment (**Appendix F**), and concerning the final interview, it was applied after the application of tasks, with the aim of knowing the final opinion concerning the development of this project, after having developed this project. Which was done during the implementation of this proposal and at the end of it, the first one was to know the progress that the students are presenting and the second to know the results achieved thanks to this project.

Moreover, it was essential to clarify that the first interview was only applied to two participants, it for knowing what they had learnt and their opinions until that moment, and the second one to the major part of the sample (Three students), it was done in this way, because the practitioner wanted to compare the different opinions of every participant in different moments of the project.

Participant Observation

To get to the collection of data through an observation for people and places in a research field, the best option is the participant observation, and it was precisely the one that was taken into account for the data collection of this project. Through this type of observation it was possible to become involved in research related to this study. On the other hand, it became necessary since the researcher fulfills the role of teacher and it was required to know the analysis of the students' learning process, in relation with the objective of this proposal which was teaching environmental care to 10th grade students at Instituto Técnico Patio Centro N° 2. **(Appendix G)**Four participants observation were made with the idea of reflection, the evidences are found in the reflective journals.

Reflective Journal

Through this instrument it was intended to obtain data and information for the reflection of the students and the pre-service teacher and with this to receive the necessary data to know their process in relation to this study, so it was possible to obtain facts, experiences, thoughts, information about places, feelings, people, time, and in general everything possible for the development of the proposal, which was useful at any time during the implementation of the project. **(Appendix G)**The objective of these journals was to analyze the positive and negative aspects, as well as the development of the students during the tasks. Moreover, to corroborate if

the proposed activities had a good impact in students regarding to the use of English for teaching environmental care.

Artifact Analysis

With the documents collected by the pre-service teacher, it was wanted to analyze the workshops, works and all the productions that were made by the students in order to know the impact of this project on each of the 10th grade students, each one of these works will be organized in a folder to see the progress made during the complementation of this project which aimed to teach how to care for the environment using English as a teaching medium.

This instrument was necessary to check the progress of students when working on four tasks proposed by the pre-service teacher. (**Appendix H**)

Chronogram of the proposal and data collection

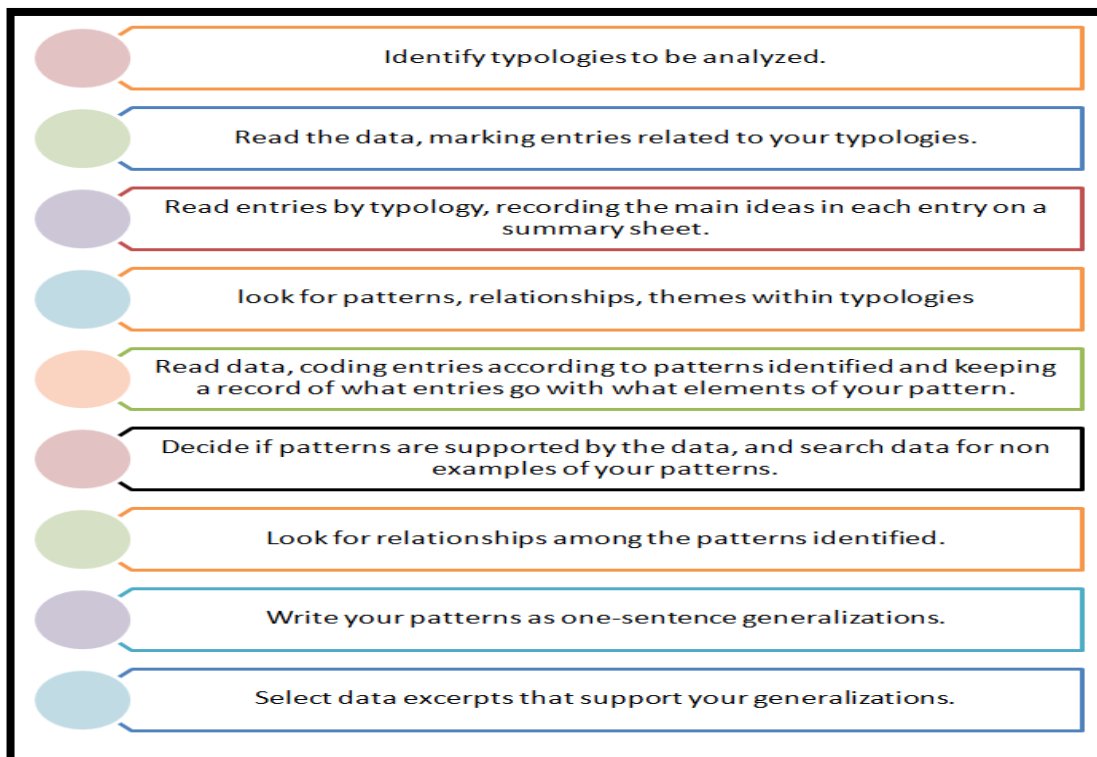
In the following table it is found the date for gathering data, and in which are found the implementation of every instrument.

Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Instruments										
Implementation of the first tasks, participant observation-reflective journal.		X								
Participants' selection		X								
Semi-structured Interview				X						X
Implementation of the second tasks participant observation-reflective journal.			X							
Implementation of the third task – participant observation-reflective journal						X				
Artifact Analysis		X	X			X		X		
Implementation of the fourth tasks – participant observation-reflective journal								X		

Data analysis

This project design was undertaken under an action research design which has been developed with the objective of teaching environmental care, using English as a mean, to tenth grade students through the use of different activities, strategies and methodologies implemented through tasks.

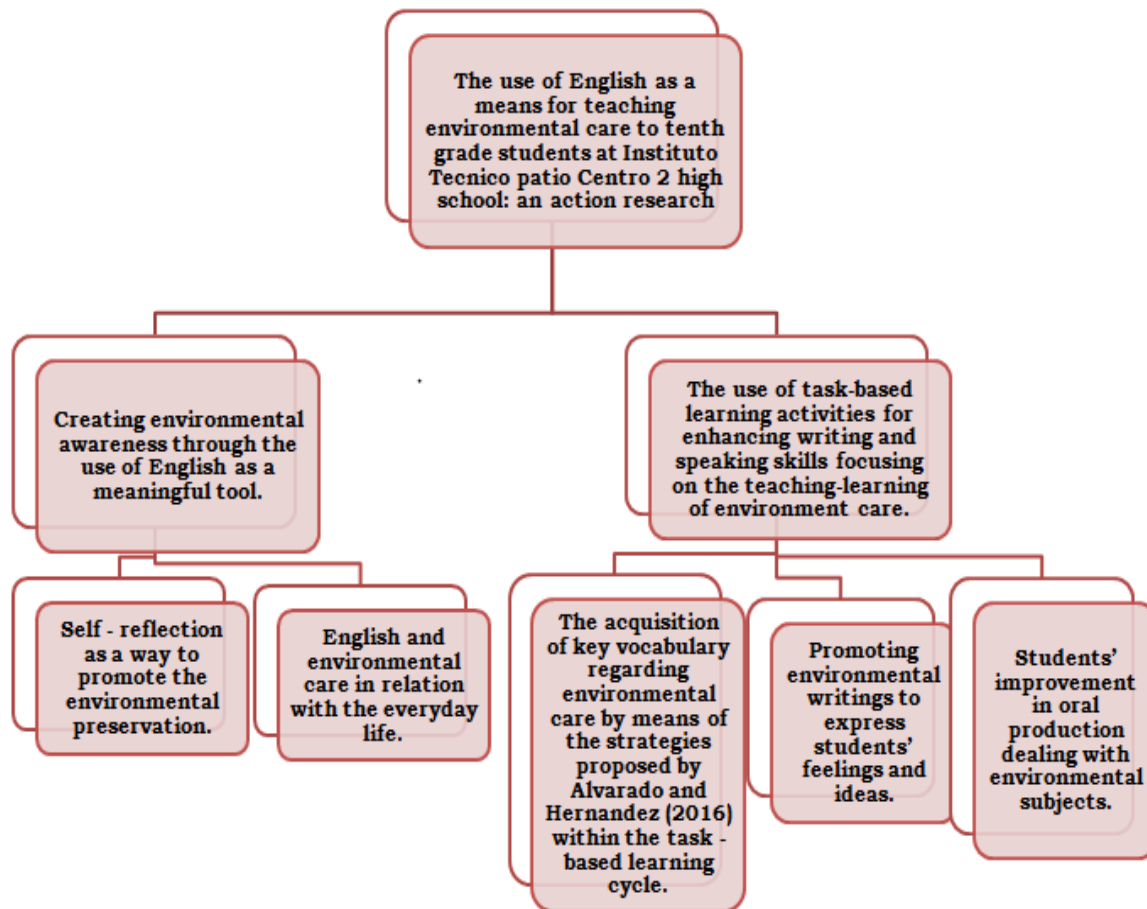
In order to analyze the data collection, it was implemented the typological analysis which best accomplish the necessary requirements for obtaining the results of this project, taking into account LeCompte and Preissle, J. 1993, that defines typological analysis as “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” This kind of analysis aims at “capturing the perspectives of a group of individuals around particular topics” (Hatch, 2002) so it was followed nine steps to do so as shown in this figure below.



Besides, for gathering data, it was applied a series of instruments, such as two semi-structured interviews, four participant observation along with the reflective journals included on it, photos of the activities carried out as collage in a portfolio, and finally, four artifact analysis, regarding the four tasks, developed.

Results

Through the implementation of four tasks, with the use of different strategies, methodology and teaching aids, it was possible to obtain the necessary data, which when analyzed, by a typological analysis allowed obtaining the results, thus knowing the way in which It has been possible to teach environmental care through English as a resource. In addition, it is important to clarify that this project was developed in a fun, dynamic and different way. After the analysis of the data two categories arose along with two sub-categories for the first one and tree for the second one. A. Creating environmental awareness through the use of English as a meaningful tool. B. The use of task-based learning activities for enhancing Vocabulary, writing and speaking skills focusing on the teaching-learning of environment care.



Creating environmental awareness through the use of English as a meaningful tool

This first category refers to emotional and reflective aspects, in which the students expressed diverse perceptions, being most of them positive, as well as having a great impact on students' lives, even in people around them. All this was thanks to the use of different tasks and dynamics carried out, where was evidenced that a constant and organized implementation of these resources allow students to have great results, among them, environmental consciousness that is appropriated for them to use it daily, thus achieving on them not only the respect for the environment, but also contributing towards its care within and outside the institution, in teaching-learning moments, and in practice actions.

It is precisely what is shown by Alvarado and Hernandez (2016) who explained the importance of using different pedagogical resources, when teaching the care and preservation of our planet from English, “It is like this, as through various pedagogical activities, such as ecological days or field trips, advertising and recycling campaigns, activities with songs etc. students were instilled in foreign language on value of nature and its environment, while raising awareness in them about the need for learning English” (p. 22).

Self-reflection as a way to promote the environmental preservation

It was demonstrated how it was achieved through each activity developed, creating in students Self-reflection as a way to promote the environmental preservation (**See table 3**); This is the case of some students who were asked to create texts in which they presented any manner to contribute to the care of the environment, but on their own initiative they decided to incorporate drawings, or even making extra messages; which shows that there is a commitment not only with a subject but for self-decision they wish to do so, showing the desire to make positive changes,

even doing beyond what the English teacher asked them and working on their own initiative in tasks dedicated to care environment. PA *“Este trabajo ha logrado hacer conciencia en nosotros, aunque para ser sincera es responsabilidad de cada uno cuidar su espacio, pero de igual manera este proyecto nos ha ayudado bastante”* (Interview 1)

It is also important to consider the use of these types of activities in students and in the same way apply it in different subjects inside and outside the institution, since as a teacher we are called to achieve a change in students, which was possible, achieving awareness in their lives and at the same time changing their environment; which indicates that working for the environment and applying such work to English is possible, and equally it was beneficial for the students, because although the teaching ends when the year ends, the influence promoted to students continues impacting in them as it is evidenced in the words declared by one of the participants, this was corroborated by PB *“Esto ha aportado porque vamos aprendiendo temas relacionados al medio ambiente y esto crea conciencia en nosotros.”*(Interview 1)

This indicates that not only in English was it possible to improve when endeavoring on projects related to the environment, but also creating awareness in the students for our planet.

A great impact was achieved in the values and teachings transmitted, all from English as a medium, and again these strategies used were the main means to reach the consciousness of the students; precisely, it was corroborated by what was said by one of our participants, this is evidenced by PA *“Cuando veo a alguien de mi familia que está contaminando, le digo no lo hagas, esto aprendimos en la clase, que debemos cuidar el medio ambiente”*,(Interview 1)

Where it is possible to find that independently of English values in this case related to culture; this was one of the principal aspects which has been improving when learning about

taking care the environment through English; this allowed to interpret that there was a good reception by the students, thus achieving good work done, being validate by the results of their desire to help preserve the planet were shown.

English and environmental care in relation with the everyday life

In the same way, another important point gave satisfaction; it was through the teaching of two loved aspects as a teacher, the first one teaching English, and the second one teaching environmental care which was conceivable through this project teaching the enough vocabulary as a fundamental part of this project. Learners also expressed these values by the changes made in the classroom, since during the first classes some students showed little interest in caring for the planet, but the same students were later testified to created values, such as advising to do good actions for environmental care to his friends, families, or doing positive actions for the planet. PC stated "*he visto como un compañero cuando andábamos en descanso, Vio una botella tirada en el piso, y le dijo al niño que la tiro que la recogiera. Yo quedé sorprendida porque era alguien que literalmente no le importaba y pues ha contribuido a formar consciencia sobre los problemas ambientales*". (Interview 2) showing the construction of values and sense of belonging toward the planet care.

On the other hand, Corral (1998) and Vega and Álvarez (2005) affirmed that "having knowledge about environmental problems exerts a positive influence on the behavior of individuals, but it is not enough, since the acquisition of skills and abilities obtained from the practice, produces greater results in environmental protection actions than those that result only from knowledge " (P.11). which suggests that this type of project allows a positive influence on students, beyond the indisposition of some students who were not interested in such works, but

with the efforts made to achieve it, it was enough to sow values that will give great results in the future, not only receiving the wisdom, but acting for helping the planet, although some practices were not evidenced greatly, surely in the future it will be seen, because that is how some participants expressed it, indicating that these practices were not going to be limited to a learning moment, but to continue contributing towards the environment. In this regard, PA mentioned, *“Pues yo creo que si continuo, ya que me ayudará a formarme como persona próximamente y porque esto me aportara cultura y valores a mi vida, y creo que lo utilizare más adelante.”* (Interview 2)

Thus, it can also be concluded that environmental projects from a foreign language have a double impact, making our world a better place, contributing to the students' life knowledge and skills that can be used during their future life.

Finally, it is evidenced how students have changed their mind about the environmental care with the implementation of meaningful changes, integrating not only theoretical issues, but also in actions, where the use of English played an essential role to transmit this knowledge and motivate the students to work in favor of this initiatives, for improving English and helping our environment, not only in educational spaces, but in their personal life. Regarding to this Navarro, Ramirez and Garrido (2006) added "therefore from all places and surroundings should be taught the care of the environment" (P.2) moreover, PC indicated *“yo quisiera seguir plantando árboles ayudando al medio ambiente pero también sabiendo el inglés.”*(Interview 2) confirming such affirmation.

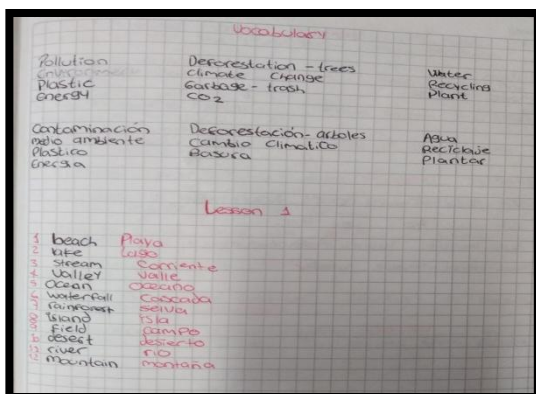
The use of task-based learning activities for enhancing writing and speaking skills focusing on the teaching-learning of environment care

In order to carry out this proposal it was taken into consideration, the task-based learning planning proposed by the institution that was mixed with the strategies proposed by Alvarado and Hernandez (2016) (atmosphere, presentation, practice, and production) as well as the environment lesson topics established by the book “English please” as relevant tools at designing the main tasks and activities of the proposal.

Bearing this in mind, after having analyzed the data it was identified that writing and speaking skills focused on vocabulary were the most developed skills during the project; based on this, these findings will address the following subcategories arose from: firstinterview, reflective journal, and artifact analysis: a) The acquisition of key vocabulary regarding environmental care by means of the strategies proposed by Alvarado and Hernandez (2016) into the task based learning cycle; b) Promoting environmental writings to express students’ feelings and ideas; c) Students’ improvement in oral production dealing with environmental subjects.

The acquisition of key vocabulary regarding environmental care by means of the strategies proposed by Alvarado and Hernandez (2016) into the task-based learning cycle.

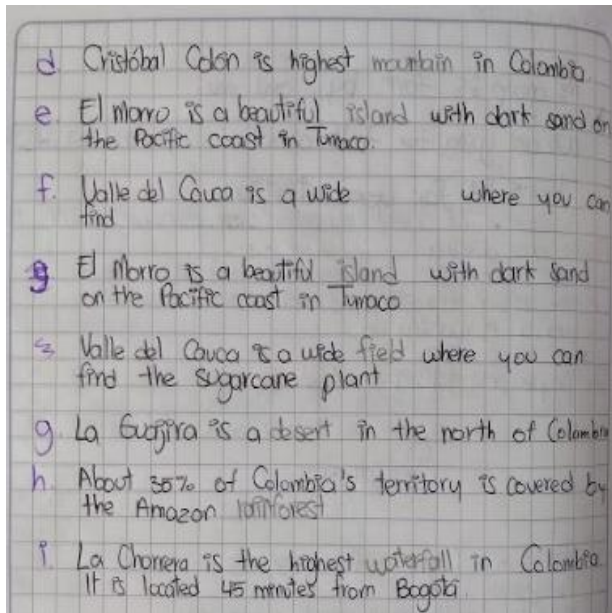
Through each one of the tasks, students were able to improve and change not only in their perception about the environment care but also in the linguistic competence mainly the lexicon in that specific topic, something that is essential for them to continue learning English in diverse areas next school year and why not in their future as professionals.



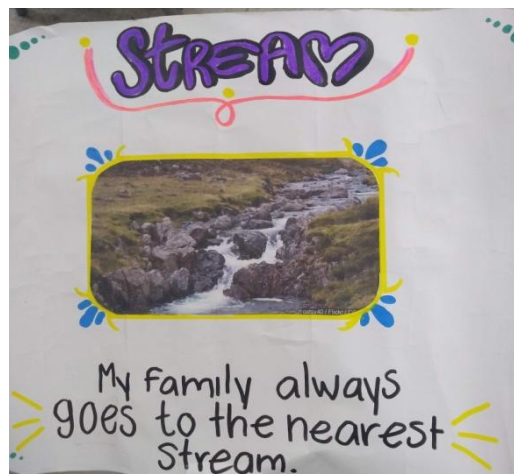
First of all, in the lexical part, the vocabulary presented and learnt by students during the Pre-task (atmosphere) was a key aspect in order to develop successfully the writing and speaking skills in each one of the tasks (See table 3, 4, 5, 6)

Indeed, it's necessary to highlight the way students acquired vocabulary, due to it was made by means of interesting and interactive teaching strategies such as games, matching (words with images) and dynamics among others; this kind of activities at the beginning of each task made students feel in an atmosphere full of fun leading them to participate actively at learning these words or phrases in English, as evidenced in the researcher journal J1 “ *Student’s participation was pretty good at learning the key vocabulary related to landscapes by means of the game carried out.*”(Journal 1) Even most of the students did not notice the moment in which they learned the vocabulary, since this process was made naturally, not giving time for monotony during the classes; something that shows the importance of making classes catching and suitable so as to make students learn English significantly for their life. In this regard, PBstated “*Durante el cuarto periodo me ha parecido muy divertido y dinámica la forma en que estudiamos, se hace de manera progresiva en la que hemos aprendido más vocabulario y mejorando en otros aspectos*”. (Interview 1)

During this pre-task the vocabulary not only was taught and written by students but also reinforced by doing different exercises which helped them to apply it properly. Based on this the researcher pointed out J1 “*Students developed successfully the fill gaps exercises related to landscapes vocabulary, this activity allowed them to use in their writings what they learned previously*” (journal 1)



To summarize, the acquisition of key vocabulary gave students the opportunity to enrich their knowledge related to the environment and implement it into the production skills by means of the main tasks carried out.



Promoting environmental writings to express students' feelings and ideas

Writing allows students to feel free at the moment of expressing their ideas and feelings when comes to any matter (White & Arnolt, 1996). Taking into account the above, throughout the implementation of this proposal the first two tasks were proof of that, mainly because, the first one deals with the creation of short messages by means of posters in relation to landscapes and environment care and the second one with a letter inviting to a foreign friend to come to Colombia (**see table task 3, 4**). In this regard, it will be essential to keep in mind the following aspects that came up from the researcher journal and the written analysis production; these are student's motivation and engagement towards the topic itself as well as the student's performance according to the categories proposed by brown 1991.

First of all, it was noticed that when students were doing the tasks they were very motivated and creative towards them, as stated by the researcher J2 "The students showed a good attitude, and were motivated while creating the letter" (Journal 2) this kind of atmosphere led students to do their best, having creative ideas for each one of the tasks without being forced to write for getting a grade but for contributing with a significant action to the environment care. In relation to this idea Jaramillo and Medina (2011) affirmed "Teachers can make writing activities much more meaningful for the students plus their motivation to write well can be higher if the writing task is related to a specific purpose."(p. 14). In other words, giving students the opportunity to create natural environments being free in their creation is really important to develop activities successfully.

With regards to the student's performance in this kind of writings, it's imperative to have a clear understanding of the written analysis carried out, to do so it's essential to display the

categories taken into account in this process, like those proposed by Brown 1991 (*Content, organization, Discourse, Syntax, Vocabulary, Mechanics*).

In terms of content, most of students followed the instructions given, showing the ideas clearly into the short text as illustrated by the researcher “PA followed the instructions and developed the ideas of the message properly. (Written analysis) Concerning the organization, some students presented some difficulties regarding the length of words because some of them wrote lesser than others however they had a good sequence of ideas. In this perspective the researcher stated “PB did not use a proper length of words; however PA had a proper coherence.” (Written analysis)

Regarding the discourse, most of the writings evidenced a great cohesion mainly by the use of connectors and synonyms, as supported by the pre-service teacher “PC has a great cohesion giving a variety of synonyms and not repeating the same words “(Written analysis). In the same way but in vocabulary, it was identified how the students used the vocabulary previously learnt and reinforced during each one of the pre-tasks activity, as evidenced “PA chose the words properly for describing the landscape mentioned on it taking into account the vocabulary taught during the pre-task activity. “(Written analysis) Talking about Syntax, most of the students made a great use of the grammar even including topics seen in class such conditionals in their writings, as stated by the researcher “PD made a good use of grammar structures like “the second conditional” as well as a proper word order.” (“Written analysis)

Finally when comes to mechanics, students did not have spelling mistakes but some punctuation problems, this due to they are not used to write in English this is also specified by the researcher “PE did not present spelling errors but some punctuation mistakes” (Written analysis)

In general, when students get motivated while doing writing with a specific purpose they will always have positive result, even though they may need teacher's guidance because each time students made a mistake the teacher corrected it and this served as a strategy for the students to know the correct way to write certain expressions; Thus, there was an improvement in the writing progress of the students, who immediately wrote the phrase correctly again. After correcting it was much easier for students to write better.

Students' improvement in oral production dealing with environmental subjects

With regards to oral production, it is pertinent to highlight the importance of the topics presented in relation to the institution's curriculum for tenth grade students, in which the topics chosen were in accordance to the preservation of the environment; that was proposed by the English Please book in its fourth module, and aimed at fulfilling the main objective of this study "The used of English as a means to teach environmental care", allowing the students to show interest, since the environment was a topic of their preference as it is corroborated in the J4 "The students were enthusiastic presented the oral presentation"(Journal 4)

And being developed in a didactic way and different from what they were used to in the institution, permitting a better development; therefore, obtaining good results, since the topics were also presented naturally, It is mainly evidenced in PD 1st oral production:

1st oral production



For the vocabulary used, the students implemented those words learnt during the lessons, and in this case linked to the ways of preservation the planet. As it is evidenced by the researcher in the student oral production analysis: *"PB: The student presents a great deal of vocabulary learnt during the lessons, showing interest in the topics"* It was verified during the presentation of PB *"The student talks in a natural way, being able to present new ideas or vocabulary, different from those words learnt in class, as addition to the topic"* (oral production analysis)

In relation to this idea Jaramillo and Medina (2011) shows in their study the importance of using different strategies when teaching environmental subjects, because it gives to students the opportunity to produce freely, finding that students take the initiative to learn new topics, for example students did not only improve in oral production, but also showed a desire to learn when researching new topics, this being a positive result in which was evidenced that the mixture of an important theme such as the environment with English produces positive results in students, improving oral production in this case.

In the same way another activity was developed, which is presented in tasks 3. (See table 7) There was a spontaneous oral production in which some of our participants showed that they

had learned vocabulary and expressions about the environment, doing it orally. During this activity it was evidenced not only improvement in oral production but also in a cooperative work, because at the same time that an activity called “sembratón” was being carried out, some students had to create or present ideas alluding to the environment, as it was shown in the analysis done by the researcher in the students oral production analysis: *"The disposition of students to collaborate with this activity was the best. The students proposed by their own new ideas for taking care of the environment"*



This activity had good results, since the students were able to present the vocabulary learned in the classroom, and put that knowledge into practice in a real environment with the help of each other.

Regarding oral production, one of the aspects that was had in mind to state these results were the criteria said by Barquero and Ureña in their study on the Rubrics to evaluate the oral competence of a language, which are presented in pronunciation, Grammar vocabulary, and fluency, being evaluated qualitatively for example excellent, good work, acceptable and need in improving, in which was highlighted the vocabulary learned.

Finally, the students showed that they enhance in English by the tasks performed, not only improving in skills or aspects such as: speaking writing or vocabulary, but also enjoying when developing each activity. In the same way, through the productions developed by them, they could learn new topics in relation with the grammar presented in each activity.

Moreover, it can be said that the use of different tasks to improve vocabulary, oral and written productions with the union of environmental care, achieved that students improved in the mentioned skills, as well as acquired more commitment to the English, doing it spontaneously and being better every day in English, it benefited students, institution, teachers, and the community itself.

Conclusion

In general, the use of lesson plans (task-based learning) by guiding the steps proposed by Alvarado and Hernandez (2016) these are “atmosphere, presentation, practice and production” at designing the main tasks and activities together with the complementation of two written productions and two oral productions, allowed students to improve in English at the same time as in their love for the environment, this was doable thanks to some reasons such as: the selected activities were all related to topics of their preference where the students expressed their likes from the beginning towards the environment, taking into account that it was the theme preferred by them to be able to implement the teachings in their personal life; secondly, the strategies used for the development of the tasks had a great impact on the students, since the dynamism motivation and compromise were the reason why the students felt happy to work on this, being the way students were reached, with In order to teach the vocabulary related to the environment, in fact they created posters and drawings alluding to the vocabulary learned.

Thirdly, based on the selected topics, the strategies used, the productions made, the students' commitment, and the teacher's explanation, the students were able to improve in English while learning how to care the environment, which permitted to observe when appearing the results found through the productions and their behavior in front of this project; taking into consideration, that these were two oral and two written productions. And fourthly, the development of the tasks performed had a great impact not only inside, but also outside the institution, even affecting positively the people who saw the work done by the students.

Recommendation

Based on the results found in this study, it is necessary to emphasize some other issues that could be important to research, for example: working more deeply for the environment from other subjects, including students from other courses so that the entire institution can work in favor of the environment; in the same way, it should be worked on other competences that for time were not possible to develop such as: reading and listening through videos, audios, movies, among others.

In addition, the access to resources such as computers was not enough for students, which would make the tasks in relation to their research much easier to develop, since although the researcher implemented several activities which gave good results by times there were limitations that did not allow students to do them in a better way, delaying a little longer students' learning time. Finally, it is recommended to continue with dynamic work, since within the institution there is a lack of strategies by moments, in which the students affirmed to have little interest.

CHAPTER II

Research Component

THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF PLEX, A TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE

Introduction

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focused on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It was considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it was justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It was considered that a reflective approach shield the agents in a traditional context of inertia and the authority they had in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects were assumed, of the institutional life without question, were seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfolded without major alteration, the teacher ran the risk of being installed in logic of action that did not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection did not lead to the emergence of problematic situations; these realities were ignored, invisible. In this way, the pedagogical practice was assumed from reproductive codes that installed the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affected teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out

Their integral practice, self-evaluate, installs a critical and constructive look at their work in the teaching role. To start this study the following guiding questions were formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?

- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, it was presented an approximation of each one of them.

Teaching Profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

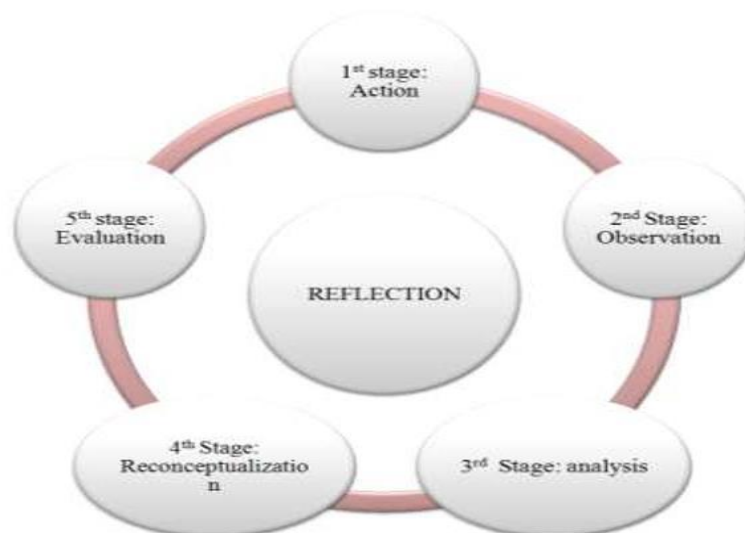
Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a Process

Reflection was developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process were shown in the following figure.



Traducción libre a partir del documento: Concept de réflexion: un regard critique.

CorreaMolina et al (2010)

Figura 2, Reflection as a process

Reflection as a Theme

The conception of reflection was based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection was based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect was the source of knowledge that allowed reflecting; and for the third perspective is the contextual aspects what allowed the reflective exercise. Likewise, those perspectives counted with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it became necessary that the teachers question about their own practice and the repercussion it had generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher played a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession required that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes" (Ebutand Elliot: 1986). In this context the problems of practice, of the class space demanded a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work was evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study served the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention.

(Sacristán 1999)

According to Van Manen (1997) there were different levels of reflexivity, at the first level in the classroom gave effective application of skills and technical knowledge. The reflection was applied to the appropriate selection and use of the didactic strategies that the teacher used.

On a second level the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices were analyzed. It was opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen established an exercise of critical reflection; at this level it was presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical Practicum

For the analysis and reflection on the practice, it was considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it was assumed the Zeichner's proposal who had established several modalities of practicum as follows:

Academic Practicum

It was guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social Efficiency Practicum

The purpose was to achieve an effective teaching through the application of didactic techniques that were deduced from general principles to which the pedagogical research had reached. In this case, reflection was a strategic decision: "to select among the range of available techniques what is considered most effective". This was the way of proceeding from technical rationality.

Development

Teaching was based on the interests and development of students, and, at the same time, it was considered the development as a teacher and as a person.

- Social reconstruction

The object of reflection was the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- Generic

The programs alluded to reflection in a generic way, but without specifying the ambitions of the programs or the contents, on neither what to reflect nor the strategies to foster reflective learning.

- Reflection triggers

According to Schulman (1987), these triggers were the teacher's cognitive basis for classroom life; they were essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needed to make decisions in the classroom.

- Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, was another element of reflective thinking that was included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that were presented in many forms and achieve diverse functions in the subjectivity, and in the

constitution of subjectivity. In this component were placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed had as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals were autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it was carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that contributed to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it was proposed to implement the following instruments:

Reflective workshops

The reflective workshops had a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allowed them to transform their pedagogical practicum.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation card

The self-observation card had as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong (See appendix 8)

Narrative

The reflection exercise allowed students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. (See appendix 9)

Class recordings

To have evidence of what teacher students did in the classroom, allowed to reflect upon different aspects in the foreign languages teaching/learning process that could have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices.

Context

Our history has been traced since the times of the aborigines (years 1500 - 1600), where the indigenous region of the so-called Cucuta that occupied the lands of today Barrio San Luis and the rest of the territory. Indigenous tribe of the time that dominated the eastern valleys to west, from the Táchira river to the Pamplonita river, and in the sense North-South from San Faustino to La Garita (today corregimiento of Playgrounds); The origin of the municipality of Los Patios today is considered, we must calculate it from the 17th century; and starts his story in the Treasury of the courtyards where precisely takes its name then Caserío, which would later be elevated to Corregimiento del Municipality of Villa del Rosario and later Municipality of the North from Santander.. This study was carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

The school is a dependent body of the society it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following

Socialization role

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study was constituted by 38 students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona

The direct beneficiary population:

Teachers in formation, teachers, supervisors, and student community of the centers of implementation of the Integral Practicum.

Indirect beneficiary population:

It was composed of the teaching community of the Program and Foreign Languages, the results will re-feed the program agents' vision of their practices and the collective of Integral Practice.

Institutional units linked to the Project

Foreign Language Program

Department of Languages and Communication Education Faculty

External institutions linked to the Project:

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

Colegio Provincial San José

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Agueda Gallardo

Instituto Técnico Patio Centro N° 2

Table 7. Research component timetable

Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Instruments										
Narratives	x	X	X	X	X	x	x	x	x	X
Reflective Workshop					X					X
Self-observation card		X	X	X			X		x	
Class records				X				X		

As practitioners and teachers it is necessary to reflect on our teaching process, in order to improve every day and acquire better skills to be developed in the classroom, in the same way it was necessary through this component to analyze our shortcomings or abilities, and thus be able to do changes, this from the own constructive criticism, of everything we observed, feel or live in the institution.

Narratives' topics	Contributions to my practicum
<p>Week 1</p> <p>recognition of the academic environment</p>	<p>Through this observation it was known the environment of the school and the way in which the students worked, this in order to work in the best way with the students, so the main objective of this week was to know the best strategies to work with students taking into account their preferences or ways of working.</p>
<p>Week 2</p> <p>Strategies to implement</p>	<p>This week allowed me to know the different tastes for the type of activities that the students had, so I was able to implement different strategies that were pleasant for the students, since they expressed to like the teaching method that was being used, therefore, this It led me to look for more dynamic activities to</p>
<p>Week 3</p> <p>Tutoring preparation</p>	<p>This week allowed me to know the different preferences for the type of activities that the students had, so I was able to implement different strategies that were pleasant for the students, since they expressed to like the teaching method that was being used, therefore, It led</p>
<p>Week 4</p> <p>Management</p>	<p>During this week it was possible to verify that the management of the class had improved compared to the first week, the respect on the part of the students was great and their attention had improved, to the point that some students who did not participate, had changed that</p>
<p>Week 5</p> <p>Classes In accordance with the learning stiles</p>	<p>This narrative was useful to know the different ways of learning of every student, understanding that, we as teacher have to be ready to every situation, and to every student, having patience and working together with students, in the rhythm they are learning.</p>
<p>Week 6</p>	<p>This narrative was useful to know my own way of teaching and to make changes if necessary, to improve my practicum process, recognizing that there were some issues that I</p>

Auto reflection of my practicum	should mix for being a better teacher.
Week 7 Students motivation	This was a week to implement new strategies and to improve myself as a teacher try to look for new alternatives, which best improve my practicum process and student motivation to continue learning.
Week 8 Students Demotivation	This narrative was useful to identify is there was any incorrect dynamic process that should be change which could be affecting the way of student were looking forward to learning.
Week 9 Connection with students	This narrative was useful to analyze the kind of relationship I had with my student, which showed a good harmony between me an them, being a positive source of confidence for learning and for teaching.
Learning administrative works	This narrative presents the moment when I used the system of the intuition to check out the final grades of students, which was useful and sums experience to my practice.

Before going on to the results, there were some instruments that were important to arrive at an analysis which allowed me to improve my work as a practitioner on my way to be a teacher, such as; narratives, class recordings and self-observation cards; from the first it was possible to describe my own work to reflect on my teaching practice; the class recording allowed me to know in more detail what perhaps because of the speed of the class could not be observed; and as last self-observation cards, were quite important, since it allowed me to know important aspects, which would improve my teaching practice, from the analysis of the work done by the students.

Results

Improve my teaching practice through reflective spirit and willing to change

Reflection allowed us to constantly recognize our tasks, so that it was feasible to conclude even if the circumstances are good or bad, giving the opportunity to change them or not if necessary; all this in order to be better teachers every day during our responsibilities. This study mainly helped me to be a better teacher and achieve a better relationship with my students, in this way a double result is evident, being a point of contact with my students and helping me to improve my relationship with them and with myself as a teacher.

Using methodology as a mean of teaching

Every one of the instruments dedicated to the reflection of a practitioner gave the opportunity to observe the importance in acquiring the appropriated methodology, which correspond to a principal recognition that as teachers it is important to do. The most important components or ingredients to have a better methodology forming an essential part of this work, where evidenced during the reflections, which showed that, the more methods were used the more students were engaged with their learning process; so, it is corroboration of a good reflection, in which the principal component to be a better teacher is accepting the critics, and change the work if it is necessary, with the idea of using new methods which can produce a better understanding in students.

In fact, this was observed during every one of the lessons; some students were day by day more interested in learning English, but it was not only for the methodology, it was also for the dedication of the pre-service teacher who through the use of spirit of critic decided to change activities if these were not in accordance with the environment of the class.

Moreover, the narratives were useful and important to analyze the possible changes in the lesson plan, because it had to be in relation with the time pre-established by the institution for the management of the scholar year, so it was important to organize the different subjects in relation with the period already programmed, giving the occasion to know that it is necessary the reflection to program the activities in exact times for a correct distribution of the topics that would be taught.

For example of this ideas explained, when an activity where prepared for a class at six o'clock in the morning, because of the hour, some students did not want to participate, so it was not only imperative the change of the activity, but also the methodology to have a better impact in students, and effectively it was the results after the changes, which clarify again that the methodology chosen for a class is the principal aspect to have a good reception in students. It is indispensable to remind that this was thanks to the reflection made by the practitioner.

In general it can be concluded that a teacher must always be willing to reflect and change, since with the students and teacher are the perfect ingredient to achieve a better teaching-learning process in the classroom.

Reflection towards the management of the class

Behavior within the classroom is a fundamental aspect which makes achievable for a class to be entertaining or present difficulties during the development. Through reflection, it was analyzed the different and possible solutions to uncomfortable environments that were experienced in class, where the practitioner had to make use of his authority, but also immediately reflect on what possible ways this situation could be solved; In this way, the reflection helped me not only to improve aspects related to the academic part, but also to the

discipline, helping a better class environment and more comfortable to receive the teaching.

Then, it is possible to explain that a reflective spirit allows the practitioner to improve any aspect, knowledge or behavior, all this being the starting point the analysis itself, as it was in this case to improve the classroom environment.

Conclusion

To conclude, I must recognize that these instruments used, allowed me to be a better teacher, achieving a little more maturity, changing the negative aspects, and improving the positives, all in order to reach an expected and consistent level with the demands of the institution. In the same way, in the personal field it was possible to find a new method to be better every day in my personal and professional life, because through the reflection I learned that we never finish learning and every day we are constantly changing to be better teachers.

CHAPTER III

Outreach Component

TEACHING MENTORING AND ACADEMIC REINFORCEMENT TUTORING IN HIGH SCHOOL STUDENTS

Introduction

Through the last decades teaching English as a foreign language changed from an academic responsibility to a necessity. Regardless to the global and local demand, there are not spaces to promote the learning process of a language outside a classroom.

In addition, English represents an imperative subject at any educational context, especially high school. Because of that, different activities have been proposed by the school teachers' in order to increase, reinforce and improve their students' English skills. Thus, spaces to learn English through activities and strategies focused on the students' improvement should be promoted to equilibrate the student's learning process of the language.

Justification

The acquisition of a foreign language allows students to get involved in any situation that requires it. In that sense, it was essential to create spaces of learning for every student, specifically for those who need some extra hours to improve their English skills. Then, those spaces should have been considered as an effective way to implement strategies through activities for the students to better understand any topic they had troubles with.

In the case of the pre-service teacher prepared those spaces that symbolize an exceptional opportunity to advance in their training process to become better English teacher so as to recognize their students' weaknesses in the language.

The space proposed by the pre-service teacher and the school searched to facilitate students learning process in English. In addition, the implementation of this component sought to benefit the students from negative results in the final term of the year in the English subject.

Statement of the Problem

The lack of time in classes to learn English adequately was not enough for most of the English learners. Therefore, students' weaknesses increase as the time goes by. While observing, a huge number of students showed problems on reading, listening, speaking and writing skills. For this reason, this component attempted to create a space to foster and improve all of the skills through an effective methodology by using different activities from the common classes. As an example, the use of different strategies with diverse sources such as videos, songs, talks and flashcards could properly help any student to rehearse a topic. Moreover, this project aimed at determining the weaknesses and deficiencies from Instituto Técnico Patio Centro N° 2 grade students as well as to show how supplementary activities help students to learn and improve in English.

Objectives

General Objective

- To use tutoring guide as strategy to reduce the student's difficulties when learning English.

Specific Objectives

- To create spaces where students are free for overcoming their English difficulties.
- To identify the repetitive mistakes in students which cause the problems when learning.
- To prepare tasks, activities and to explain every one of the topics.

Methodology

This component was the responsibility of the pre-service teacher, who focused on developing everything necessary to reinforce knowledge of English as a foreign language as well as developing all possible skills in 10th grade students. This was possible through a group of activities proposed at a specific time and place for the development of this component. In this way, the teacher was a support for those students who had doubts or want to reinforce English issues and thus be able to overcome doubts or failures in this subject. To reach this end, it was necessary to use some pedagogical tools; among them were could found: workshops, videos, games, etc. In this way, the desired objective for this project can be achieved.

Table 8. Tutoring timetable

Weeks	Date	Subject
1st	9-13 September	Relative clauses
2nd	16-20 September	Who that which where when
3rd	23-27 September	Reported speech
4th	30 September-04 October	Statements
5th	07-11 October	Questions
6th	14-18 October	Time aspects
7th	21-25 October	Conjunctions

8 th	28 October- 01 November	Reading exercises
9 th	04-08 November	Writing exercises
10 th	11-15 November	Dialogues

Eachone of the topics presented were suggested by the teacher of eleventh grade, who was the teacher of the students who received the tutoring, bearing in mind that it was the proposed by the institution with the aim of not going out during the schedule of the school.

In conformity with the tutoring, great moments were experimented, it because during all the time the students of eleventh grade had respect for the lesson, showing interest for learning about the subject that was being taught at that moment; which permit a great development of the lesson, and giving the opportunity to have a good environment for the course. In general I did not have any complain of my students.

There again, new strategies appeared when developing the tutoring; at the beginning some ideas emerged to applied every one of the explanations, but after a few days of tutoring was evidenced need in working with ideas which best filled the ways of learning of the students; so, during the tutoring even some materials were presented, by moments, I should apply new materials or ideas to explain the topics, it depending to the necessity of the moment. For example, at the beginning was planned some flashcards, but it was difficult, because some students did not agree, feeling that, it was for children teaching, in that way I preferred to change this material, for not affecting the desire of learning of some students.

I would fancy to present as example what was done by the students during the last week, in which they had to prepare examples of every topic seen during the year; for this, we decided to develop the mentioned activity in the notebooks, allowing the idea that had been implanted in the students about taking care of our environment. For this activity students showed what they had learnt during the tutoring time. For this the teacher proposed creating free sentences in which students were free to create their own production.

In fact, the students presented these sentences orally with the aim of accomplishing the objective of the last week, and it was by creating dialogues, but because of the methodology of the tutoring I decided to change it in oral productions.

The tutoring component helped the students to reinforce some topics such as: relative clauses, reported speech, what where, among others (**see table 8**) that had been forgotten by them and even it helped to learn new topics unknown until that moment for them; some of them expressing descriptions, presenting dialogues, creating sentences, and developing diverse competences in English.

Results

The tutoring developed presented a great opportunity to help students overcome their difficulties into the English learning process and strengthen the good knowledge they already had. It also allowed me as a pre-service teacher to explore new ideas for teaching in an academic environment out of the traditional classes, by the site of the students; and finally I got the chance of acquiring a better understanding of the topics explained.

Methodology implemented

In every lesson was presented a series of dynamics, materials, and tools for example board, markets, computer, television, among others which were necessary to the implementation for arriving to Clair explanation for the students, and to catch the attention of them.

Tutoring development

For the explanation of every topic during every week, the practitioner decided to implement the same strategy, it was explaining to the students using the board, or the material prepared, but after the pre-service teacher asked student by student if the explanation was clear, taking into account that some students did not want to ask questions for shame. This strategy was useful because it permitted actively the participation of the entire group.

Moreover, during the space of tutoring the implementation of tasks related to speaking were also possible, allowing enhancing this competence quite important in English. This speaking practice was linked to the explanation of every topic, it was made in this way to reinforce the studied topic and to gain more experience in the speaking competence. Equally, this

competence helped the students in an unexpected aspect, it was by making students face the fears they had when being in front of their partners, so it was a holistic practice.

Finally, I received the testimony of the eleventh-grade teacher, who told me that after the tutoring time students had improved in the English classes, even some of them decided to study a new subject in English by their own decision.

Conclusion

The tutoring time was an essential tool for the pre-service teacher gain more experience in this teaching field, more ahead of the traditional space dedicated to education, it also was the way of showing to the students who participated that was possible to be better in English, it was demonstrated because these students had success in passing the subject. So, it was highly evidenced in this process that these tutoring spaces are a positive alternative for students to overcome the difficulties presented in English.

CHAPTER IV

Administrative Component

Introduction

Regarding this component, it was important to say that the participation as a pre-service teacher of the institution goes far beyond just teaching English, since in the role as a practitioner it was necessary to be part of all the activities programmed by the institution, being an active member and collaborating in everything which was possible, in order to contribute with all the abilities and talents of the pre-service teacher to the make growth of the activities that were programmed.

In the same way, these activities were cultural, religious, administrative, and academic, among others, but whatever was the activity it was important that all the teachers and members of the institution can count with a permanent presence of the practitioner, to comply with the administrative component

Objectives

General Objective

- To be part in all the activities and events organized by the “Instituto Técnico Patio Centro N° 2” High School.

Specific Objectives

- To be part of all the events which are in the scholar calendar of the institution.
- To participate actively in all the meetings of the institution, if it is required by the directors
- To be submitted to the rules, regulations and demands of the institution.

Methodology

As an active member of Instituto Técnico Patio Centro N° 2 it was important to be part of the institution in all that was required, not only fulfilling the role as an English teacher, but also being part of all cultural, religious, administrative, or pedagogical activities; In other words, in everything related to the institution the practitioner must participate, in order to accomplish the commitment entrusted in this component.

Moreover, it was necessary to respond with all the requirements of the institution being these related to the area of English or even to other areas as long as these did not exceed the hours of commitment established from the first week of observation between the practitioner and the institution.

In this part is going to be presented all my participation as an active member of the institution, contributing and working as much as possible for the growing of the institution, begin part of the commitment I did at the beginning of the practicum, for that reason I worked on the following activities.

Ceremony of acknowledgement

This was an organized ceremony, for the recognition of students who for their academic dedication within the institution deserved it.

This event took place on September 24, after the second hour of class the date on which some professors also contributed to the ceremony singing, for that the teachers who knew how to play some instruments sang and played in groups, presenting songs of our country. For this event I had a participation helping to maintain the discipline of the students, who by the way had a good behavior according to how the event demanded. (**Appendix I**)

Presentation of projects guided by SENA

This was a very important event held on September 27 in the Instituto Técnico Patio Centro 1, in which the students were able to show their abilities and talents, for this all the institutions belonging to the Instituto Técnico Patio Centro 2 were united and each one of the students showed their developments made throughout year.

In the same way, there was the participation of folk groups, dances, songs, among other activities, showing in the same way their artistic and physical skills. In this activity I did not need to participate, but in the same post-initiative way I attended the event and talked with the students asking about their development, as my commitment to the institution.

In this event I was able to contemplate the creativity of the students, and from another point of view, it means outside the institution to know their personalities. It is important to highlight that this event presented creations made with recyclable materials, thus motivating students to work for the environment, an idea that is connected with the English project developed in the institution. (This project).

Discipline

During the breaks of each day, there is a group of teachers and students in charge of the discipline, but in the same way as a practitioner and being part of the institution I am attentive to any circumstance that occurs, participating in all the aspects related to surveillance and compliance with school rules, explicit in the community handbook.

This is made possible from Monday to Friday between 8:45 and 9:15 a.m., which corresponds to half an hour of rest. In relation to personal presentation, that is, the way students dress, there is no requirement, it means they can wear the shirt outside or inside, even their

hairstyles are free and there is no punishment for dressing their own, therefore, following the rules of the institution, I do not require any student to dress in one way or another.

Also on my own initiative, I dedicate this time to know a little more about the likes or preferences of the students, in order to improve my practice. Since other teachers do so and following their example in this way I can collaborate in the growth of the institution.

Ceremony of acknowledgement

This event was the last of the year, presenting the last days of eleventh grade students. For this event they prepared a presentation in a kind of drama in which students say good bye to the institution, and prepare they path to a new life. In this event I did no have any responsibility or participation, but I decided to help some teachers with the discipline with the aim of having a appropriate student's behavior.

Other aspects

It is important to take into account that more activities were not included or explained in this component, it because I was not invited to participate of those ones, such as: meetings with parents, or organizations of academic aspects, it taking into account that during the time I have in the institution only a meeting was organized, but I did not was present, because it corresponded to information of the third period, period in which I was not part of the institution, and being not invited by the teacher.

Moreover, I explained to my teacher that I would have liked to be part of it, but he explained me that is was not necessary, and being obedient to my supervisor I decided to participate only in the activities when the teacher ask me to do it.

Reason of the event	Work done	Date
Ceremony of acknowledgement	In charge of a group of students	September 24
Presentation of SENA projects	Supervisor of the products	September 27
Discipline	Discipline	During the entire period of practice
Ceremony of acknowledgement	Discipline and organization of students	October 12
Other aspects	Active member	During the entire period of practice

Chronogram of activities and events of the school

SEPTIEMBRE	
20 de septiembre de 2019	ACTIVIDAD CENTRAL MEDIA TECNICA Y ARTESANAL BASICA PRIMARIA Y SECUNDARIA Responsables MEDIA TECNICA -AREA EDUCACION ARTISTICA-AREA INFORMATICA
02 al 06 de septiembre de 2019	Evaluaciones finales 3° Período
09 al 13 de septiembre de 2019	Nivelaciones Tercer Período
19 de septiembre de 2019	Juntas Evaluadoras y Comisiones de Evaluación
25 de septiembre de 2019	Entrega de Boletines a Padres de Familia

Figura 3. Chronogram of activities and events of the school

INSTITUTO TECNICO PATIOS CENTRO No 2
N.I.T 900027336-1 DANE N° 254874000568

OCTUBRE	
07 al 11 de octubre de 2019	<ul style="list-style-type: none"> • Desarrollo Institucional • Revisión y aplicación matriz análisis Plan de Áreas • Inclusión y Ajustes del plan de área y plan de aula • Evaluación del Plan de Mejoramiento y Plan de Acción –Equipos de Áreas- Equipo Calidad
25 de octubre de 2019	Día del Estudiante. DOCENTES NO TITULARES (SECUNDARIA) , TITULARES (PREESCOLAR Y PRIMARIA)
NOVIEMBRE	
05 al 12 de noviembre de 2019	Evaluaciones finales 4° Período
13 al 19 de noviembre de 2019	Nivelaciones Cuarto Período
21 de noviembre de 2019	Juntas Evaluadoras y Comisiones de Evaluación 4° Período
22 de noviembre de 2019	Entrega Planes de Nivelación Finales
25-26-27 de noviembre de 2019	Nivelaciones finales Estudiantes 1 y 2 áreas
27 de noviembre de 2019	ACTO DE GRADUACIÓN PREESCOLAR
28 de noviembre 2019	Junta Final de Evaluación - Comisión Final de Evaluación y Promoción
29 de noviembre de 2019	ACTO DE GRADUACIÓN GRADO 11°
DICIEMBRE	
02 al 06 de diciembre de 2019	Desarrollo Institucional
02 de diciembre de 2019	CLAUSURA DEL AÑO ESCOLAR
02 al 06 de diciembre de 2019	MATRICULA AÑO 2020
07 de diciembre	Vacaciones Escolares

Results

The commitment within the institution was one of the aspects worked, and this through all the events that I took part in, At the same time this was a great help to make me grow in experience, and knowledge about the management of an institution, helping to improve not only in academic aspects, but also strengthening my security as a future teacher. For example, in the first activities I was in charge of discipline stuffs, and this was an opportunity to improve, strengthen and gain respect from the students. On the other hand, I did not have the opportunity to interact with the parents, since my supervisor was not the responsible of any course, and therefore I should not receive any parent or be in charge of any meeting.

Conclusion

The experience lived within this institution allowed me to acquire a better management of the groups, while being in charge of discipline at certain times or events of the institution in the same way, allowed me to meet teachers, students and managers, all this was important, since as a future teacher this is the environment in which I will be involved.

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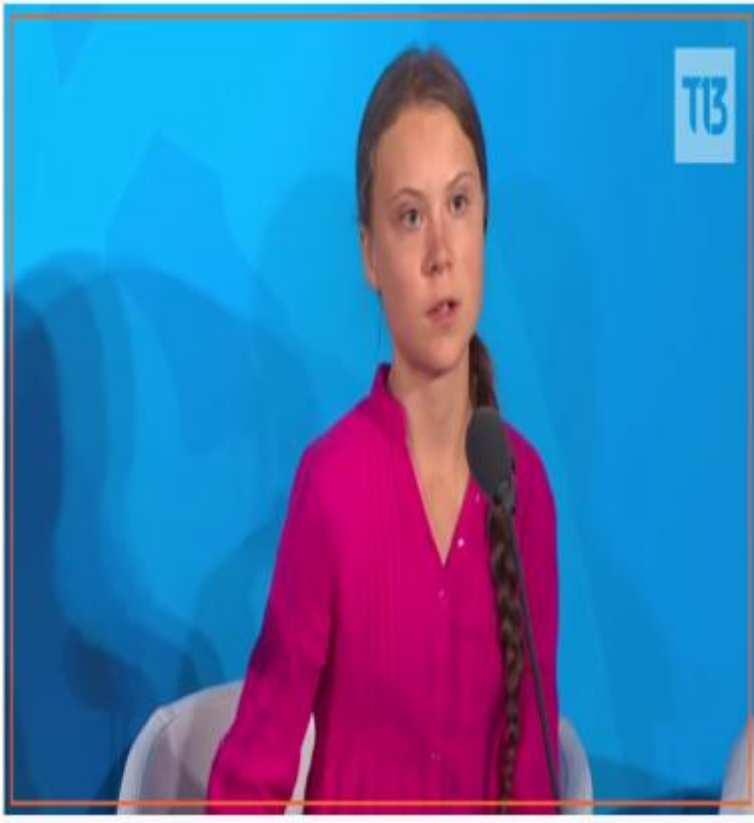
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Annexes

Appendix A. image of the Instituto Técnico Patio Centro 2



Appendix B. Video



Link of the Video

https://www.youtube.com/watch?v=_pnDwRHeuD8&t=13s

Appendix C. images and words



Appendix D. Structure of the lesson plan

INSPIRING TEACHERS

ELT PLAN TEMPLATE

Stage	Procedure	Time and interaction
Pre-task	<p>To begin this class, the teacher is going to play a game with the students related to landscapes.</p> <p>In this game the students are going to find some images which are going to be put on the floor, when the teacher says a landscape the students have to try to figure out what is the landscape and they have to go to the image.</p> <p>This is going to be without any explanation of the vocabulary to know if they have previous knowledge about it.</p>	<p>15 minutes</p> <p>Atmosphere</p>
While-task	<p>In this section the teacher is going to explain to the students through the use of the board the meaning of the vocabulary related to landscapes, asking to the students repeating the correct pronunciation and asking to write the vocabulary.</p> <p>(river, waterfall, ocean, rainforest, among others).</p>	<p>30 minutes</p> <p>practice</p>
Post-task	<p>With the information written and the vocabulary learnt, the students are going to create some posters, which are going to be put in a part</p>	<p>45 minutes</p> <p>Production</p>

	of the institution determined to publish the student's creations, and showing the messages and reflections of the students.	

Appendix E. Collage





<https://photos.app.goo.gl/iPJ8PsxoVhYBSUro6>

<https://photos.app.goo.gl/ktTbTsmGqZqmHtWQ7>

<https://photos.app.goo.gl/1xwqvL5wLPz8ryMv6>

Appendix F. Interviews

Interviews

Las presentes entrevistas tienen como fin conocer las opiniones de algunos estudiantes-participantes de este proyecto en relación con su proceso de aprendizaje usando el inglés como medio para enseñar el cuidado del medio ambiente.

Para dicho fin se han creado dos series de cinco preguntas, las cuales mostrarán algunos resultados de su proceso.

Interview 1

¿En general, como se han sentido durante las clases de inglés, sean aspectos positivos o negativos o positivos?

¿Cree usted que todos los trabajos que se han hecho han contribuido a la conciencia del medio ambiente desde el inglés?

¿Qué cambios ha observado en usted mismo, o que cambios ha hecho en su vida con todo a lo aprendido durante cada una de las sesiones?

¿Ha sido posible mezclar el inglés y el medio ambiente en su vida personal? ¿Podría contarnos alguna experiencia?

¿Cree que este es un buen proyecto completo, o debería mejorar en algún aspecto?

Interview 2

¿En general como se ha sentido en todo este proceso de aprendizaje del Inglés?

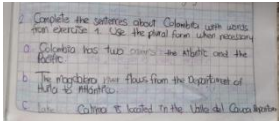
¿De qué manera el aprendizaje sobre el medio ambiente a través del uso del inglés ha aportado a su vida o la de sus compañeros?

¿Para usted, en términos generales, cual ha sido el impacto de los talleres implementados en lo que respecta al cuidado del medio ambiente y el aprendizaje del inglés?

¿Desde su perspectiva, considera usted que este proceso de aprendizaje sobre el cuidado del medio ambiente a través del uso del idioma Inglés le ayudaran de alguna manera a continuar adquiriendo conocimientos a nivel personal y profesional en un futuro?

¿Desde su punto de vista, que cambio o aporte se deberían incluir para mejorar este proyecto hacia una futura aplicabilidad?

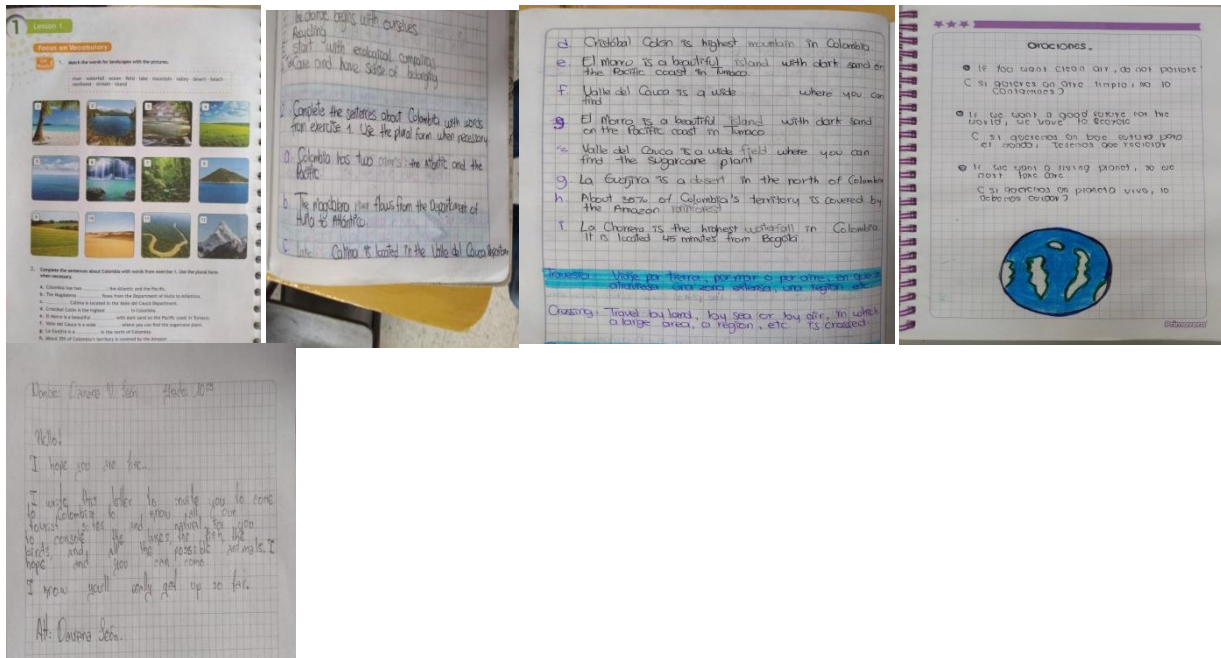
Appendix G. Journal example

Stage	Procedure	Time and interaction
Pre-task	<p>Play a game related to environmental care, it to introduce the class.</p> <p>For this activity the teacher is going to carry out some balloons which are going to have a thread firing, so the students have to pass the balloon before the fire touches the balloon.</p> <p>The group is going to be split in two with the aim of saying the major quantity of words or sentences related to environmental care.</p>	<p>15 minutes</p> <p>Atmosphere</p>
While-task	<p>To ask students to read the instructions for exercise 2 to complete the sentences with the vocabulary related to landscapes.</p>  <p>To guide students how to do the activity 2</p> <p>To compare the student's answers to be corrected during the development of the activity 2.</p> <p>The activity two of the book English Please proposes an oral presentation, in which students have to present some reasons for taking care of our planet.</p>	<p>30 minutes</p> <p>Practice</p>

	<p>This is going to be in a class and the presentation in the following class.</p> 	
<p>Post-task</p>	<p>Students have to make an oral presentation per groups which was previously announced in which they are going to present examples showing what they did during the lesson and the previous classes.</p> <p>Showing why is important our planet.</p> <p>To lead the necessary feedback to the students and assessments of the oral presentation.</p> 	<p>45 minutes</p>

Positive aspects	Negative aspects
<p data-bbox="186 262 758 373">Students seem to have the appropriate vocabulary and preparation for the oral presentation.</p> <p data-bbox="186 401 758 474">The students were enthusiastic presented the oral presentation.</p> <p data-bbox="186 501 758 575">Some students prepared extra activities to reinforce the topic.</p> <p data-bbox="186 602 758 676">Some students carry some extra materials to make the explanation clearly.</p> <p data-bbox="186 703 758 777">The discipline of the students was quite agreeable.</p>	<p data-bbox="781 262 1279 333">Some students did not prepare the oral presentation.</p>

Appendix H. Artifact analysis



Appendix I

