ENVIRONMENTAL AWARENESS THROUGH WRITING TASKS TO LEARN ENGLISH

JUAN SEBASTIAN HURTADO RODRÍGUEZ

STEPHANIA BETANCOURT CASTRO

DEGREE WORK ADVISOR: PILAR MÉNDEZ (Phd)

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

FACULTAD DE CIENCIAS Y EDUCACIÓN

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

BOGOTÁ. COLOMBIA

2019
## TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>4</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>5</td>
</tr>
<tr>
<td>RESUMEN</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>7</td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>JUSTIFICATION</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>PROBLEM STATEMENT</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>13</td>
</tr>
<tr>
<td>General Objective</td>
<td>13</td>
</tr>
<tr>
<td>Specific Objectives</td>
<td>13</td>
</tr>
<tr>
<td>CHAPTER TWO LITERATURE REVIEW</td>
<td>14</td>
</tr>
<tr>
<td>CONTENT-BASED INSTRUCTION (CBI)</td>
<td>15</td>
</tr>
<tr>
<td>ENVIRONMENTAL EDUCATION</td>
<td>17</td>
</tr>
<tr>
<td>WRITING</td>
<td>20</td>
</tr>
<tr>
<td>CHAPTER THREE INSTRUCTIONAL DESIGN</td>
<td>25</td>
</tr>
<tr>
<td><strong>PEDAGOGICAL APPROACH</strong></td>
<td>26</td>
</tr>
<tr>
<td>Theory of Language Learning</td>
<td>26</td>
</tr>
<tr>
<td>Objectives and Syllabus</td>
<td>27</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>29</td>
</tr>
<tr>
<td>Lesson Plan Sample</td>
<td>30</td>
</tr>
<tr>
<td>The Role of the Teachers</td>
<td>32</td>
</tr>
<tr>
<td>The Role of the Students</td>
<td>32</td>
</tr>
<tr>
<td>The Role of the Materials</td>
<td>33</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>34</td>
</tr>
<tr>
<td>CHAPTER FOUR RESEARCH DESIGN</td>
<td>35</td>
</tr>
<tr>
<td>APPROACH AND TYPE OF STUDY</td>
<td>35</td>
</tr>
<tr>
<td>SETTING</td>
<td>35</td>
</tr>
<tr>
<td>RESEARCH PARTICIPANTS</td>
<td>36</td>
</tr>
</tbody>
</table>
ENVIRONMENTAL AWARENESS THROUGH WRITING TASKS TO LEARN ENGLISH

SELECTION CRITERIA

RESEARCH INSTRUMENTS

Field Notes

Pupil Diaries

DATA ANALYSIS METHODOLOGY

CHAPTER FIVE FINDINGS

UNDERSTANDING A FOREIGN LANGUAGE BY USING IT IN CONTEXT

DEVELOPING ENVIRONMENTAL HABITS AND AWARENESS THROUGH EFL

APPENDICES
ACKNOWLEDGMENTS

First of all, we would like to thank God, for giving us the time and the chance to study in an outstanding university like Universidad Distrital Francisco Jose de Caldas, with which we also feel really thankful for all these years being a second home for us and where we spent several hours acquiring the knowledge we needed to turn into proficient professionals.

Furthermore, we want to express our deepest thanks to our families, for all the support they have given us during our education process, especially to our parents, for all the sacrifices they have done to get us where we are, it would have been impossible to achieve this goal without their help.

Also, we want to say thanks to all the teachers who have been part of our university educational process, especially to our advisor Dr. Pilar Mendez who is an excellent mentor and person; and Professor Harold Castañeda, for all his helpful advice to finish our research project. We feel deeply grateful for having the guidance of two great professionals, without the ones it would have been really difficult to conclude our formation process.
This project reports an action research study, carried out with ninth graders in a public school in Bogotá aimed to integrate the environmental knowledge in an interdisciplinary way into the English lessons, in order to guide the students to propose projects to help the planet. In this sense, English classes were focused on education to prevent environmental damage contributing in the creation of citizens aware of that problem. The methodology was based on giving a topic related to environmental issues and starting from that to create discussions in the classroom to generate a product at the end of the class (Mainly written texts and posters). The findings of the project show that the implementation of environmental topics in a foreign language classroom can be a useful way for teachers to develop the lessons and to create meaningful learning in the students, and to make the students become aware of the problems of the environment we deal with, to create habits and develop activities that contribute to decrease those problems.

**Key words:** Content-Based Instruction (CBI), Environmental Education, Foreign Language learning.
RESUMEN

Este proyecto reporta un estudio de investigación-acción, llevado a cabo con estudiantes de novena grado en un colegio público de Bogotá, enfocado en la integración del conocimiento ambiental de una forma interdisciplinar con la clases de inglés, con la idea de guiar a los estudiantes en el proceso de proponer proyectos para ayudar al planeta. En ese sentido, las clases de inglés estaban enfocadas en la educación para prevenir el daño ambiental en la creación de ciudadanos conscientes de aquellas problemáticas. La metodología estaba basada en proveer a los estudiantes con un tema relacionado con situaciones ambientales para que a partir de aquel tema se crearan discusiones en el salón de clase con el propósito de generar un producto al finalizar la clase (Principalmente afiches y textos creados por los estudiantes). Los hallazgos del proyecto muestran que la implementación de temas ambientales en el aprendizaje de una lengua extranjera puede ser una herramienta útil para que los maestros desarrollen sus clases generando un aprendizaje significativo en los estudiantes, haciendo que ellos se conviertan en ciudadanos conscientes de las problemáticas que enfrentamos en la actualidad, y que así mismo, creen hábitos y desarrollen actividades que contribuyan a disminuir aquellas problemáticas.

CHAPTER ONE

In this chapter the reader will find the introduction of the project, which talks about the place where the research took place, the participants and why this topic was selected; the justification, that explains why the project was important to be carried out; and finally, the problem statement, which gives a brief explanation about the found issue, and also provides the research question and objectives.

INTRODUCTION

Nowadays, it is evident that the planet deals with several problems related to environmental issues. For this reason, it is very important to integrate environmental topics in an interdisciplinary way to the school subjects, so that, the students have more opportunities to become aware of what they can do to help the Earth.

With the problems we are facing currently, we cannot allow that environmental topics be taken into account just from subjects like natural sciences or biology, specially, because according to Altin, Tector & Kahraman (2014, p. 1208) "Environmental disclosures made in schools are insufficient and the participation level of students to environmental activities is low", this means that if we want students to feel more motivated to participate in environmental activities, we need to integrate this kind of activities to other subjects. As English teachers we can involve the students into the environmental awareness through the English lessons and activities, understanding that students can learn about the environmental care and at the same time they can improve their language skills.
This study focuses on teaching English using environmental topics as part of the methodological development. The project was developed specially through videos, which were observed by the students in order to analyze and create short discussions about the topics shown in them, finally, to develop some activities focused on the production of written texts and creation of posters. The project was carried out at Julio Garavito Armero School with 28 ninth grade students (13 girls and 15 boys). Most of them were between 14 and 15 years old.

JUSTIFICATION

The importance of this study lies on the relation established between the environmental education and the learning and teaching of English as a foreign language. As it was previously mentioned, environmental education is an important part of the constitution of subjects as citizens who face several problems in relation to the ecosystem nowadays. Education in general must be part of the solution; therefore, this topic must be implemented in schools as transversal projects, bearing in mind different perspectives and subjects. If English is used as the means to reach something, and not as the goal, as it is proposed in this project, children can grow an environmental conscience and use a foreign language to express their ideas.

From our experience as teachers we have observed that some people tend to believe that learning a foreign language is an isolated thing that only concerns matters such as grammar and linguistic features, they do not think that a foreign language can involve matters that go beyond, and that are related with cultural and even environmental concerns.
This project aims to go beyond people’s thoughts and show that learning a foreign language is not always the goal, and that is not detached from issues people care about.

The methodology of this project was carried out to help students and teachers understand a different way of learning and teaching a foreign language. From a narrative experience provided by a ninth grader when we gave her a personal lesson, we realized that sometimes teachers focus only on grammar aspects and for that reason students tend to get bored during the classes; students start feeling English lessons as something tedious, something that is not related to their reality (See Appendix A. Narrative Experience), and something that cannot help them to express themselves nor learn anything new. This situation often takes place when teachers use in almost all of their lessons course and workbooks with specific grammar topics, examples and exercises that cannot be fully applied to the context of the people who are trying to learn the language. As an addition, based in our experience we can say that in most of the places where English is taught, teachers follow a curriculum that focuses mostly on doing grammar workshops and those kinds of exercises; that leaves behind people’s interests, and that may be one of the biggest reasons people think learning a foreign language is something that is not related to their own lives.

When teachers ask students for things they like and think are important, and bearing this in mind adapt a grammar topic, it gets easier for the students to understand the grammar and ways they can express their ideas. When the grammar is taught in an implicit way and not in an explicit form, students do not focus on the mistakes they can commit, and therefore they will not be afraid of sharing their thoughts. Implementing topics that are not grammatical but that can be applied in students’ contexts can help both, teachers and
students to have a better teaching and learning process. Starting from the point that environmental problems are something that affects the whole world, this topic can be adapted to the particular context of the students using the English language as a tool, so students can see that the grammar topics are close to their reality, making them become aware of the problems and the challenges or solutions required to face those issues at the same time they are practicing English. That is the reason why Content-Based Instruction was chosen to develop this project insomuch as this approach does not focus on the language itself but on teaching it with a specific purpose and content that is interesting and meaningful for the students.

Concluding, this study aims to change the idea of observing the teaching and learning of a foreign language as something isolated to the problems the society currently faces, also creating a positive atmosphere in the classroom for the students and the teacher, in which the first ones perceive the lessons as something useful and the second ones can develop their roles in an easier way.

**PROBLEM STATEMENT**

According to Jaramillo & Medina (2011, p.12) "planet earth is currently struggling with many environmental problems. The most critical is global warming. Hence, it is necessary that from school students become aware of the existence of these problems, the changes in attitude they must accept, and the necessary habits to preserve life on this planet”. We agree with Jaramillo & Medina (2011) when they say students need to become aware since the school stage about the existence of the problems related to the environment.
As English teachers we wanted to do something through English teaching, we wanted the students to see that learning a language is not something that is isolated from the things they like and care; we wanted to show them that English can be a channel they can use to achieve more things. We consider this important, because students can be motivated to learn a foreign language when they understand that English is not only a school subject, but a tool they can use to get and create new knowledge.

To do this, it is important to consider the problems in relation to the environment not just from specific subjects such as biology and natural sciences, but in an interdisciplinary way, in which the students can learn about those problems from subjects and activities that are not designed completely for it.

However, there is a problem to achieve what is stated by Jaramillo & Medina (2011): Based on Castillo & Rojas (2014, p.180) it appears that "students do not have quality information or practices about caring for the environment even if it was a matter of discussion in other school subjects". This fact can be due to the lack of attention given to environmental issues from other subjects that are not directly related to those topics, which restates the need to include environmental issues into another subject in school, so the students can acquire the information required to propose alternatives to prevent the environmental damage.

We could observe in the school that it was difficult for students to express, in writing and speaking ways, what they thought and how they felt about the environmental problems, no matter if they were asked to say that in Spanish or English, as stated by Castillo & Rojas (2014). From a class in which the students were given some statements
about environmental issues it was evident that they did not feel confident about what they wanted to say, especially when they were asked to do it in English. But, when we gave them useful sentences and the appropriate structure (I think that it is… because…) they could use it to express their ideas, they felt more confident to use English, not just using the structure we gave them in a proper way, but recognizing the meaning of every word used in the structure to express their opinions, they also understood the difference between ‘why’ and ‘because’, which was something they did not have clear, since some of them used ‘why’ to express a reason.

As it is known, speaking and writing are productive language skills, which means, that an English learner should be able to communicate by speaking and writing. Bearing in mind that most of the time students had some difficulties to express their ideas and concerns about the environmental matters in the language, we decided to focus the project in the writing skills students could develop. When students can write their opinions and beliefs, and then express them, they feel more confident to use the language because when they have the opportunity of defining concepts, understanding and getting new vocabulary, and organizing their ideas, they can share what they think by being sure they are not making a lot of mistakes, which often constrains them.

For this reason, we think it is important to bear in mind the language as an instrument to help students to self-express, since it is explained by Tudor, I. (2001) "Language is a medium to build up relationships, express our emotions and aspirations and explore our interests". It means, that when we observe language from this perspective, students can be motivated in the way they will not consider a second language as something
that only involves grammar aspects, but as something they can use to express what they feel and what they think. Following the same line of thought, Tudor, I. (2001) states that "the absence of self-expression can create a vision of something indifferent for the students".

Accordingly, it seems that "the incorporation of environmental topics into the language classroom promotes content learning, language learning, and personal responsibility inside and outside the classroom" (Hauschild, S., Poltavtchenko, E., & Stoller, F. 2012, p. 4-5). For this reason, we consider that one way to promote the environmental awareness in the English classes is to incorporate that topic into the foreign language lessons. Teaching students to think about what they have around, is considered very important because as stated by Fischer (2007, p. 72) "developing their capacities for thinking, will help them get more out of learning and life".

Taking into account all of the mentioned above, we posed the following research question: What environmental awareness can be developed through the integration of environmental topics into the foreign language learning? with this supporting question: to what extent students improve their writing skill due to that integration?

**OBJECTIVES**

*General Objective*

- To describe students’ English production related to environmental issues.

*Specific Objectives*

- To promote knowledge in a cross-cutting project to learn English.
CHAPTER TWO
LITERATURE REVIEW

This chapter is divided into three sections presenting the three main concepts of the project: The first concept is related to the application of Content-Based Instruction in the foreign language learning, the second concept is related to the use of environmental education integrated to the English teaching and the final concept is about the main skill we focused on our project (Writing).

The first section presents a Content-Based Instruction (CBI) brief definition; the benefits that CBI has in the foreign language learning and the gap that it is present in the development of productive skills and the use of environmental topics, according to different studies made previously; and finally the reasons why we decided CBI was the most suitable approach to develop our project.

The second part introduces Environmental Education. For this part, there are presented three definitions proposed by different authors about environmental education, there is also presented a definition of what is an *environmentally literate person* according to UNESCO, there are also presented some perspectives of the difficulties that can be found when introducing environmental topics to the foreign language learning, according to some research studies and the contrast with results provided by other authors who made similar research studies, in which they found that despite the integration of environmental issues into the foreign language lessons might be seen as something difficult, it is actually easy to do because the teachers have different ways to do it. In this part, there are also shown some
findings made by authors, in which they assume that girl students are more aware than boy students with respect to environmental issues.

The final part deals with writing skill and why we decided to focus on that specific skill, and the way we considered it had to be applied, in order to use the skill as a very important element in communication and that has to be used in different ways according to the particular context in which it is used.

**CONTENT-BASED INSTRUCTION (CBI)**

According to Brinton, Snow and Wesche (1989) CBI has been defined as "the integration of content with language-teaching aims" (p.2). Research results about CBI have demonstrated that "CBI helped learners re-shape their perceptions and attitudes towards environmental care" (Castillo & Rojas, 2014, p. 190). Another positive aspect about the implementation of CBI is that as stated by Benitez & Robles (2009) students use the language in a more confident and independent way when a specific topic is given to them. It has also been reported that "the students’ attention can be caught via practices that involve environmental problems they face or may face in their region and also practices that involve other problems" (Simsekli, 2015, p. 226). Benitez & Robles (2009) resonate with Simsekli (2015) when it is affirmed that students learn better a second language when they are provided with authentic texts that allow them to develop their critical thinking skills.

However, there is a gap between productive skills (Speaking and writing) and environmental education because just a few research studies have focused on linking these two aspects. Nevertheless, these few studies have shown that including environmental
topics into English lessons have positive results for the students. On the first hand, Jaramillo & Medina (2011, p. 23) study found that "Guiding students in the process of writing descriptive short texts through the development of controlled and focused activities is a good way to sensitize students towards environmental care and conservation because they improve their knowledge." On the other hand, research findings (Castillo & Rojas, 2014, p. 189) reveal that "Drawing and writing proved to be a strategy that allowed the youngsters to expand their expression and move towards critical thinking, which would lead them to behaviors that are friendly to the environment." Despite of the benefits that those activities can give, just a few teachers have focused their lesson in environmental issues.

Other research studies have found that Content-Based is used to promote the understanding of contents in specific areas, showing a big progress when it is implemented. In those cases, the students have shown improvement in aspects such as an increase of vocabulary, appropriate use of grammar structures, better reading comprehension and more developed writing skills (Khonsari, 2005, p. 117). Bearing that in mind, we considered Content-Based was the appropriate approach for our study since one of the most relevant aspects on it was related to the vocabulary. When dealing with environmental education it is necessary to acquire several new concepts and understand the meaning of them. When students know those new concepts and their meaning they can improve their reading skills, inasmuch as they are able to recognize the concepts that previously were unknown for them, and in the same way they will not feel frustrated because they cannot understand the whole meaning of a text, a song, etc.
From our experience we have seen that when students comprehend easily the information in the sources used to present a topic, it is also easier for them to develop writing activities using grammar properly, they feel more confident when they understand what they are reading or watching, which encourage them to do later activities. All of this makes us share the point of view stated by Khonsari (2005), arguing that the improvements mentioned by her can be evidenced when CBI is implemented.

**ENVIRONMENTAL EDUCATION**

According to Alaydin et al. (2014, P. 1151), environmental education "is described as training durations enhances people’s knowledge about the environmental problems". On the other hand, Gursoy (2010, p. 233) states that 'Environmental education is to help people develop positive attitudes to protect the environment and the natural sources and gain sustainable changes in their behavior as a result of these attitudes and finally guide them to become actively involved in the solutions of environmental problems". In addition, Muluh (2011, p. 111), gives a longer definition stating that environmental education "can be considered as concerted efforts conscientiously organized to teach or draw the attention of human beings about how natural environments function and how these human beings can manage and protect them. Environmental protection is therefore the aspect of environmental education that refers to practices that are aimed at protecting the environment by individuals, governments, nongovernmental or professional entities like EFL/ESL teachers".

Furthermore, Sahin et al. (2012, p. 158) state the characteristics that an *environmentally literate person* must have according to UNESCO "the one who is aware
and sensitive to the total environment; understands environmentally associated problems; acquires values and concern for the environment and participates environmental protection; acquires skills for solving environmental problems and works for the solution of the environmental problem”. For us, these characteristics are really important, because we know that to become someone an environmentally literate person is a long and complex process that requires much time aimed to make people acquire all those features, since it is not enough just to be conscious about the environmental problems we deal with, but to acquire the proficiency to participate actively looking for ways to solve those problems.

The results of Muluh’s (2011) study indicate that the inclusion of environmental education in the language classroom can seem difficult, but it is necessary to take into account that topic because is something that concerns to all of the humanity. However, contrary to what is suggested by the finding made by Muluh (2011), Hauschild et al. (2012, p.6) maintain that "Language teachers have many opportunities to heighten students’ awareness about the environmental problems plaguing the planet while remaining committed to improving students’ English skills" and that "There are no rules that dictate exactly how educators should incorporate environmental awareness into the language classroom". In this sense, Hauschild et al. (2012) found that for language educators there are several ways to introduce environmental topics into the language lessons and that every language educator can choose the way he/she considers is the most appropriate to develop the class.

Following the same line of thought, Sadykova et al. (2014, p. 91) study found that in addition to the different ways teachers must introduce environmental topics to the second language lessons, when using a foreign language as a means to increase the formation of
environmental education in the people, it is observed a better result that when using the native language. Gursoy’s (2010, p. 237) research study suggests that "especially, in foreign language teaching there are certain approaches and techniques that make it possible to provide environmental education. Such integration has multiple benefits for the learners such as to learn the foreign language meaningfully and purposefully and to gain environmental awareness". As same as findings made by Hauschild et al. (2012) and Sadykova et al. (2014), Gursoy (2010) also found a different perspective from what was found in Muluh’s research study, affirming that foreign language educators have different ways to integrate environmental education into the language lessons, Gursoy (2010) also provides a new element that deal with the fact that the use of environmental education can give several benefits for learners because they can learn the foreign language and at the same time become aware of environmental issues in a meaningful way.

Finally, another important fact that was found in some research studies related to environmental education suggest that girl students are more aware of environmental care than boy students. For example, Borase (2014, p. 4) research study suggests that "the secondary school girl students are more sensitive than the boys about environmental awareness. Therefore, teacher should adopt recent and innovative teaching methodology and interesting learning experiences for subject teaching so that boys student will also becoming a more sensitive towards environmental awareness." and research findings (Altin et al. 2014, p. 1208) reveal that "female students have a higher level of environmental awareness and active participation level". These results caught our attention because we had not thought about how the gender played a role about being sensitive in towards the environmental care, but after finding those results, we wanted to observe if in our study the
results were the same, expecting they were not, we wanted to prove that maybe including technology and media (Videos, songs and documentaries) that catch students' attention there could be present the same active sensibility in relation to the environment by both of the genders (Girls and boys). (See Chapter Six: Further research)

WRITING

Productive skills are as important as receptive skills to be able to communicate using a foreign language. We wanted to focus this study on the productive skills, since we consider receptive skills are easier to practice during lessons, as the students can find several videos, songs and readings in the foreign language (English), but it is necessary to put into practice the productive skills. The students can understand what they see, they listen, and they read, but for them it can be difficult to speak or to write using the foreign language.

When we observed for our students it was difficult to use the productive skills, we decided to focus our study on them. However, we realized it was difficult to do oral activities because the group was large, for that reason, we decided to focus especially on writing activities that involved the creation of posters and short texts, also because as stated by Ariza (2005, p. 38) writing using English as a foreign language is not an easy matter for students, and as we mentioned above, productive skills are important to create an effective communication and as we could not focus on speaking, we focused on the other productive skill.
Considering the focus we wanted to give to our project, we had to take into account what was proposed by Byrne (1982) when he said that writing is a particular part of language teaching, so it is necessary to recognize that it has to be integrated with grammar and vocabulary learning. It was very important for our project because we did not want to force students to memorize grammar structures, but to understand internally the correct way to create sentences using grammar in a right way, and when doing this, they had to use the vocabulary related to environmental issues to create their final products in the lessons.

Also, it is necessary to know that according to Pincas (1982), writing should have a communicative function, in the way that the reader needs to comprehend the message the writer wants to give, and when talking about environmental education, one of the most important pieces is the message, to create awareness in the reader, so the writer makes the reader changes a perception about the problems we face in relation to the environment. Following that line of thought, the writer needs to use the language in a proper way, so the reader can understand easily the message he/she wants to give.

In addition, Urquhart & McIver (2005) state several assumptions about understanding writing as an intellectual activity. One of those assumptions is that "audience, purpose and occasion define all types of writing" Urquhart & McIver (2005, p. 11). This assumption is very important for our study considering that some of the activities proposed aim to do mini-scale projects in which the students can use their products to create awareness in other people, not just in the classroom. Starting from this, the students have to take into account the people they want to give the message (The audience), the impact they want to generate with their products (The purpose) and how they have to use
the language in order to make efficient that purpose according to the audience they will have. They have to use a language that allows the target audience to understand easily the message.

Another aspect to take into account about writing is that as mentioned by Ortega & Rodriguez (2000), there are several theories about writing skills; however, those theories several times do not consider students' likes, contexts, interests, etc. For that reason, we decided to apply a needs analysis in which we could observe the interests the students had (See Appendix A, Needs Analysis) and according to those interests and their contexts to design the activities for our project.
The Figure #1 summarizes some of the main findings made by the researchers mentioned through the chapter taking into account the three main aspects of this project (Content-Based Instruction (CBI), Environmental Education and Writing).

Figure #1

Mind map about the Environmental Education, the use of Content-Based Instruction and the Writing Skill.

The review of this literature was important to understand content but also how methodologically speaking we could approach the topics we wanted to focus, taking into account that despite there are several ways to introduce environmental education, it is also important for us as teachers, to think about the people we are working with. In this case, dealing with ninth graders, we had to recognize that at that age and specially in this
particular moment when technology is booming, the students are very receptive to Media, so we could not focus just on readings and so on, but on videos and songs, so they could easily understand the ideas we wanted to present to them and also it was easier to keep them in mind.
CHAPTER THREE
INSTRUCTIONAL DESIGN

This chapter is divided into five sections. The first section presents a general account of the pedagogical intervention carried in the school, providing more view about what Content-based Instruction (CBI) is, and how it was implemented in the project. The second part is devoted to explain the innovative aspect of the project. The third part presents the methodology employed to develop this project, including how language learning is perceived from the CBI perspective, the main objectives a lesson has in relation to CBI and a description of how a syllabus should be structured for a course using CBI. The fourth section introduces a chart presenting the terminal objectives, the main activities and how pedagogical data was collected for 12 weeks. The final section presents an explanation of the stages and the steps to implement a lesson plan using CBI. In addition, this section presents a lesson plan sample showing how the steps explained previously are developed; the role the teacher, the students and the materials have in this pedagogical intervention; and the assessment criteria used to evaluate the students' process. This pedagogical design has been thought to ascertain about the integration of environmental awareness and the English lessons, and to help to achieve the following purpose: To describe how the integration of environmental topics into the English lessons can help students to acquire environmental awareness and feel confident to express themselves.
PEDAGOGICAL APPROACH

From our academic experience we have observed that some teachers tend to create a negative atmosphere in the classrooms because of the focus and development they give to their lessons. They focus on grammar aspects, which make the students get bored because they feel the lessons are just about creating sentences using grammar features that do not create significant knowledge. Considering what was mentioned before, this project attempts to provide a different aspect in foreign language learning, which is related to the integration of environmental issues using the foreign language as an instrument to create environmental awareness, and in the same way to create a positive atmosphere in the classroom, where the students see the foreign language as a tool that allows them to express their ideas about something that concerns to all of us, but in a different way, and not as they could usually do it using their native language.

Theory of Language Learning

Keeping in mind that this study does not focus on grammatical aspects, but on a social practice, which considers that the learning and the language are taken as something that can be developed easier by doing things. When teachers prepare and apply in the classes activities that aim to solve a problem in a specific context, students will use communicative skills that will help them to develop other skills that can be implemented inside and outside the classroom. If students use materials that are not specifically created to teach a language, they will not focus on grammar aspects or on developing grammar activities, but they will focus on the content and on the message; bearing this in mind, they
will be able to communicate having as a guide what they understand. In the project, we
could notice that students were not afraid of making mistakes, because they did not know
what the mistake was; they were just sharing their ideas based on some structures they saw
in the material. (Tudor, 2001.)

Following the same line of thought and as stated by Brinton et al. (1989) quoted by
Richards & Rodgers (2001, pp. 209-210) "the use of informational content which is
perceived as relevant by the learner is assumed by many to increase motivation in the
Current communicative approaches language course, and thus to promote more effective
learning". It means that when a content that can be interesting for students is used through
the lessons, learning can be perceived as something meaningful.

**Objectives and Syllabus**

According to Richards & Rodgers (2001, p. 211), four main objectives were
identified and stated by Brinton, et al. (1989), in relation to CBI. These objectives deal with
linguistic, strategic and cultural aspects:

"1. To activate and develop existing English language skills.

2. To acquire learning skills and strategies that could be applied in future language
development opportunities.

3. To develop general academic skills applicable to university studies in all subject
areas."
4. To broaden students’ understanding of English-speaking peoples."

The syllabus for CBI courses does not have a specific structure; it varies depending on the content treated. However, Brinton et al. (1989), cited by Richards and Rodgers (2001, p. 212) stated that in CBI "All modules move from an initial exercise intended to stimulate student interest in the theme through a variety of exercises aimed at developing comprehension and the students’ ability to manipulate the language appropriate to the situation and use the language of the texts. The final activities of each module require the students themselves to choose the language appropriate for the situation and use it in communicative interaction".

Bearing in mind the ideas above, Figure 2, which was developed by ourselves, illustrates the planning of pedagogical objectives per week. These objectives were oriented to show in a measurable, observable and specific way the progress the students have about environmental awareness by using the foreign language. Additionally, the second column illustrates the main activities done during every lesson. In CBI, the preferred types of activities include tasks related to: language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills and synthesis of content materials and grammar (Stoller, 1997). Finally, the third column presents the way in which data were collected for every lesson.
Lesson Plan

English language teachers who use Content-based Instruction tend to follow the steps represented in Figure 3.

![Content-Based Instruction (CBI)](image)

**Figure 3. Stages of Content-based Instruction (CBI)**
CBI usually is divided into two main stages: the preparation stage and during the lesson stage. The first one is divided into two steps and the second one is divided into three steps.

The first step of the preparation stage is to choose the topic that the teacher will use for the lesson, when the topic has been chosen, the teacher moves to the second step that is about the sources that will be used to develop that topic during the lesson, those sources can be videos, songs, texts, etc. related to the topic chosen.

When the topic and the sources that will be used are selected, the teacher moves to the "during the lesson" stage. The first step to develop this stage is to divide the class into small groups and assign the groups a research task with the source used for the class. When the groups finish the research task assigned, the next step is to make new groups to share and compare the information they have found in the previous task with other partners. The final step is to create a final product as the result of the information shared; this final product can be a presentation, a group report, etc.

Lesson Plan Sample

This pedagogical design took 12 weeks. Decisions in relation to the length of the intervention were discussed with the assigned advisor. With an illustrative purpose, a lesson plan sample is presented in Figure 4.
As could be seen above, in the *preparation stage* we used the topic ‘Our future’ to be implemented with the song "Another Way to Die" by Disturbed. Then, in stage 2, students made small groups; the teacher assigned every group a part of the song to identify the meaning of that part and try to guess the main topic of the song. When they had the meaning of that part, the students made new groups to share their ideas and try to understand the meaning of the whole song. Finally, in the last step of the Stage 2 the students made a writing explaining their opinions about how the future could be according to the idea portrayed in the video.
The Role of the Teachers

Taking into account the curricular platform, we consider that our role in this project was addressed to guide the students to create environmental awareness in order to adopt new attitudes that allow them to help the planet, also, keeping in mind that as foreign language teachers we have to create a positive atmosphere in which they can acquire the foreign language in a way they consider is not boring and is useful to apply in their lives. For this reason, our role included:

- Propose and adapt topics that relate the linguistic features required by the school according to the grade (Ninth) and the content of the lessons (Environmental issues).
- Select and prepare material according to the objectives thought for the lessons.
- Promote the environmental awareness of the students in order to make better citizens concerned about the environmental damage we cause everyday with small acts.
- Promote reflection and discussion around the topics used during the lessons.

The Role of the Students

As it has been mentioned, the purpose of this project was to create environmental awareness in the students, for that reason, it is necessary to clarify that one the focus of the study concerned to our students and the previous knowledge they had about the topics treated in class. Following that idea, we need to highlight that students are considered not just as recipients without knowledge, but as individuals that can provide their own and particular knowledge, not just to absorb the one provided by the teacher. That is the reason
why several lessons of this project revolve around discussions in which the most important are the ideas the students exchange during the class. Following this description, their roles included:

- Reflect about the linguistic features used to develop the activities.
- Reflect critically about the topics treated during the lessons.
- Participate actively in the discussions created in the classes.
- Create connections between the new knowledge and the knowledge they already have.

The Role of the Materials

Dealing with a topic such as environmental care, the materials are an important factor, because they provide extra knowledge to the lessons, not just the one provided by the teacher. Also, keeping in mind that this project was carried out with ninth graders in a moment where the adolescents are very attracted by the technology and the media, materials such as songs, videos and documentaries catch the attention of the students in an easier way. In this project the role of the materials in the classroom were to:

- Work as visual and/or auditory support to the topics treated in the classroom.
- Link the two focuses of the project: language and content.
- Promote the initiative in the students to create their own material in order to express their ideas.
- Foster students' curiosity so that they feel motivated in their classes.
**Assessment Criteria**

In order to be consequent with the methodology and the purpose of the study, we considered the best way to assess the students was to focus this aspect on the interest they showed during the lessons, it means, the students were evaluated by the work they did, no matter if they had grammar mistakes in their papers or their posters. Actually, taking those mistakes as a starting point to make the corrections of them and clarify the doubts the students had about the use of the language. Another aspect to highlight about the criteria to assess the students was the evidence of the progress developed by the students through the project, comparing the first papers and the first posters done by the students with the last ones to look if there was a better use of the language and if they did not make the same mistakes.
CHAPTER FOUR
RESEARCH DESIGN

This chapter presents the research design of this proposal. First of all, the school where the study took place is described. Then, the participants are characterized and, finally, the instruments for data collection are introduced.

APPROACH AND TYPE OF STUDY

The approach of a study is determined by the research question (Mertens, 1998). In this case, it was a qualitative action research because as stated by Burns (1999), action research is conducted to gather information about how the schools operate, how teachers develop their role and how well their students learn, so then the information gathered is used to develop reflective practice, generate positive changes in the school environment and to improve student outcomes and the lives of those involved. This description fits with our proposal in the way it aimed at creating a positive atmosphere in the classroom in which the students felt comfortable, and at making the students apply new habits in their lives in order to take care of the planet.

SETTING

This research project took place in a public school named Julio Garavito Armero. The school was located in Muzú. It was a mixed school, which was attended by boys and girls who belong to socioeconomic stratum 2.
The school counted with two main buildings. These two buildings were divided into ten classrooms, three conventional classrooms, a chemistry lab, a computer room, a teachers’ room, a principal’s office, coordinator's office, a secretary’s office, a recreation area and two multipurpose fields. Some classrooms had TV, but just a few of them, for that reason, when we wanted to show a video to the students we had to ask for the chemistry lab or a classroom with a TV with a week of anticipation.

This study was developed with the grade 903, it was a group conformed by 28 students (13 girls and 15 boys). Most of them were between 14 and 15 years old. That group received English lessons at school once a week on Wednesdays from 8:10 AM to 10:00 AM, in that moment the students had a break. Something that we consider relevant to mention is that after the first lessons we gave, we realized we had to use shorter activities because in the moment the students changed from their first lesson to the second one (The moment when we started our lesson) they had a short break to eat the snacks provided by the town hall, so we had to wait until they handed out the snacks and then they had eaten them.

RESEARCH PARTICIPANTS

The research was conducted with five girls from the grade 903, aged 14 and 15, who were selected considering their attendance, participation, responsibility and devotion during the lessons. From what we could observe through the first lessons, we realized those were students who knew much about vocabulary in English, but they had problems to express complete ideas, because their English lessons did not focus on the communicative aspect.
About the other aspect we were interested in (Environmental Education), we could observe in the survey we applied for the need analysis that this was a topic the students considered important, but they did not know much about it (See Appendix B. Needs Analysis). Another fact that made us choose these five students was that they showed a higher interest about the topics related to environmental issues. After some lessons they went to talk to us and asked us about the reasons why we had got interested into environmental care and they told us that they would like to contribute to help the planet but they did not know much about how to do it, they only tried to do individual actions, like not wasting water and taking fast showers, so we encouraged them to keep doing those things, that one of the purposes of our project was to give them new ideas about other actions they could develop to help the planet and maybe carry out new projects in which they could create social awareness about that thematic in their neighborhoods.

When we were choosing the research participants for the project and we observed the feature mentioned above presented in those girls, we agreed with Borase (2014, p.4) and Altinet. al. (2014, p. 1208) when they found in their studies that female students were more sensitive about environmental problems and they had a more active participation level than boy students in the lessons that manage topics in relation to environmental issues.

When observing that for our project there was no one boy student who showed the interest that those girls showed we resonated with those authors and the results they obtained in their studies. Even though the boys did not take as much as participation as the girls, the still made part of the classes, the activities, and they also shared their ideas. It is
important to mention that the main reason the girls were selected, was because of the attendance and the willingness to participate of all the proposed activities.

**SELECTION CRITERIA**

Five students were selected as participants for this study; they were selected taking into account the following parameters:

- Attendance.
- Active participation during the activities.
- Responsibility with the assignments.
- Devotion to the activities proposed through the lessons.

Consequently, we selected the students who did not miss classes; we considered this was one of the most important parameters, because in that way we would not have problems to gather data from any activity we developed.

The second aspect we considered to select the participants was the active participation during the activities, since one of the main points of the project was focused on discussions in which the students express their ideas about the topics we were dealing with, for that reason it was important for the study that students participated expressing themselves.

The third relevant aspect taken into account was the responsibility the students had with the assignments, as it was expressed above we had to make shorter some of the activities; in some cases we could not develop completely the lesson plan we had prepared for that day, so we had to assign some activities as homework, and some students did not present the homework the day they had to do it, but we never had that problem with the students that had been selected for the study.
The last aspect we considered important to select the participants was about the devotion they showed to do the activities proposed. The students we selected always showed a positive attitude no matter the activity we proposed, they always did it in a good way. Sometimes other students made the activities, but we realized they just did it because they did not want to have a low grade, so their work was not very good, but the ones made by the students we selected always displayed the effort they had applied to develop them.

RESEARCH INSTRUMENTS

The principal data collection instrument of this study was the students’ artifacts (e.g. students’ products derived from class activities). Artifacts were used in the present project because they had different kind of activities like filling the blanks, group discussions, creation of short texts and design of posters that students carried out. These activities allowed the researcher to obtain data on first hand. Additionally, this research proposal used field notes, and pupil diaries. These instruments are defined below.

Field Notes

Hopkins (2007, p. 103) defines field notes as “a way of reporting observations, reflections and reaction to classroom problems”. It is also said about this instrument, that you should write as soon as possible to have all the details you want.

Field notes were important for our research because with these we could have the opportunity to reflect upon all the aspects we consider important during the lessons.
Furthermore, those field notes allowed us to express our own perspective about the progress and the results of every lesson.

_Pupil Diaries_

Hopkins (2007, p. 107) defines pupil diaries as an instrument that provides ‘‘an interesting contrast to the field notes kept by the teacher on the same topic’’.

Pupil diaries were important to our research because we consider it was very important to know what the students thought about the lessons, if they felt that taking into account environmental issues was a good way to improve their foreign language skills, and pupil diaries was a way in which they could express themselves easier than with other instruments such as interviews.

**DATA ANALYSIS METHODOLOGY**

Since the focus of this project was to observe the improvement the students had in their foreign language learning when implementing environmental topics into the lesson, the main procedure to analyze the collected data was made by comparing and contrasting the work developed by the students during the whole process of the project.

The same procedure was made with the pupils' diaries and the field notes. With the pupil diaries and the field notes, the main aspect was to compare the students' point of view with the teacher's point of view to contrast if what was perceived by the teachers was assimilated in the same way by the students, it means, if the teachers considered there was a progress in the language level of the students to compare if they felt the same way or not.
The students wrote in their diaries things related to language form and content, focusing on what they were learning each class, and how they were able to use the knowledge they obtained.

Also, one activity was made before implementing the project to recognize the level the students had about the foreign language (English) and its use; and the importance they gave to the environmental problems seen in their daily lives. This activity was a needs analysis, it was made as a survey, which the students had to complete with general information (Name, age, people they lived with, favorite music and hobbies). In this, they also found two questions in relation to the second language and one question to inquire about the thoughts they had about environmental care (See Appendix B. Needs Analysis).
CHAPTER FIVE
FINDINGS

This chapter presents the results we could find in our project. We used different instruments to obtain those results; after having the data collected through those instruments we proceeded to analyze the data and the categories emerged from it; and finally we analyzed all the data obtained from the categories.

In order to show validation to our project, we used the triangulation method to obtain the categories from which we developed our data analysis. Bearing this in mind, we built a relation between the literature review, the data collected from the students, and from what we could observe during the progress of the project. As stated by Denzin (1998) quoted by Flick (2004), triangulation is a strategy that helps the researcher to validate the research. He proposed four types of triangulation, which validate from different perspectives the inquiry.

The first triangulation method stated by Denzin is the triangulation of data, here the researcher uses the data collected from different sources, such as people and spaces, in order to analyze the phenomena from different perspectives and build conclusions that will strength the investigation. The second triangulation method is the investigator triangulation, in which several researchers, interviewers and observers influence the research, and provide their own perspective; it makes the research has more validity and not be taken from a subjective perspective. The next type of triangulation is the theory triangulation; in this method, the researcher uses diverse theories, perspectives and hypotheses so the phenomena can be analyzed from them, providing the researcher a better explanation of the situation by contrasting findings and results. Finally, the last triangulation type is the
methodological triangulation which has in it the within-method, and the between-method; these subtypes measure the phenomena by using questionnaires, observations and interviews.

Considering that triangulation, in qualitative research is used to produce knowledge about a specific phenomenon from combining and understanding the data collected, we decided to use two of the four types of triangulation to analyze the project findings. The first method chosen by us was the data triangulation, inasmuch as it states that the data can be collected from different people, at different time and different places. Since our project was developed in a school, the data we collected was taken not only from one person, but from students that were in the grade in which the research was being developed. On the other hand, we also implemented the triangulation of theories. With this type, we could use different hypotheses stated by several authors that encompass the phenomena we were studying. By having these two types, we had different points of view we used to answer and understand the project.

As it can be seen in Figure 5, we used students’ artifacts such as diaries, posters and workshops, the teachers’ journals and some of the theories about environmental learning, language writing and foreign language learning and teaching as a means. We triangulated these data and theories, so we could establish the two main categories that will lead the data analysis. As data triangulation, we used what students wrote and did throughout the whole project to understand the phenomena; and we used the reflections we wrote after each session to compare the different perspectives both, students and teachers had about the research. As triangulation of theories, we explored theories and hypotheses by authors such

Our findings were divided into two categories: Understanding a Foreign Language by Using It in Context and Developing Environmental Habits and Awareness through EFL. In the first one we made a detailed explanation of the progress evidenced through the project in terms of language aspects (Grammar, complex ideas and vocabulary), this means, the improvement the students had from the first lesson until we finished the project. In the second category, as same as in the first one we made a detailed explanation of the relevant
aspects we could observe through the ideas provided by the students in their posters, their perceptions about the topics portrayed in the pupils’ diaries and our own insights about the lessons displayed in the field notes taken by us week by week to perceive the knowledge the students acquired in relation to the environmental awareness through the lessons.

The data collection was carried out during four months with ninth graders in a public school in Bogotá. Findings were possible due to the triangulation process we applied to relate three instruments to gather data (Students' artifacts, students' diaries and teachers' journals), which were applied simultaneously through the whole project. It is important to clarify that all the excerpts taken from students' diaries and students' artifacts' shown below belong to the five students selected for the study.

UNDERSTANDING A FOREIGN LANGUAGE BY USING IT IN CONTEXT

When we implemented the needs analysis, the results proved that the students knew vocabulary, but they had problems to express their ideas, they did not know how to create sentences using the language properly. However, as same as the other questions, the answers provided by the students were very short, they used words like: good, important, protect, planet, resources; which indicated they were concerned about the topic, but they did not know how to create complex sentences to express in a better way their ideas about it. They made grammar mistakes and, in some cases, it was difficult to comprehend what the student wanted to say. We understood the main point of the sentences because there were present words like the ones mentioned previously but taking the sentence as a whole they did not make sense. Below you can see the answers provided by the students bearing in mind the following question: What do you think about the environmental care?
S1 "Yes, why give us live"
S2 "Is good because like help animals"
S3 "We are the protect the planet for we are future"

(See Appendix B. Needs Analysis)

The previous examples gathered from the needs analysis we implemented also resonated with Ariza (2005) showing that for students it is difficult to express their ideas in written form when they try to do it using English as a foreign language.

In terms of the main activities, when we started to apply them, we could observe these were a right option to make the students understand in an easier way the grammar structures. The first two activities that were implemented after the needs analysis were about understanding new vocabulary, by joining the word with its meaning and then using them; and about getting the main idea of a song, but focusing on the whole meaning. After these activities were implemented, we could observe the students acquired vocabulary and they understood the meaning when the new words were used in context with something that caught their attention.

"... the students had an active participation while doing it, and according to the written definitions given by the students we could see the students had a clearer idea of the meaning of the words..."

(See teachers' journal #2)
because despite they made some mistakes in the first activity, with the debate we made for the second one, they had a clearer meaning of the words used for the first activity as it can evidence in the students’ diaries.

*S1* "*Con esa actividad supe por qué había tenido dos respuestas mal en la actividad y pude comprender mejor el significado de algunas palabras.*"

*S1* "*With that activity I knew why I had had two wrong answers in the activity and I could understand better the meaning of some words.*"

*(See student's 1 journal #2)*

Also, with the activity implemented during second week of our project we could make an explanation about several mistakes. The first two topics we could explain was the possessive adjectives and the use of the auxiliary verb 'do' and 'does' based on a mistake made by a student:

*S1* "*...pollution is some that do not permit natural resources to fulfill your function...”*

*(See Appendix D. Activity #2)*

That student did not know how to use the auxiliary verb 'do' with the third person and thought that in English it was used only the possessive adjective "your" since in Spanish the possessive "su" is used with most of the pronouns, so we had to explain the
student that in English there was possessive adjective for every pronoun and how to use the auxiliary verb 'do' with the third person.

Another topic we could explain was the use of the articles 'a' and 'an' based on the following mistake:

S2 "...recycling is an measure is used in different schools..."

(See Appendix D. Activity #2)

“The first thing we explained was the way to create negative sentences according to the subject, that in present tense they could use 'do not' or the contraction 'don't', except when they were doing sentences for the third person, in those cases they had to use 'does not' or the contraction 'doesn't'.

Another mistake we could observe in their written definitions was they had troubles to use possessives, because they tended to translate literally to Spanish, for example in Spanish we use the word 'su' as the possessive for every subject, while in English the possessive changes for every subject, so we had to explain that despite the translation into Spanish of every possessive would be 'su' in English they couldn't use its literal translation (Your) for all the pronouns, they had to use the different possessives (My, your, his, her, its, our and their) according to the pronoun used.

Finally, we explained the use of the articles 'a' and 'an' and how they had to be used. That depending on the following word, they had to use one or another. If the word after the article started with vowel they had to use 'an' and if the word started with
The consonant they had to use 'a'. We think it was easier for them to understand than the rules explained before."

(See teachers' journal #3)

Besides, with the two first activities we could support what stated by Byrne (1982) when he mentioned that writing was a particular part of language teaching and for that reason the learning process of that skill could not be isolated from vocabulary learning. When those two aspects are linked, it makes easier for students to develop both skills.

With the third activity, which was based on a song written and performed by the band thirty seconds to Mars, we could observe the students gave more complex answers than the ones given in the needs analysis, for instance, the answers given to the question *What do you think is the main idea of the song?* were:

**S1** "For me it's about how the artic's melted be cause of pollution and don't realice it and it makes a beautiful lie."

**S2** "The main idea of the song is the "beautiful lie" about the climate change what are createing the persons."

**S3** "The main idea of the song is that the people don't see the problems that they are causing thank to their ignorance."

(See Appendix E. Activity #3)

Likewise, they did not make the grammar mistakes they made in the previous activity, however some of the students made mistakes in relation to spelling, so we had to
tell them to be careful because in English the bad spelling of one letter could change the meaning of the word, by way of illustration, the answer provided by one student to the question *Why is the song entitled 'A Beautiful Lie'?* was

\[ S1 \] "Because the artics are melting and not realice sins we thoughtherwase"

*(See Appendix E. Activity #3)*

Besides, there was a student who tended to write the word 'persons' when she wanted to express the plural of the word 'person' as it can be seen in the answer given for the previous question:

\[ S2 \] "Because the persons say things that the climate change is falsehood, considering that not knows about this matter."

*(See Appendix E. Activity #3)*

thus we had to explain them the exceptions to pluralize some words in English, as it can be seen below:

"... we explained the students that to pluralize the words in English it was not enough to add 's' at the end of the words, but sometimes it was necessary to add 'es' as in the words 'church', 'fox' or 'gas'; also, when the words finish with the letter 'y' it was necessary to change the last letter and add 'ies' as in the case of 'company', 'country', or 'sky'; and
finally that there were some words that changed completely as in the case of 'person',
'man' or 'woman'."

(See teachers' journal #4)

For the first poster activity we showed the students a documentary called 'Home' and then we asked the students to make posters in relation to the topic seen in the documentary. With the posters we could make several explanations about grammar aspects, in regard to the use of possessive adjectives and the wrong use of the thick accent in English.

**Poster 1** "The planet does not want to become you trash can she wants to become your family home. Contaminación NOT. Recycle YES."

(See Appendix F. Poster session #1)

"When the students presented the posters we could see there were some mistakes on them one of them was the same one student had made the previous lesson about the wrong use of the word 'you', instead of 'your', but when we wanted to explain again why it was wrong, it was good to see the students recognized the mistake remembering what we had told them. Another mistake made, was about the use of ticks to establish the accent in the word 'contamination', they ticked the second 'o'. When we observed that mistake we explained them that in English the tick to point out the accent is never used, and we could observe that several students did not know about that."

(See teachers' journal #4)
In this activity we could also explain the wrong use some words because the students tended to translate the literal meaning of some words to Spanish.

**Poster 2** "When the last tree be cut, the last river poison, the last fish fishing, single then the man discover that the money not self eat."

**Poster 3** "With you do cut the last tree, contaminated last river you will live count that the money dont buy everything."

(See Appendix F. Poster session #1)

"With other poster we could explain the wrong use of some words: the first was about the word 'single' which was used in a wrong way, the students used this word when they wanted to express an idea using 'just' or 'only', we could explain them that the translation of the word 'single' was 'solo', but it was used specially when they talk about marital status or to refer to one thing, instead of the way they used in that case, when the students referred to the word 'solamente'; the second word was 'self', in this case, the mistake was related to writing style, the students wrote 'self eat' and when we asked them for what they wanted to express in that part, they told us that they wanted to say "el dinero no se come". After they told us that, we explained to the whole group that sometimes in English they have to modify the words they would use in Spanish to express an idea in a better way, for example in that case they could have written: "money cannot be eaten", it means using the verb 'can' and the main verb they wanted to use (Eat) in its participle form."
In another poster we could observe the students confused the word 'when' with the connector 'with', also they used the verb 'do' where should be used the verb 'have', we made these two clarifications comparing the meaning of the sentence in English with the translation into Spanish, which made the students understood easily the mistakes they made, also they omitted the article 'the' when it should have been used, we explained them that when they talk about different things they had to include again the article to mention the second or the third thing. Another mistake was about the word 'count', the students used it, assimilating it had the same meaning in English and in Spanish, we explained them that despite in Spanish it is used as a synonym to the words 'tell' or 'say', in English the word 'count' is used generally to enumerate or separate a list of things; the second mistake was presented also in this part because when the students used the word 'count' they should have used in it gerund form..."

(See teachers' journal #4)

Another aspect we could explain with this activity was the use of auxiliary verb 'do' and 'does', and the way to use it according to the pronoun or the subject and the confusion the students had with some words, where we had to compare the sentences in Spanish and English to make clear the meaning of those words. When using a comparative strategy, to explain the sentences, students could understand better how to express their perceptions and opinions in a proper way. Students started to share their ideas, and at the same time, they were aware of the language they were learning.
"...and the last mistake was about the use of the auxiliary verb 'do' with the third person, they wrote 'don't' instead of 'doesn't' when they were talking about money, so we explained them the use of the auxiliary verb and how to use with the third person."

(See teachers' journal #4)

Despite the students made several grammar mistakes during the first poster session we saw that they did not have so many problems to express their ideas in comparison to those they had when we implemented the needs analysis. The posters aimed to make the students communicate an idea to their classmates, and for that reason the students needed to have a basic vocabulary knowledge in relation to environmental issues to do it in a right way because as said by Pincas (1982), writing should have a communicative function, and if the students do not have the proper vocabulary to do it, it is going to be difficult for them to write it, and for the readers to understand it, so the use of vocabulary during previous lessons and the idea of making something focused on showing a message with a particular intention, helped the students to do it right.

In the fifth activity, as same as in the third one, the students provided more complex ideas using new vocabulary. However with one of the sentences given by the students for the activity, we could see they had problems to use passive voice

S1"The toxic waste trow by industriis."

(See Appendix G. Activity #5)
"First, we explained that there were two ways to make sentences in English, one was when they wanted to give the main attention to the subject and other when they wanted to give it to the object. For example with the sentence that was written wrong, they could write 'The industries that emit/throw toxics' using active voice, or keep in the way she wanted to do it writing 'The toxics that are emitted by the industries'. The students didn't have problems with the first one but we had to explain the second one using the way it could be translated into Spanish as "Los tóxicos que son emitidos por las industrias", and then we explained how the verbs should be used in that kind of sentences, it means the use of verb 'to be' in present or past depending on the sentence and the main verb in its participle form. It was still a little complicated for them so we asked them to make some examples on the board using similar sentences to those they had written in the activity and at the end it seemed it was clearer for them."

(See teachers' journal #5)

So, we used that mistake to explain the topic. Despite it was a difficult topic for the students, the idea of making them write some examples on the board helped them to understand it in a better way as it can be seen in the next extract:

S1"...La forma pasiva me pareció más difícil por las reglas que deben tenerse en cuenta para usarla. El profesor nos decía que dependiendo la frase tenía que usarse el verbo 'to be' en presente o en pasado y después el verbo principal tenía que escribirse en participio.
Después de la explicación el profesor nos pidió a varios de nosotros que pasáramos al tablero y escribiéramos unos ejemplos usando la forma activa y pasiva con oraciones relacionadas con el medio ambiente, después de varios ejemplos entendí un poco mejor cómo hacer las oraciones pasivas”.

ST1 "...The passive form was the hardest for me because of the rules that have to be taken into account to use it. The teacher told us that depending on the sentence it has to be used the verb 'to be' in present or in past and after the main verb it had to be written in participle.

After the explanation the teacher asked some of us to go in front and write on the board some examples using the active and the passive voice with sentences related to the environment, after several examples I understood a little better how to do passive sentences.”

(See student's 1 journal #5)

Further, the students made again some mistakes regarding spelling, so one more time we had to advise them to be very careful with that.

For our sixth lesson we applied a reading comprehension activity in order to observe if the vocabulary provided to the students in previous lessons was adequate to make them able to comprehend the main ideas of three short texts. We thought it was not enough to apply a 'True or false' activity to observe that, for that reason we asked the students to explain with their own words what they understood from the three texts, also, because the focus of our project was the writing skill. With this activity we saw they understood the
main ideas of the texts, also they used several of concepts which dealt with environmental issues they had acquired during the lessons, as it can be evidenced in the following answer:

S1 "The greenhouse effect: is the gases produced for the humans that heat up the atmosphere spend the air to go up a temperature"

(See Appendix H. Activity #6)

Finally, another relevant aspect to mention about this activity is that despite the students still made some spelling mistakes, compared to previous activities there were less than before.

S2 "The greenhouse effect: is when accumulate CO2 in an alone space and is provoke for humanity."

(See Appendix H. Activity #6)

"We were worried about the written part because of the spelling mistakes the students had made in the previous activities, however when we checked their writings we saw they had made less spelling mistakes than those made in previous activities."

(See teachers' journal #6)

For the second poster activity, that was implemented during the seventh week we showed the students another documentary called 'Before the Flood' and as same as in the first one we asked them to do a poster about the documentary. When we observed the
products made by the students, we saw they did not make grammar mistakes, despite the complexity of the sentences they used. Nevertheless, we used the posters to make some clarifications about the negative sentences in English.

**Poster 1** "...we believe them and we don't do nothing..."

*(See Appendix I. Poster session #2)*

"...we used that mistake to tell them that in English they just had to negate once, when they used the auxiliary 'don't' or 'do not' they had to use other word (Something or anything) instead of 'nothing' because it became a mistake negating twice the same sentence, for example 'we don't do anything'. We also explained them that they had other possibility to make a negative sentence, they could use the auxiliary 'do' or 'does' (According to the pronoun) in its affirmative form and negating with the word 'nothing', for example 'we do nothing'.''

*(See teachers' journal #7)*

Also, we could observe in another poster the correct use of the passive voice that was explained the previous lesson and could explain some aspects about the demonstrative adjectives.

**Poster 2**"...because much deforestation is needed to make that products..."

*(See Appendix I. Poster session #2)*
"In other poster a student wrote 'deforestation is needed to make that products' using the demonstrative 'that' in a wrong way, when she had to use 'those', so we used that mistake to explain the students the way they had to use the demonstrative adjectives (That, those, this, and these). A positive aspect we observed in the sentence used to explain that, was that the student used properly the passive voice (The topic explained two weeks ago)."

(See teachers' journal #7)

When we applied the eighth activity, where we wanted the students find the contrast presented in the video of ‘Earth Song’ performed by Michael Jackson we saw the students used in a better way the passive voice than when they used for the first time when we implemented the fifth activity, which made us see that the examples the students did during that lesson using ideas related to environmental issues were effective to make the students understand that topic in a better way.

SI"The contrast shown in the video is the destruction of the humans towards the planet since in the video shown with the tree is burned, the animals become extinct and the factory contaminate."

(See Appendix J. Activity #8)

Also, we observed some students used new vocabulary they had acquired when they saw the documentary 'Before the Flood' during the previous lesson
Thereby we noticed the students made connections between what they learnt in previous lessons with what they were learning in the new ones, it means the activities and the topics used in previous lessons were not just isolated issues, but they remained in students' knowledge.

Another aspect we consider important to mention in relation to the language is that there was one student who made a word order mistake, where she wrote 'race human'

so we used that mistake to remind the students that in English the adjectives had to be placed before the noun, and as we saw that the examples created by the students was a good strategy to make something clear for them, we used it again.

"...We had to remind the students that in English the adjectives had to be placed before the noun, that in Spanish they should be placed after the noun but in English the order changed, that for example in that case it had to be written 'Human race', then we asked them the students to write on the board some examples related to environmental issues and
they gave us examples like 'contaminated environment', 'polluted skies' and 'poisoned rivers'.”

(See teachers' journal #9)

When we used again that strategy during the ninth week we could observe that students were able to remember some grammar rules when they were used with a particular topic more than when it was explained with isolated examples. We saw this when we asked the students to give some examples to explain the adjectives word order and one of them wanted to use the word 'skies' and he wrote 'skys' but several students corrected him, and were able to explain the rule of the irregular plurals because 'skies' was one of the words used to explain that. The students were able to remember the grammar rule despite it was a topic we had explained several weeks ago.

"...Luego el profesor nos pidió que hiciéramos más ejemplos relacionados con el medio ambiente y mis compañeros escribieron varios ejemplos, un compañero iba a escribir cielos contaminados y escribió polluted skys, pero luego varios compañeros le dijeron que estaba mal, porque cuando la palabra terminaba en Y, y se quería colocar en plural había que cambiar la Y del final por la I latina y luego agregar ES. En mi caso fue fácil recordar esa regla porque la palabra skies fue una de las que el profesor usó para explicarnos eso hace varias clases."

"...Then the teacher asked us to make more examples related to the environment and my partners wrote several examples, a classmate was going to write cielos contaminados and he wrote polluted skies but then some of my classmates told him that was wrong,
because when the word ends y, and he wanted to make it plural he had to change the y for the I and then add es. In my case it was easy to remember that rule because the word skies was one of the words the teacher used to explain that some lessons ago.”

(See student's 1 journal #9)

During the tenth week of the project we used the video 'Another Way to Die', which portrays how the future could be if human beings continue using the natural resources, and we asked the students to write how they thought the future would be. With this activity we could explain the students the simple future tense, using a mistake made by a student who wanted to write the negative form of future tense writing 'will’nt', when she aimed to answer the following question: how do you think the future will be like? Do you agree with the idea portrayed in the video?

S1 “The animals will’nt have where live, the humans will’nt become extinct...”

(See Appendix L. Activity #10)

using the contraction in a wrong form, we used this mistake to explain the future tense and how to use the contraction form in a proper way and we used other students’ ideas to make it clearer.
“...Cuando le entregué mi hoja al profesor él me dijo que tenía un error y nos explicó a todo el salón cómo usar WILL y GOING TO, nos dijo que WILL por lo general se usaba para hablar de decisiones que se tomaban al momento o de algo que no se sabía por completo si se iba a realizar, mientras que GOING TO se usaba para hablar de una decisión que se había tomado antes de decirla. También nos explicó la forma negativa de WILL, y me di cuenta de mi error, yo había escrito WILL’NT y el profesor nos dijo que debía escribirse WILL NOT o WON’T. Luego nos dio más ejemplos con otras frases de mis compañeros.”

“... When I gave my paper to the teacher he told me that I had a mistake and he explained us how use WILL and GOING TO, he told us that WILL was usually used to talk about decisions that were made at the moment or something wasn’t sure to be done, while GOING TO was used to talk about a decision that was already made. He also explained us the negative form for WILL and I realized about my mistake, I had written WILL’NT and the teacher told us we should write WILL NOT or WON’T. Then he gave us more examples using the sentences of my classmates.”

(See student’s 1 journal #10)

When we asked the students to propose ideas to create environmental awareness, we wanted to observe if there was an improvement in the proper use of simple future tense, and we could check that the examples provided in the previous lesson were a useful tool to make the students had a clearer idea of how to create sentences using future tense, including the negative form, also we saw there was a good use of the passive voice (another topic explained during previous lessons)
**S1** “The plant pot will be watered every day for grow.”

(See Appendix M. Billboards)

Furthermore, we could see a better use of the adjectives word order, placing the adjective before the noun instead of doing it as it is done in Spanish (After the noun).

**S1** “Recycle plastic bottles for make the plant pots.”

(See Appendix M. Billboards)

All those improvements were made due to the examples provided by the students in the previous lessons, examples that used vocabulary in relation to the environmental topics that allowed the students remember the grammar rules in an easier way as it can be seen in the next excerpt:

**S1** "Después el profesor nos dijo que hiciéramos una cartelera explicando en cinco pasos cómo haríamos el proyecto, tratando de usar el futuro WILL y su forma negativa. En mi poster yo usé la forma negativa solamente una vez, pero esta vez lo hice bien, recordé todos los ejemplos que habíamos hecho la clase anterior y recordé que no se escribía WILL’NT sino WON’T.

Tuve problemas para escribir el último paso porque quería escribir que las plantas serían regadas todos los días pero no sabía cómo hacerlo, pero luego recordé que el
profesor en una clase nos había dicho que eso se llamaba voz pasiva y que se colocaba el verbo en participio y que en esa clase luego nos había hecho escribir varios ejemplos en el tablero.

S1 "Then the teacher asked us to do a billboard explaining in five steps how we would develop our project, trying to use the future WILL and its negative form. In my billboard I used the negative form just one time, but I did it properly. I remembered all the examples we had done the previous class and remembered that it has to be written WON'T instead of WILL'NT. 

I had some problems to write the last step because I wanted to write that the plants would be watered everyday but I did not know how to do it, but then I remembered that the teacher in a class had told us that it was called passive voice and that the verb had to be written in participle and remembered that in that class he made us write several examples on the board." 

(See student's 1 journal #11)

When the students explained their billboards, we wanted to observe how they had handled with the three aspects (Audience, purpose and occasion) mentioned by Urquhart & McIver (2005) when they expressed that those three aspects define all types of writing. In this case, the students had to take into account that they had to explain their mini-projects in a short period of time to their classmates, who had similar knowledge to the one they had in that moment, and they also had to keep in mind the purpose they wanted to get by doing and explaining the project.
In the last week of our project we could observe several improvements in comparison to the previous results given by the students. The students produced ideas with no mistakes of any kind. One the most notorious improvements was in relation to the passive voice that despite it was a difficult topic when it was used for the first time in the activity implemented during fifth week of the project, during the last activity they used it properly.

*S1* "Toxic waste has to be eliminated..."

*S2* "Big part of the greenhouse effect is caused by methane. Methane warms 23 times more the atmosphere than the CO2, and it is thrown by..."

*(See Appendix N. Final Poster Session)*

Another relevant improvement we could see was about the use of possessive adjectives, in the first poster activity made during fourth week of the project some students made mistakes when they used them, but in this poster activity they used in a proper way.

*S1* "...industries continue increasing their production affecting the ecosystems just to gain money with the commercialization of their products."

*(See Appendix N. Final Poster Session)*
With those examples extracted from the final posters made by the students we could see that our purpose and the way we developed our project helped students to improve their writing skill and to acquire new vocabulary that they were able to put into practice.

"...When the students began to explain their posters, we were really surprised that most of them did not have grammar mistakes on them which proved to us that the way we developed the project was good for them, that it was not necessary to focus the lessons on a grammar issue to make they understand the rules to use it. Using the mistakes made by the students and using examples in relation to environmental topics was useful for them to understand in an easier way the grammar aspects.

Also, we saw the vocabulary and the knowledge in general terms they had acquired about Environmental care."

(See teachers' journal #12)

DEVELOPING ENVIRONMENTAL HABITS AND AWARENESS THROUGH EFL

As it was mentioned in the previous category, when we applied the needs analysis we observed the students considered environmental care as something important notwithstanding their answers were short and they did not show a high knowledge about the factors that affect the environment.
When we implemented the first two activities we observed a progress about what is mentioned above because when the students were provided with the vocabulary from the first activity (See Appendix C. Activity #1.)

"...The activity consisted on completing seven sentences with ten words missing. The ten words missing were related to environmental issues (Pollution, deforestation, warming, effect, biodiversity, recycle, windmill, gases, used up and protection)."

(See teachers' journal #1)

they were able to use those new concepts to express their ideas in an easier way, showing their understanding about how those words were related to environmental issues (See Appendix D. Activity #2.)

S1 "...Con esa actividad supe por qué había tenido dos respuestas mal en la actividad y pude comprender mejor el significado de algunas palabras."

S1 "...With that activity I knew the reason why I had had two wrong answers in the (previous) activity and I could understand better the meaning of some words."

(See student's 1 journal #2)
With the first song we used (A Beautiful Lie by 30 Seconds to Mars) we could see three important things to mention. The first one is that the students showed they understood the metaphorical meaning of the song, making the relation of the title to those people who think climate change and global warming is something that is not really happening

S2 “Because the persons say things that the climate change is falsehood, considering that not knows about this matter.” (See Appendix E. Activity #3)

because some governments and media want people to think that way so they can continue developing some activities that affect the planet without people against that.

S3 “'Cause all that the people are living is a lie for the commercials, that is in TV the tv shows and all the things that the government want that we know.” (See Appendix E. Activity #3)

Another relevant issue we found with this activity is that the answers given by the students portrayed the reasons why they thought most of the people did not care about the environmental issues we are facing, and it is because most of the people are not affected
directly by those environmental problems, while in the case of the Eskimos, it is different because they observe how the arctic ice is melting and how it affects their life style.

\[ \text{S2} \] “My opinion is that the persons who are living will have more difficult in a future, the that is, very sad, considering that can not get better opportunity of live.”

\[ \text{S3} \] “That just the Eskimos see the reality because they are living it, because they are being affect for it while the another people no.”

(See Appendix E. Activity #3)

The last thing we observed with this activity is that students showed they were conscious about those habits that affect the environment,

\[ \text{S2} \] “We can avoid throw litter and recicly because the litter to being burned loose gater that heat up atmosphere.”

(See Appendix E. Activity #3)

and that the only way to change those habits is that all the people become a community in which they share the idea and the feeling of helping the planet.
With the first documentary we showed the students, they acquired a more aware perception about the planet and as it was evidenced in their posters, they portrayed that the planet is not our trash can but our home, so we need to stop contaminating it and we need to take care of it.

**Poster 1** "The planet does not want to become you trash can she wants to become your family home. Contaminación NOT. Recycle YES."

(See Appendix F. Poster session #1)

They also expressed through their posters that human being need to understand that money cannot buy everything, that there might be a lot of money in the world, but if there are no trees or rivers, the money will be useless because the money will not give us something to eat itself.

**Poster 2** "When the last tree be cut, the last river poison, the last fish fishing, single then the man discover that the money not self eat."
Poster 3 "With you do cut the last tree, contaminated last river you will live count that the money dont buy everything."

(See Appendix F. Poster session #1)

With this activity the students showed a high interest about taking care of the planet and the natural resources expressing that they consider them as something very important to preserve our lives, as it can be seen in the next extract:

S1 "...El documental me hizo pensar en que en serio tenemos que cuidar el planeta porque es nuestro hogar y el que nos permite vivir, si el ser humano sigue acabando con los recursos naturales el ser humano se va a extinguir, porque los recursos son explotados para que algunas personas puedan conseguir dinero pero cuando no haya más recursos el dinero no servirá para nada y los seres humanos desapareceremos.

S1 "...The documentary made me think that we actually have to take care of the planet because it is our home and it allows us to live, if the human being continue using up the natural resources, the human being is going to be extinct, because the resources are exploited to make some people obtain money but when there would not be more resources the money will be useless and the human beings will disappear."

(See student's 1 journal #4)
In the next activity we applied for our project we wanted to observe the knowledge the students had acquired until then and we saw the students mentioned ideas they did not know before the implementation of our project, for example, how the pesticides affected the plants and negative effects of pyrotechnic games.

*S2* “*The use of pyrotecnic games in events.*”

*S2* “*Use of pestisides in cultives of plants that affect at the bees.*”

(See Appendix G. Activity #5)

When we used the reading comprehension activity for the sixth week we saw students were able to recognize the consequences of the climate change, the greenhouse effect and the global warming

*S2* “*Climate change: the climate change is when the temperature atmospheric exchange for contamination what the human provoke.*”

*S2* “*The greenhouse effect: is when acumulate CO2 in an alone space and is provoke for humanity.*”

*S2* “*Consequences of global warming: there are two major effects of global warming: the increase of temperature on the earth by about 3° to 5° C.*”

(See Appendix H. Activity #6)
and how those negative factors were related among them

S3 “The climate change is implicit in seasons that are “present” in the earth, where basicallli is a serie’s change in the earth that affects at the peoples.’’

S3 “Greenhouse effect is the process by which are produced gases that produce the global warming far so much CO2 in the atmosphere.”

S3 “Global warming: the global warming is when there increase of temperature and for this the levels sea up.”

(See Appendix H. Activity #6)

Additionally, we saw that the readings we chose to do that activity was meaningful for the students because several aspects of the information on them caught their attention and they kept those facts on mind, as can be seen below:

S1 "También (Aprendí) que el efecto de los gases de invernadero ha aumentado desde la revolución industrial debido al uso de combustible fósiles y a la explotación de los suelos. También aprendí sobre varias causas del calentamiento global, como que a causa de eso la temperatura de la tierra ha aumentado de 3 a 5° centígrados, también que a causa de eso los desastres naturales como los huracanes y las inundaciones han aumentado, que los glaciares se están derritiendo más rápidamente, varios animales se ponen en vía de extinción y están volviendo enfermedades que ya se habían extinguido.
S1 "Also (I learned) that the greenhouse effect has increased since the industrial revolution due to the use of fossil fuels and the exploitation of the soil. Besides, I learned about several causes of the global warming, for example that because of it, the temperature has risen from 3° to 5° Celsius, also, that because of that, the natural disasters like hurricanes and floods have increased, that the glaciers are melting faster, some animals are in danger of extinction and diseases that had disappeared are coming again."

(See student’s 1 journal #6)

By that time of the project, we had seen that as suggested by Hauschild et al. (2012), teachers have many different ways to encourage the students to become aware of the environmental problems we deal with and every teacher has the freedom to decide how to approach to the topics he/she wants to work with their students. For instance, up to that moment we had used discussion groups, songs, videos, documentaries, reading comprehension activities and poster sessions where the students were able to express their ideas in different ways, which was helpful to make all of them could acquire some knowledge.

When we applied the second poster activity we saw the students related the topic of the documentary 'Before the Flood' with the video of the song presented in a previous lesson (A Beautiful Lie). In one of the posters a student wrote about the governments that said that climate change is not real because it was better for them that people thought that way, and at the end of the poster she wrote the title of the song (See Appendix I. Poster Activity #2).
Also we saw that one of the aspects in the documentary that caught the attention of the students was to be aware that the production of several products they consumed daily, affected the planet (See Appendix I. Poster Activity #2) and that made some of the students thought about changing their habits and try to make the close people to them also change them in order to help to protect the forests as it can be seen in the next excerpt:

S1 "Lo que más me llamó la atención del documental fue ver que hay productos que consumimos a diario y que afectan al planeta, que para hacer esos productos se destruyen muchos bosques y eso afecta al planeta porque los bosques absorben el CO2 para que no se quede en la atmósfera y haga que el cambio climático avance. Eso me hizo pensar que si seguimos consumiendo esos productos muchos bosques van a seguir desapareciendo, por eso voy a intentar de consumirlos menos y de convencer a mis familiares y amigos de que también lo hagan.

S1 "What caught my attention from the documentary was to see that there are products we consume daily and affect the planet, because to do those products, several forests are destroyed and that affects the planet because the forests absorb the CO2 so it does not stay in the atmosphere and makes the climate change go faster. That made me think that if we continue consuming those products several forests are going to disappear, for that reason I am going to try to consume them less and try to convince my family and friends to do that too."

(See student's 1 journal #7)
Furthermore, in this activity we found the students made connections of the documentary with previous lessons, making a link between the similarities observed in the documentary and in videos seen in previous lessons, as it can be observed in the next excerpt:

S2 "En el documental mostraban que varios gobernantes dicen que el cambio climático es mentira porque es lo que les conviene para poder explotar los suelos y los recursos naturales, eso me hizo recordar el video sobre el derretimiento de los polos que el profesor nos había mostrado en una clase porque ahí mostraban que el calentamiento global era una mentira porque sólo los que viven en los polos ven que es verdad que los glaciares se están derritiendo, los demás piensan que es mentira porque no ven los efectos del calentamiento global.

S2 "In the documentary showed that some governments say that climate change is a lie because in that way they can exploit the soil and the natural resources, that reminded me of the video about the melting of the poles that the teacher had shown us in a class, because there was shown that the global warming was lie because just the people who live in the poles see that is true that the glaciers are melting, the other people think it is a lie because they do not see the effects of global warming."

(See student's 2 journal #7)

When we implemented the eighth activity we wanted the students to reflect about the personal habits they had that damaged the environment. In previous lessons we had
talked in general terms about the activities that affected the most to the environment, activities like the use of land or fossil fuels, but with that activity we wanted the students thought about the activities they or people close to them did daily and affected in a negative way the environment.

With this activity we could observe the students showed that the two activities they thought affected the most the environment was to waste water and throw garbage on the streets.

\[ S1 \text{ “The habits that damage the environment are: waste the water, burn the litters, no recycle…”} \]

\[ S2 \text{ “The habits that I think that people or me do to damage the environment are: throw trash in the streets, smoke in different places, spend water taking a shower.”} \]

(See Appendix J. Activity #7)

At this point of the project we could say that students were becoming \textit{environmentally literate people} because they complied with the requirements established by the Unesco and stated by Sahin et al. (2012, p. 158), where it was said that an environmentally literate person is the one who is aware and sensitive to the total environment; understands environmentally associated problems; acquires values and concern for the environment and participates in the environmental protection; acquires skills for solving environmental problems and works for the solution of the environmental problem”, and as it can be evidenced in the answers provided by the students, by that time
they were able to recognize the activities that affected the most the environment and based on that they proposed ideas to face the environmental problems we are dealing with currently, as it can be seen in previous and later activities.

Also, we observed as same as with the video we used for the third activity (A Beautiful Lie) that students comprehended the main idea of the video, understanding how the human beings destroy the nature. Even there were some students who expressed there was a war between human race and machines, against nature.

S2 "The contrast the video is the nature against the race human"

S3 "The contrast the video is machine in the nature."

(See Appendix J. Activity #7)

When we used the song 'What I've Done' in the ninth week of our project, we saw some students related the natural disasters, the soil exploitation and the extinction of species with the governments who did not care about those issues.

SI "A big topic is the dictatorships, 'cause they're a cause of the wars, exploitation and consequently of natural disasters and extinction of species."

(See Appendix K. Activity #8)

Despite it was not explicit on the video they could identify that idea because of the documentary they had seen in a previous lesson (Before the Flood).
"Uno de los temas que más me llamó la atención fue que se mostraba como los gobiernos han causado tantas guerras, eso también me hizo recordar el poster de una compañera sobre el documental que habíamos visto hace 15 días, donde ella habló de cómo los gobiernos nos engañan para explotar los recursos y luego dicen que es por el bien de la economía del país, entonces pensé en que los gobiernos son uno de los factores que más influyen para que haya tantos desastres naturales, tanta explotación de los recursos y que los animales queden en peligro de extinción."

"One of the topics that caught my attention was the way it showed how the governments have caused many wars, that made me remember the poster of a partner about the documentary we had seen 15 days ago, where she talked about how the governments cheated on us to exploit the resources and then they told us that they did it because of the economy of the country, so I thought that governments are one of the factors that influence the most to provoke several natural disasters, so mucho exploitation of resources and make animals go in danger of extinction.”

(See student’s 1 journal #9)

With the song 'Another Way to Die' we found that students considered one of the most important problems in the world was the waste of water, the students expressed that if we continue wasting water, in the future the people will fight to get some water and it will be very expensive.
S1 "...The humans will fight for get water."

S2 "Will be several wars for water, where people with silver dominate and those of low stratum will die..."

(See Appendix L. Activity #9)

Another issue we found was that students one more time related this song with the documentary shown during the seventh week (Before the Flood) and the song presented the previous class (What I've Done), expressing the idea of how the governments were involved in the destruction of the planet and how they want to continue destroying the planet because it helps them to get money.

"...Una de las cosas que más me llamó la atención es que mostraban que las personas solamente podían tomar un poco de agua sucia y durante un tiempo muy corto mientras unos solados los vigilaban, también me llamó la atención una parte en que un anciano usaba a escondidas un poco de agua para regar una planta de la cual salía una fresa, y cuando los soldados se daban cuenta, golpeaban al anciano y destruían la planta. Esto me hizo recordar el documental que habíamos visto y la canción de la clase anterior, que mostraba cómo a los gobiernos les conviene que los recursos naturales se destruyan, igual que en este video los soldados querían que las personas sigueran sin plantas que pudieran darles alimentos a las personas."

"...One of the things that caught my attention was that (The video) showed that people (In the future) just could drink a little bit of dirty water during a short time while some soldiers
watched them, it also caught my attention a part where an elder person hid a little of water to water a plant, which produced a strawberry, and when the soldiers realized of that, they hit the elder person and destroyed the plant. This made me remind the documentary we had seen and the song of the previous class, that showed how the governments prefer that natural resources be destroyed, as same as in the video with the soldiers wanting the people could not get plants which could provide them food."

(See student's 1 journal #10)

When the students had to propose mini-projects to create environmental awareness in the eleventh week of the project we saw students were really concerned about helping the planet, we found a variety of ideas to sensitize people about taking care of the environment

“Today we began the class asking the students for the mini-projects they had found to create environmental awareness, and we were very pleasant when we listened the ideas the students had, some of them wanted to create programs to recycle in the school using trash cans with used boxes, other ones wanted to make plant pots with plastic bottles, other ones wanted to make campaigns with posters around the neighborhood where they explain all the consequences of the pollution and the bad habits that affected the planet like throwing trash on the streets and wasting water, that were the most negative activities students found in the class we gave them three weeks ago.”

(See teachers' journal #11)
and the students were very excited about developing their projects because they felt it would be a way in which they could help to contribute to save the Earth. Some of them did not want just to create environmental awareness in the community, but to go beyond that and do something bigger that did not just create environmental awareness on people but create projects where they could put into practice that environmental awareness they had acquired through the lessons.

"... el (Mini proyecto) que yo encontré que me llamó la atención era de hacer macetas con botellas plásticas porque además de reciclar también podría contribuir para darle vida a nuevas plantas. Me gustaría mucho comenzar a hacer este proyecto porque así podría ayudar a salvar el planeta, a crear más vida con las plantas teniendo en cuenta todos los árboles que son cortados a diario. También me gustaría hacerlo porque así no sólo ayudaría a hacer que otras personas tengan más conciencia ambiental, sino que yo misma pondría en acción esa conciencia ambiental que he aprendido en las clases." 

"... the (Mini-project) that I found caught my attention was about making plant pots with plastic bottles because besides I could recycle, I also could contribute to give birth to new plants. I would like so much to begin this project because in that way I could help to save the planet, to create life with the plants keeping in mind all the trees that are cut daily. I would also like to do it because in that way I also would help make other people become environmentally aware, so I would put into practice the environmental knowledge I have acquired through the lessons."

(See student's 1 journal #11)
As it can be seen in the excerpt brought from one of the students' journals, the knowledge acquired by the students through the project can be considered as *environmental education* according to the definition given by Gursoy (2010), where he displays that environmental education is to help people to develop positive attitudes in relation to the environment, so they become actively involved in providing solutions to environmental problems.

For the final poster activity the students had to design a poster where they portrayed the knowledge they had acquired during the whole project; they could use the topic they preferred, and with those posters we saw that students learned several things and were more conscious about all the challenges the human being have to face to preserve and take care of the planet, which showed us the project had good results because when we applied the need analysis the students showed they cared about the environment but they did not know what they could do to help the planet, whereas that here they mentioned negative things like the use of fossil fuels, natural gas, the toxic waste; and how the recycling, the use of clean energies, and the reduction of industrial production could help the environment and the way we live.

*S1* "*Toxic waste has to be eliminated, but industries continue increasing their production affecting the ecosystems just to gain money with the commercialization of their products.*"

*S2* "*Big part of the greenhouse effect is caused by methane. Methane warms 23 times more the atmosphere than the CO2, and it is thrown by:*"
Cattle raising

Fossil fuels

Natural gas

Energy generated by steam

Decomposition of organic matter.

To reduce the greenhouse effect we have to:

Reduce the consume of meat

Use clean energy like solar or wind energy

Recycle to reduce the amount of trash"

(See Appendix N. Final Poster Session)

"...quise hacerlo (El poster) sobre eso porque cuando vimos el documental fue una de las clases que más me gustó y con las lecturas aprendí muchas cosas interesantes.

En las lecturas se hablaba de lo malo que es el metano, y como este calienta 23 veces más la atmósfera que el CO2 y contribuye al efecto de invernadero, entonces quise mostrar algunas de las cosas que producen metano hacia la atmósfera. Ahí recordé que en el documental hablaban de que el excremento de las vacas produce mucho metano y que al consumir mucha carne se necesita más ganado y así mismo se genera más excremento con más metano, por lo que tenemos que reducir el consumo de carne. También quise mencionar lo del uso de los combustibles fósiles y el gas natural que también produce metano, así que tenemos que comenzar a usar más energías limpias como la eólica o la
energía solar y finalmente, también escribí sobre la descomposición de la materia orgánica que también produce metano, por eso tenemos que reciclar.

"... I wanted to do it (The poster) about that because when we saw the documentary, that was one of the lessons I liked the most and about the readings because with them I learned a lot of interesting things.

The readings dealt with negative effects of methane, and how this warms the atmosphere 23 times more than CO2 and how it contributes to produce the greenhouse effect, so I wanted to show some of the things that produce methane to the atmosphere. There, I remembered that in the documentary talked about how the cow dung produce a lot of methane and when people consume so much meat, it is need to have more cattle and in the same way it is generated more dung with more methane, for that reason we have to reduce the consume of meat. Also, I wanted to mention the use of fossil fuels and natural gas that also produce methane, so we have to begin to use more clean energies like wind or solar power, and finally, I also wrote about the decomposition of organic matter that produce methane too, for that reason we have to recycle."

(See student’s 2 journal #12)
CHAPTER SIX

CONCLUSIONS AND FURTHER RESEARCH

This chapter is divided into two sections. The first section presents the conclusions drawn from the project, its process and results. The second section of the chapter suggests ideas in order to carry out projects that have to do with environmental teaching through English in the future.

CONCLUSIONS

This project was carried out with the idea of using a foreign language as a tool to achieve knowledge that is not always related to the language teaching and learning processes. Throughout the whole study, we could notice different aspects that are not only about the language in use, but about the students and what they learned from this project.

It is well known that CBI (Content Based Instruction) is used to help students develop the language through tasks and activities that do not focus on language structure at all, but on the use the language can have to be meaningful and purposeful. When we decided to propose in this project, the English language as a tool, so the aim was to teach the students something they could truly use, the CBI was the correct technique. Having the CBI helped the students not to focus on the English as a school subject, but as a way communicating their ideas with a specific objective; students were able to share their
opinions not only speaking but writing, without worrying about a grade, or about mistakes.

During this study, the language was used beyond itself, which means that it was a means to teach students something that had to do with environmental awareness, English was no longer a subject where they had to learn structures, and write sentences, that were isolated to the reality, using that structure, English became a way in which students could express themselves and some of the concerns they had. As English teachers, we have faced different scenarios in which the language is learnt and taught, and we could observe that most of the time, the language is taught in a way that does not have a connection with the students’ lives, that is why it was so important to develop this project, because in that way, students could use what they were learning to talk and write about things they were interested in. We consider that this is an important conclusion, because from our experience this was a new way of teaching.

Finally, we believe the CBI can be used not only in English teaching, but also in other languages, because it allows both, teachers and students to develop a process in which the goal is to communicate in the target language, and not to learn things that are not relevant, nor in the students’ context or reality.

**FURTHER RESEARCH**

Language teaching is something that goes beyond the classrooms, because it is not only about grammar features but also about how to communicate. Bearing that in mind, it is important to propose transversal projects in which students are involved not only in the language but also into topics they care about, and they concern.
For the reason mentioned above, in the project we carried out, English was used as a tool for teaching students to care about the environment, following that sense, we did not focus on grammar, but we handled grammar issues when students made mistakes through the different activities we implemented, however, those grammar aspects were not as relevant as the content proposed for the lessons.

The final purpose of our study was to encourage studies to create and develop environmental projects for their school and the community where they lived. Nevertheless, only the first stage of the projects, in which students proposed and explained their ideas, was done. One of the main ideas of the environmental project was to have a process in which the students could develop the projects and through the lessons explain their progress and the impact they had in their school and community, but we took several weeks of the project providing the students with concepts that they could use to develop their projects, and at the end, the time was not enough to develop them. Therefore, we consider that for future projects, researchers should take less time during the conceptualization stage, so the students have more time to develop their projects, and the researcher can check and evaluate the process.

As an addition, we consider that there is another topic which can be developed in further research. In the literature review section about the environmental education, we mentioned some research studies concerning the environmental care and the students’ gender. We acknowledge this as an important topic that can be developed in studies from the relational framework theory.
REFERENCES


Climate change impact assessment on urban rainfall extremes and urban drainage: Methods and shortcomings


*Doing teacher-research: From inquiry to understanding* 1998 Boston Heinle-Cengage

Environment and economic risk: An analysis of carbon emission market and portfolio management

Environment Research 5.


*Ingeniería Ambiental* 1999 México Pentice Hall


Planning for climate change: The need for mechanistic systems-based approaches to study climate change impacts on diarrheal diseases. *Science of The Total Environment* 548-549


Statistical precipitation downscaling for small-scale hydrological impact investigations of climate change. *Journal of Hydrology* CDII 193-205


Understanding the adaptation deficit: Why are poor countries more vulnerable to climate events than rich countries? 2014 *Global Environmental Change* XXVII:9-18

APPENDICES

Appendix A. Narrative Experience

"No me gustan las clases de inglés porque no entiendo nada, porque la profesora solamente nos explica unas estructuras, luego nos dice que hagamos 10 o 20 oraciones usando esa estructura y después se va y sólo vuelve hasta el final de la clase.

Appendix B. Needs Analysis Format

QUESTIONNAIRE

✓ What is your name? _________________________________
✓ How old are you? _________________________________
✓ Who do you live with?
   _________________________________
✓ What is your favorite music? ________________________
✓ What do you like to do in your free time?
   _________________________________
✓ What activities would you like to do through the English lessons?
   _________________________________
✓ Do you think English is useful? Why?
   _________________________________
✓ What do you think about the environmental care?
   _________________________________
Appendix C. Activity 1

VOCABULARY – THE ENVIRONMENT

Choose the correct word: Pollution, deforestation, warming, effect, biodiversity, recycle, windmill, gases, used up, protection.

➢ There is a growing concern over the _________ of species habitat and _________.

➢ The earth’s resources are being _________ at an alarming rate.

➢ The greenhouse _________ is an increase in the amount of carbon dioxide and other _________ in the atmosphere which is believed to be the cause of a gradual _________ of the surface of the Earth.

➢ The energy generated by the _________ is both very efficient and clean.

➢ There have been many reports about _________ which is destroying large areas of tropical rainforest.

➢ The Japanese _________ more than half their waste paper.

➢ We’re not doing enough to protect the environment from _________.
Appendix D. Activity 2

LET'S SHARE OUR WORDS

Explain two of the definitions provided by your partners during the group discussion.

Gutierrez said that pollution is something that does not permit natural resources to fulfill their function while Pérez said that pollution is a form to destroy the natural resources. I can say that in conclusion is that finally is the same meaning of the word. It is like a consequence of the pollution in the world.

LET'S SHARE OUR WORDS

Explain two of the definitions provided by your partners during the group discussion.

Recycling is a measure used in different schools or companies to avoid polluting the environment. Many said that pollution is when garbage accumulates.
Appendix E. Activity 3

A Beautiful Lie

What do you think is the main idea of the song?

For me, it's about how the Arctic melted because of pollution and
great realize it, and it makes a

Why is the song entitled 'A Beautiful Lie'?

Because the ice is melting and do
not realize it, we thought

Otherwise since

What is your opinion about the speech given by the Eskimo at the beginning of the video?

The people who work or live nearby
are the only ones affected by

This change

What do you think we can do to avoid the Arctic ice melting?

If people come together and
change the same idea and
become a "community"
A Beautiful Lie. It's a perfect...

What do you think is the main idea of the song?

The main idea of the song is that the people don't see the problems that they are causing thanks to their ignorance.

Why is the song entitled 'A Beautiful Lie'?

'Cause all (literally) that the people are living is a lie for the advertisements that are on TV the fashions and all the things that the government (what that we know) don't want us to know.

What is your opinion about the speech given by the Eskimo at the beginning of the video?

That just the Eskimos see the reality because they are living it, because they are being affected by it, while the other people don't.

What do you think we can do to avoid the Arctic ice melting?

We can kill of the human race because they are destroying the world, cause, they think that they are the center of the universe, blablabla.
A Beautiful Lie

What do you think is the main idea of the song?

The main idea of the song is the "Beautiful Lie" about the climate change we are creating.

Why is the song entitled 'A Beautiful Lie'?

Because the lyrics say things that the climate change is making that don't look good, considering that we don't know about this matter.

What is your opinion about the speech given by the Eskimo at the beginning of the video?

My opinion is that the human will have more difficulties in the future. It is very sad considering that can not get better opportunities of life.

What do you think we can do to avoid the Arctic ice melting?

We can avoid throwing litter and recyling because the litter becomes is burned, the oven that loses...
Appendix F. Poster Session 1

"When the last tree be cut, the last river poison, the last fish fishing single then the man discover that the money not self eat."

"Thousands have lived without love, no one without trees."

"The planet does not want to become your trash can she wants to become your family home. Contamination - NOT. Recycle - YES."

"The first hour effect: When she to cut the last tree, contamination last mother and child who will they feel the result of this actions?"

"When the last tree be cut, the last river poison, the last fish fishing single then the man discover that the money not self eat."

"Thousands have lived without love, no one without trees."

"The planet does not want to become your trash can she wants to become your family home. Contamination - NOT. Recycle - YES."

"The first hour effect: When she to cut the last tree, contamination last mother and child who will they feel the result of this actions?"
Appendix G. Activity 5

**WHAT AFFECTS OUR ENVIRONMENT?**

According to the previous lessons, mention at least 5 activities that affect our environment.

1. The use of pyrotechnic games in events
2. Planting of plants in culture of plants that affects the bees
3. No recycle the trash
4. Smoking in the streets damage the environment
5. Unnecessary use of paper, most trees

→ Be careful with the spelling of the words

---

**WHAT AFFECTS OUR ENVIRONMENT?**

According to the previous lessons, mention at least 5 activities that affect our environment.

- There are more garbage in the streets
- Fall of leaves in different colors
- Waste of water
- Excess waste thrown by industries
- Smell in the industries created smoke in the city

→ Check the spelling

---

**WHAT AFFECTS OUR ENVIRONMENT?**

According to the previous lessons, mention at least 5 activities that affect our environment.

The activities that affect our environment are:

- Land-use change
- Burn the village
- Deforestation
- No recycle

→ What do you mean?
Appendix H. Activity 6

CLIMATE CHANGE AND GLOBAL WARMING

Write the main ideas of the three definitions given in the text.

* The climate change is when the temperature atmosphere change for manipulation what the human provide
* The greenhouse effect: is when accumulate CO2 in an area space and is generated by human activity
* The cause of global warming is the increase of greenhouse gas in the earth by about

What about the other one?

CLIMATE CHANGE AND GLOBAL WARMING

Write the main ideas of the three definitions given in the text.

* Climate: is the atmospheric elements (temperature, rainfall)
* Weather: is the change of temperature in a day
* The greenhouse effect: is the gases produced by the human that heat up the atmosphere and spend the earth to gain a temperature.

Try to make your ideas clearer.
Appendix I. Poster Session 2

Stop the consume of products made with palm oil because much deforestation is needed to make that products and without plants the CO₂ stay in the atmosphere affecting the climate change and leaving the animals without habitat.

Our governors say it is not going to have climate change and what we do is necessary for the economy. We believe them and we don’t do nothing, until today that we are seeing changes that affect us too much. A Beautiful lie.
Appendix J. Activity 7

**EARTH SONG BY MICHAEL JACKSON**

What is the contrast shown in the video? What habits do you think you have (or people you know) that damage the environment?

The contrast is the nature is making in the

The garbage in the streets

The smoke caused by

Be careful with the past participles.

**EARTH SONG BY MICHAEL JACKSON**

What is the contrast shown in the video? What habits do you think you have (or people you know) that damage the environment?

The contrast The video is the nature against the
civil human

The habits that I think that the people or one do to damage to environment are:

* Throw trash in the streets
* Smoke in different places
* Squirt water taking a shower
* Waste

**EARTH SONG BY MICHAEL JACKSON**

What is the contrast shown in the video? What habits do you think you have (or people you know) that damage the environment?

The contrast shown in the video is the destruction of the humans towards the planet, since in the video shown when the fire is burned, the animals become sick and the factory contaminates

The habits that damage the environment are:

* Waste the water
* Throw the litter
* Not recycle
* Do that on every day
* Other too much amount of pain on human being
Appendix K. Activity 8

WHAT I'VE DONE BY LINKIN PARK

• What are the topics presented in the song?

The topics presented in the song are:
- The pollution
- The transformation
- The war
- The destruction
- The religion

The destruction of the first prison.

WHAT I'VE DONE BY LINKIN PARK

• What are the topics presented in the song?

* A big topic is the dictators' house, the cause of the wars, exploitation, and consequently of natural disasters and extinction of species.

* Another topic is the diseases that are produced by the pollution: greenhouse effect, and another thing made by the human beings.

* Obviously, it is worth mentioning the contamination that produces serious consequences like the extinction...
Appendix L. Activity 9

ANOTHER WAY TO DIE

- How do you think the future will be like? Do you agree with the idea portrayed in the video?

There will be several wars for water, where people will use money, dime and time. The ones
who steal will win the end of it.

Yes, I agree with the idea portrayed in the video.

Try not to translate the words so literally.

ANOTHER WAY TO DIE

- How do you think the future will be like? Do you agree with the idea portrayed in the video?

I think that the world will be in a few years, and it will be for money and功率.

Yes, I agree with the idea portrayed in the video.

Good job!

ANOTHER WAY TO DIE

- How do you think the future will be like? Do you agree with the idea portrayed in the video?

The earth will burn, people will breathe for artificial. The humans
will fight for their life.

Later because the planet is in crisis for the industries, contaminated the
world for the humanity. What do you mean by this?

The negative of future will is will not or want.
Appendix M. Billboards

**Trash cans with recyclable material**
1. Collect used totes and make cans with them.
2. Them, we will paint the cans with different colors.
3. We will separate them for identity metal, paper, plastic and glass.
4. Then, we will distribute the cans in the classrooms.
5. We will give the material for a recycling agency.

**Plantpots with plastic bottles**
1. Recycle plastic bottles for making the plant pots.
2. Then, we will make a hole on one side of the bottle (we won’t let the tag).
3. We will make four holes, and we will put two ropes in the four holes to hold the plant pot.
4. And we will put fertilizer and a seed inside.
5. The plant pot will be watered every day for it to grow.
Appendix N. Final Poster Session

Toxic waste has to be eliminated, but industries continue increasing their production affecting the ecosystems just to gain money with the commercialization of their products.

Emissions of methane:

Reducing the emissions of methane:
- Big part of the greenhouse effect is caused by methane. Methane warms 23 times more the atmosphere than the CO₂ and it is thrown by:
  - Cattle raising
  - Fossil fuels
  - Natural gas
  - Energy generated by steam
  - Decomposition of organic matter

To reduce the greenhouse effect we have to:
- Reduce the consume of meat.
- Use clean energy like solar or wind energy.
- Recycle to reduce the amount of trash.
Students' Journals

Student's 1 Journal #1

Fecha 10 de Agosto del 2016

En la clase de hoy nos presentamos digerido en inglés nuestro nombre, nuestra edad, y lo que nos gustaba hacer. Después, el profesor nos dio una pregunta con varias preguntas sobre qué era nuestro medio ambiente. La mayoría de las personas que fueron las clases de inglés, y que respondieron sobre este mismo y el medio ambiente.

También hicimos una actividad donde tuvimos que encontrar ocho palabras que estaban relacionadas con el medio ambiente. Yo conoci algunas de esas palabras pero la mayor parte de las personas eran desconocidas para mí. En cambio, en poco en completar todas las frases. Al final, el profesor nos explicó un poco sobre cada una de las palabras para que podíamos entender mejor.

Student's 1 Journal #2

Fecha 17 de agosto del 2016

Hoy hicimos un debate sobre el vocabulario de esta actividad realizada en la clase. Además, diferentes personas tuvieron que pronunciar y luego encontrar que escribían los nombres de las diferentes palabras. Después de esta actividad, sentimos que habíamos aprendido mucho y que también habíamos aprendido el significado de algunos palabras.

Student's 1 Journal #3

Fecha 24 de Agosto del 2016

Hoy el profesor nos mostró la canción de celebración de las casas de la selva. Pasamos los problemas que estaban relacionados con estas actividades y las cosas que se producen en ellas. Después, el profesor nos dijo que habíamos aprendido a escribir la letra de esta canción y que había que aprenderla. También se realizó un ejercicio con la letra del tema del sujeto y cuando se daba otra letra.

Con el video de la canción tuvimos que comprender la letra con las palabras que habíamos escuchado sobre el video.
Diario de campo

Fecha: 31 de agosto del 2016

Antes de comenzar la clase de hoy el profesor utilizó un
ejemplo que habló en la actividad de la clase anterior para
contar cómo se comporta el planeta. La actitud hacia el
planeta es una de las más importantes para la protección del
ambiente. La importancia de cuidar el planeta es imprescindible
para el futuro de la humanidad.

Después, el profesor nos mostró un documental sobre nuestro
planeta y cómo debemos cuidarlo. El documental me hizo
reflexionar sobre lo que hacemos y cómo debemos cuidar el
planeta. La película nos enseñó que necesitamos trabajar juntos
para preservar nuestro planeta.

En la clase anterior, el profesor nos explicó que en inglés se
utilizan diferentes verbos para indicar el tiempo de la
acción. En la clase anterior, aprendimos a utilizar el
verbos "to be" para indicar el tiempo de la acción.

Conclusión: en esta clase, el profesor nos explicó cómo
utilizamos el verbo "to be" para indicar el tiempo de la
acción en inglés. También nos enseñó cómo utilizar el
verbo "to do" para indicar el tiempo de la acción en
inglés.
Student's 1 Journal #5

Título: 2 de octubre 2004

En el día de hoy el problema más firme que surgió es el desahogo que debemos hacer con nuestra familia y con nuestros compañeros de lo que estamos haciendo para evitar la contaminación del planeta y que no en algún momento nos encontremos en un sitio muy lejano, no en el futuro, sino en el presente.

Esperemos que el problema no se repita en un futuro más cercano y que los niños de hoy sean un ejemplo para el futuro.

Student's 1 Journal #6

Título: 10 de noviembre 2004

Hoy el problema que nos ha tocado es el tráfico. El tráfico en el centro de la ciudad es muy denso y provoca una contaminación más que en algún momento nos encontremos en un sitio muy lejano, no en el futuro, sino en el presente.

Esperemos que el problema no se repita en un futuro más cercano y que los niños de hoy sean un ejemplo para el futuro.
Student's 1 Journal #7

Fecha: 21 de septiembre del 2016

Hoy el profesor nos mostró un documental que se llama: “Before the Flood”. Y luego nos pidió que hicieramos una puesta sobre el documental (“El documental” me pareció muy interesante porque me sirvió como un espejo humano, desde el plano, lo que nos enseñó llevó la atención del documental. En un que hay predicciones que contaminamos a otros y que afectan el planeta, que para hacer esto profetizaríamos muchos bosques y esto afecta al planeta, porque los bosques absorben el CO2, pero que no se quede en la atmósfera y que el cambio climático avance, lo que hizo pensar que si seguimos consumiendo esos productos, muchos bosques van a seguir consumiéndolos, que va a ser un intento de contaminar a nuestros familiares y amigos de que también lo hagan.

En el guión, que hizo rematón an error, y el profesor nos explicó como usar los adjetivos descriptivos. En el guión, que hizo rematón, que está en inglés, esos adjetivos son: así que se lo pasó por el inglés y que tras un video que había en inglés al final, que después de varios temas que estuvieron cerca del agua, para el ejemplo de cada adjetivo en el guión que yo habría hecho mal y al final me quedé más claro lo que los adjetivos descriptivos.

Student's 2 Journal #7
Student's 1 Journal #8

Fecha 28 de septiembre del 2016

En el clima de hoy el profesor nos mostró un video de Michelle
Tsunamis donde el solo una mina en la vida apreciada fue helada
de la naturaleza y las animales luego se mueren, luego se despiertan, había una mamá intentando salvar
a sus pollitos y a las animales el clima cambiaba siendo un ser, a
nosotros, con la gente que no ha sido solo el suelo y ello
causa a traves de protegemos.

Después de ver el video el profesor nos dio unas buenas
lecciones y nos tenemos que completar con los problemas que se
han hecho, el profesor nos paso la cuestion tres veces pero sin
poder entender la lectura para terminar con la lección, el
profesor nos dio otras veces hasta terminar su tarea, al final
este que se usa en el video y las personas que tenemos
muchas personas que tenemos que prestar cada medio ambiente
para hacer un actitud al profesor y ver a escrito el
video y este ver la parte mi opinion.

Al mismo tiempo el video me demuestra la realidad de
nuestra vida en el video el ver como la naturaleza es algo ten
hermosa y el ser humano totalmente destruye con ella se
hace lindos las maquinaria destruyendo al hombre ambiente
y que hace en el video en el video el video ese es decir
se mueven que muchos de los que se
conservan a paso sin tener en cuenta los riesgos que
hacen esos productos químicos porque los dañan e
incluso dañan al medio ambiente y dañan a los animales
esos la gente que termina que termina que termina
las vacas todos los animales dejan de criar y eso
como en segundo uno de los que se
descuidan y que termina que termina

Student's 1 Journal #9

Octubre 5, 2016

Hoy el profesor explicó la que explicaríamos el orden
en que de colocar los adjetivos encima, que aunque
en inglés se colocan después del sujeto, en inglés se
invierte el orden, y debemos colocarlo antes del sujeto, que
es siempre para hacer una afirmación, ejemplo:
Colocando muchas hombre y otras cosas que
el orden se distingue que eso es no se que
en el segundo uno de los que se
conservan siempre que termina que termina
las vacas todos los animales dejan de criar y eso
como en segundo uno de los que se
descuidan y que termina que termina

Después de hacer el examen, el profesor nos mostró
el video de una aparición donde se veía todo el daño que
el ser humano le hace al planeta y luego nos dijo
que escribíramos los temas que salían en el video, uno
de los temas que más me llamó la atención fue que se
muy importante que los niños no caigas tanto en los
arroyos de que es por el bien de la economía del país, porque
caiga en que
los niños no caigas tanto en los arroyos que más crezcan
para eso hay tantas desastres naturales, tanto
causada por los reyes y que los animales deben
un paso de extinción.
Hoy el profesor nos dividió en grupos y nos dijo que iban a estudiar un texto de una canción. Nos explicó que la canción tiene un mensaje que queremos compartir con los demás. Después de escuchar la canción, nos explicó el contexto de la canción y cómo ella ha afectado a la sociedad.

La canción habla sobre la importancia de cuidar el mundo que nos rodea. Se centra en el tema de la contaminación y la deforestación. La canción habla sobre cómo los seres humanos están lastimando el planeta y cómo debemos actuar para cambiar esto.

Después de escuchar la canción, el profesor nos dijo que debíamos escribir sobre cómo nos vemos afectados por la canción y cómo impacta en nuestras vidas. También nos dijo que debíamos analizar el lenguaje de la canción y cómo se refleja en nuestras vidas.

La canción nos enseña que debemos ser responsables y cuidar el futuro de nuestra especie. El profesor nos dijo que debíamos reflexionar sobre el mensaje de la canción y cómo podemos actuar para cambiar el mundo.

Al final, el profesor nos dijo que debíamos compartir nuestros pensamientos con el grupo y que debíamos ser creativos en nuestra escritura. También nos dijo que debíamos ser respetuosos con los demás y que debíamos escuchar y aprender de los demás.

La canción nos ha enseñado que debemos cuidar el planeta y que debemos ser responsables de nuestro entorno. La canción nos ha enseñado que debemos ser creativos y que debemos reflexionar sobre el mundo que nos rodea.

La canción nos ha enseñado que debemos ser conscientes de nuestras acciones y que debemos ser responsables de nuestro entorno. La canción nos ha enseñado que debemos luchar por un futuro mejor para nosotros y para la próxima generación.
Student's 1 Journal #11

Hoy el profesor nos pidió que le contaran qué nos habíamos hecho para el proyecto. Nos dijeron que teníamos que hacer un proyecto sobre la conservación del medio ambiente. Dejó que elegiríamos un proyecto que queríamos hacer. Nos dijeron que teníamos que presentarlo el viernes. El profesor nos dijo que tenemos que trabajar en equipos y que nos van a evaluar. También nos dijo que tenemos que hacer un informe escrito sobre nuestro proyecto. Nos dijo que el proyecto tiene que ser relacionado con la conservación del medio ambiente.

Después de esto, el profesor nos dijo que hicieran una lista de las cosas que necesitamos para el proyecto. Nos dijo que teníamos que tener en cuenta que el proyecto debe ser relacionado con la conservación del medio ambiente.

Tuvieron problemas en escribir el informe porque querían escribirlo en inglés. Finalmente, deciden escribir en inglés y el profesor nos dio una lista de palabras importantes que debían usar en el informe. También nos dio una lista de palabras que debemos usar en el informe.

Student's 1 Journal #12
Hoy el profesor nos pidió que hiciéramos en portar que el mes de clima que mostramos que hubiéramos aprendido durante el tiempo que asistíamos, y a lo que podíamos escribir al tema ambiental que más nos interesaba. Por eso decidimos escribir sobre eso y le contamos a la clase que nos gustaba y con lo que les hablamos de lo malo que es el metano, y lo contribuyó al efecto invernadero, entonces quise mostrar algunos de los que en el documento hablaron de que el oxígeno dióxido de carbo nígeno, que el consumo nunca caía y que el metano producía mucho metano, y que el consumo nunca caía por lo que temíamos que todavía el consumo de carne y el consumo de energías térmicas como la electricidad, la descomposición de las materias orgánicas que también producía metano, así como los depósitos que reciclamos.

Después de terminar los portar, el profesor nos pidió que escribiómos el nos felicito porque el día que terminé y nos dijo que habíamos progresado mucho durante el tiempo que podríamos hacerlo y que el tiempo no se renovaban hecho, pero dijo que lo habíamos quitado mucho nuestras ideas y que nos pusimos de nuevo en una fecha para el colegio donde deberíamos hacerlo para ayudar a que médicos ambiente.
Teachers' Journals

Teachers' Journal #1

Aug. 10th, 2016

Today was our first class and we applied a need analysis in order to test the level the students had to express their ideas in a written way; the need analysis consisted of eight questions with different topics including a question about their perceptions about the environmental care.

After we implemented the need analysis we made the first activity with our students; the activity consisted on completing seven sentences with ten words missing. The ten words missing were related to environmental issues (Pollution, deforestation, warming, effect, biodiversity, recycle, windmill, gases, used up and protection). We thought the activity would take just a couple of minutes, but it took more time than we expected because most of the words were unknown for our students, so they had some problems to understand the ideas of the sentences, and in the same way to be able to complete it correctly. However, at the end of the class we could make a short explanation of the words used for the activity.

Teachers' Journal #2

Aug. 17th, 2016

As we observed in the previous lesson that most of the vocabulary used was new for our students and it was difficult for them to remember those words, we decided to implement a supporting activity in order to make the students had a clearer idea of the meaning of those words. For that reason, we made a debate in the classroom where every student had to give a definition of one of the missing words used in the previous lesson, so they could complement their own ideas with those provided by their partners and understand the meaning of all the words. After that, the students had to write two of the definitions given by their partners to show they were paying attention during the activity and they had understood the meaning of the words.

We think it was a right decision to implement this supporting activity, because the students had an active participation while doing it, and according to the written definitions given by the students we could see the students had a clearer idea of the meaning of the words; and that was our intention with the activity.
Before starting with the activity we had prepared for today, we wanted to make some clarifications about the previous activity, because some students made mistakes and we used those mistakes to explain some grammar aspects. The first thing we explained was the way to create negative sentences according to the subject, that in present tense they could use 'do not' or the contraction 'don't', except when they were doing sentences for the third person, in those cases they had to use 'does not' or the contraction 'doesn't'.

Another mistake we could observe in their written definitions was they had troubles to use possessives, because they tended to translate literally to Spanish, for example in Spanish we use the word 'su' as the possessive for every subject, while in English the possessive changes for every subject, so we had to explain that despite the translation into Spanish of every possessive would be 'su' in English they couldn't use its literal translation (Your) for all the pronouns, they had to use the different possessives (My, your, his, her, its, our and their) according to the pronoun used.

Finally, we explained the use of the articles 'a' and 'an' and how they had to be used. That depending on the following word, they had to use one or another. If the word after the article started with a vowel they had to use 'an' and if the word started with a consonant they had to use 'a'. We think it was easier for them to understand than the rules explained before.

After those explanations, we started with the activity we had prepared for today, it was a fill the blanks with the song 'A Beautiful Lie' by 30 Seconds To Mars. We played the song three times because the students couldn't fill all the blanks just listening once or twice. When the students completed the activity, we made together the correction for the ones who hadn't completed all the blanks after the three times.

After that we showed them the video of the song, the video was about the global warming, the glaciers melting and how people are being affected because of that. We played the video twice and then we discussed a little about the video, the relation of it to the song and what were the students' opinions about it. When we were doing that discussion we observed the video caught students' attention and they had interesting opinions about global warming it was a topic they were concerned about.

Finally we gave the students four questions about the video and as same as we did with the discussion we could see interesting ideas from them, and another important thing was that the answers provided by them were more complex than those given in the needs analysis. However, there was a student who wrote 'persons' when she wanted to say 'people' so we will make an explanation about irregular plurals.
First of all we wanted to make the explanation of the irregular plurals, we used as first example the mistake made in the previous activity with the word 'persons', we explained the students that to pluralize the words in English it was not enough to add 's' at the end of the words, but sometimes it was necessary to add 'es' as in the words 'church', 'fox' or 'gas'; also, when the words finish with the letter 'y' it was necessary to change the last letter and add 'ies' as in the case of 'company', 'country', or 'sky'; and finally that there were some words that changed completely as in the case of 'person', 'man' or 'woman'.

After explaining that, we showed the students the documentary 'Home'. After seeing it we asked the students to make some posters about the documentary. When the students presented the posters we could see there were some mistakes on them one of them was the same one student had made the previous lesson about the wrong use of the word 'you', instead of 'your', but when we wanted to explain again why it was wrong, it was good to see the students recognized the mistake remembering what we had told them. Another mistake made, was about the use of ticks to establish the accent in the word 'contamination', they ticked the second 'o'. When we observed that mistake we explained them that in English the tick to point out the accent is never used, and we could observe that several students did not know about that.

With other poster we could explain the wrong use of some words: the first was about the word 'single' which was used in a wrong way, the students used this word when they wanted to express an idea using 'just' or 'only', we could explain them that the translation of the word 'single' was 'solo', but it was used specially when they talk about marital status or to refer to one thing, instead of the way they used in that case, when the students referred to the word 'solamente'; the second word was 'self', in this case, the mistake was related to writing style, the students wrote 'self eat' and when we asked them for what they wanted to express in that part, they told us that they wanted to say "el dinero no se come". After they told us that, we explained to the whole group that sometimes in English they have to modify the words they would use in Spanish to express an idea in a better way, for example in that case they could have written: "money cannot be eaten", it means using the verb 'can' and the main verb they wanted to use (Eat) in its participle form.

In another poster we could observe the students confused the word 'when' with the connector 'with', also they used the verb 'do' where should be used the verb 'have', we made these two clarifications comparing the meaning of the sentence in English with the translation into Spanish, which made the students understood easily the mistakes they made, also they omitted the article 'the' when it should have been used, we explained them
that when they talk about different things they had to include again the article to mention the second or the third thing. Another mistake was about the word 'count', the students used it, assimilating it had the same meaning in English and in Spanish, we explained them that despite in Spanish it is used as a synonym to the words 'tell' or 'say', in English the word 'count' is used generally to enumerate or separate a list of things; the second mistake was presented also in this part because when the students used the word 'count' they should have used in it gerund form and the last mistake was about the use of the auxiliary verb 'do' with the third person, they wrote 'don't' instead of 'doesn't' when they were talking about money, so we explained them the use of the auxiliary verb and how to use with the third person.

Teachers' Journal #5

Sep. 7th, 2016

Today we wanted to see how much knowledge the students had acquired up to now. For that reason we decided to implement an activity in which the students could have a wider range to express their ideas without a specific topic; the activity consisted on writing five activities that affect the environment, based on all that had been mentioned during the previous lessons.

When the students started to socialize what they had written we could observe they had used new vocabulary they had acquired through the lessons, for example pyrotechnic, pesticides and toxic.

Also, there was a student who wrote 'The toxic was to trow by industriis', we couldn't understand her idea so we asked her what she wanted to say and she told us that she referred to the toxic that was thrown by industries. We noticed she wanted to use passive voice but she didn't know how to do it, so we took advantage of that mistake to make an explanation about that topic, so the next time they wanted to use that kind of sentences they could do it in a proper way.

First, we explained that there were two ways to make sentences in English; one was when they wanted to give the main attention to the subject and other when they wanted to give it to the object. For example with the sentence that was written wrong, they could write 'The industries that emit/throw toxics' using active voice, or keep in the way she wanted to do it writing "The toxics that are emitted by the industries". The students didn't have problems with the first one but we had to explain the second one using the way it could be translated into Spanish as "Los tóxicos que son emitidos por las industrias", and then we explained how the verbs should be used in that kind of sentences, it means the use of verb 'to be' in present or past depending on the sentence and the main verb in its participle form. It was still a little complicated for them so we asked them to make some examples on the board
using similar sentences to those they had written in the activity and at the end it seemed it was clearer for them.

**Teachers' Journal #6**

**Sep. 14th, 2016**

Today we applied a reading comprehension activity, which consisted of three short texts (Climate change; The greenhouse effect; and Consequences of global warming), first of all we gave the students 20 minutes to read and answer four questions ticking 'True or false' according to the statement. After they answered those questions we asked them to write with their own words the main ideas of three texts.

We gave them 40 minutes to make the second of the activity because it required several minutes for them to read and understand the texts. When they finished we asked them to socialize what they wrote. When they did it we could observe most of the students understood the main ideas of the texts and they tried to use the vocabulary they had learnt during the previous lessons, which was really satisfying for us.

We were worried about the written part because of the spelling mistakes the students had made in the previous activities, however when we checked their writings we saw they had made less spelling mistakes than those made in previous activities. Also, we observed that in fact they had used in their writings the vocabulary they employed when we were doing the socialization. We were pleasingly surprised with this because it showed us they were putting into practice the vocabulary we had taught them and they had kept in mind those concepts.

**Teachers' Journal #7**

**Sep. 21st, 2016**

Today we showed the students the documentary 'Before the Flood'. After they saw it, we discussed a little about it, and then we asked them to make some posters about the documentary. When they made the posters they had to explain them and we could observe several things when they did it.

The first thing we could observe was that the students did not make many grammar mistakes, we just had to explain a few things, for example in one poster the student wrote 'we don't do nothing', so we used that mistake to tell them that in English they just had to negate once, when they used the auxiliary 'don't' or 'do not' they had to use other word
(Something or anything) instead of 'nothing' because it became a mistake negating twice the same sentence, for example 'we don't do anything'. We also explained them that they had other possibility to make a negative sentence, they could use the auxiliary 'do' or 'does' (According to the pronoun) in its affirmative form and negating with the word 'nothing', for example 'we do nothing'.

In other poster a student wrote 'deforestation is needed to make that products' using the demonstrative 'that' in a wrong way, when she had to use 'those', so we used that mistake to explain the students the way they had to use the demonstrative adjectives (That, those, this, and these). A positive aspect we observed in the sentence used to explain that, was that the student used properly the passive voice (The topic explained two weeks ago).

Another interesting issues we observed were that students made connections between the video shown in a previous class and the topics portrayed in the video; and some of the students focused on the aspects were the closest to them, for example the consume of products like Doritos or Quaker, and they didn't know how the production of those products damaged the forests.

**Teachers' Journal #8**

**Sep. 28th, 2016**

Today we showed the students the video from the 'Earth Song' by Michael Jackson. Then we made a 'fill the blanks' activity, we had to play the song three times so the students could complete the activity. After they completed the activity, we showed again the video and we told the students they had to pay attention carefully to do the next activity because they had to find the contrast presented in the video.

Also we asked the students to write the habits they or people close to them had that affected the environment. When they socialized their answers it was very pleasant for us that some students related the video to the documentary we had showed them the previous class (Before the Flood). It was really nice to see that they remembered what they had seen in the documentary because it showed us the students kept in mind what we taught them during the lessons.

Additionally, we noticed the commonest habits the students mentioned were the waste of water and throwing garbage on the streets. It was very important for us because it was the first time the students had to reflect upon themselves and the activities they made that damaged the environment, in previous activities they had mentioned the activities that affected the most the environment but not the ones they made.
When we were checking the written answers given by the students we saw this time they used properly the passive voice than when they used before in a previous activity. However, in this activity a student wrote 'race human', so we are going to use that mistake to remember the students the word order when the use English language.

**Teachers' Journal #9**

**Oct. 5th, 2016**

Today we began the class explaining the word order mistake we found from a student in the previous activity ('Race human'). We had to remind the students that in English the adjectives had to be placed before the noun, that in Spanish they should be placed after the noun but in English the order changed, that for example in that case it had to be written 'Human race', then we asked them the students to write on the board some examples related to environmental issues and they gave us examples like 'contaminated environment', 'polluted skies' and 'poisoned rivers'. In the case of the second example, when the student who gave us that example wrote it, he wrote 'skys' instead of 'skies' but before we said something, his partners told him he had written it wrong and they explained the grammar rule that had to be applied to pluralize the nouns that finished with 'Y'. It was very pleasant to observe the students remembered the irregular plurals rules we explained during the fourth week of our project.

After we explained that, we showed the students the video of the song 'What I've Done' by Linkin Park, and then we gave some papers to the students where they had to write the topics that could be seen in the video. When we asked the students for their answers, they mentioned things like politics, pollution, deforestation, natural disasters and the extinction of species. Something important we could see was that politics was not an explicit topic observed in the video but some students related the video to that topic because they remembered some features portrayed in the documentary we presented two weeks ago, so the students told us they linked some aspects of the video with the documentary.

**Teachers' Journal #10**

**Oct. 12th, 2016**

As same as in the previous class, today we showed the students a video, this time was 'Another Way to Die' by Disturbed. Before showing the video, we divided the students into four groups and gave every group a part of the lyrics of the song, we asked them not to translate their part, but to understand the meaning of it, then we asked the students to share
with their partners the meaning of their part, so they could guess what could be the topic of the video, after they gave us some ideas we showed the video.

In the video, there was shown how difficult the future could be if we continue contaminating the planet, using the natural resources, etc. After showing the video, we asked the students what they thought about the video, and several students agreed with the idea of people fighting for water in the future, because they said we were wasting a lot of water, and in the future it would be very expensive to get some water, and they said that only people with money would be able to get water because of that reason.

After socializing their ideas, we gave them some papers where they had to write how they thought the future could be. When we checked their answers we observed there was a student who wrote 'will'nt' trying to use the negative form of simple future tense, so we used that mistake to explain how to use the future tense 'will' and the difference with 'going to'. Also we focused on the negative form explaining that the correct form was 'will not' or the contraction form 'won't'. We explained that with the mistake made by the student and then we used other examples provided by the students to make clearer the explanation, they gave us examples like 'animals will not have where to live', 'people will not have water', 'people won't have food', 'there won't be trees'. We think with those examples provided by the students they understood better how to use the future tense.

Before finishing the class, we asked the students to think or look for mini-projects they could develop to create environmental awareness in the school or in their neighborhood.

**Teachers' Journal #11**

**Oct. 19th, 2016**

Today we began the class asking the students for the mini-projects they had found to create environmental awareness, and we were very pleasant when we listened the ideas the students had, some of them wanted to create programs to recycle in the school using trash cans with used boxes, other ones wanted to make plant pots with plastic bottles, other ones wanted to make campaigns with posters around the neighborhood where they explain all the consequences of the pollution and the bad habits that affected the planet like throwing trash on the streets and wasting water, that were the most negative activities students found in the class we gave them three weeks ago.

After we listened their ideas, we asked the students to make a billboard explaining in five steps how they would develop their projects using the future tense to explain the steps. We gave them thirty minutes to do it, and then they had to pass in front of the class and explain to their partners the steps to develop their projects. When they did it, we could see there
was a better use of the simple future tense than when they did it in the activity of the previous lesson, also we observed several students wrote in a proper way the adjective order, not as it did not happen in previous classes. Also, we found some passive voice sentences written in a proper way, which was very pleasant because it proved the students remembered the topic despite they considered it was difficult.

**Teachers' Journal #12**

**Oct. 26th, 2016**

Today was our last class with the students, we thought we would have much time to develop the mini-projects the students had mentioned the previous lesson, but we would need four or five more weeks to do it. When we knew that it was going to be our last class, we decided to change the lesson we had prepared.

Knowing this was our last class we wanted to see if the project had good results for the students, so we decided to implement a final poster activity where the students could show what they had learned during the implementation of the project, so we asked the students to make a poster using the topic they wanted in relation to the environmental care.

We gave the students thirty minutes to do theirs posters and then they had to explain what they had done. When the students began to explain their posters we were really surprised that most of them did not have grammar mistakes on them which proved to us that the way we developed the project was good for them, that it was not necessary to focus the lessons on a grammar issue to make they understand the rules to use it. Using the mistakes made by the students and using examples in relation to environmental topics was useful for them to understand in an easier way the grammar aspects.

Also, we saw the vocabulary and the knowledge in general terms they had acquired about environmental care. The ideas the students mentioned showed the difference between what they mentioned at the beginning of the project and the ones given in this last activity, we could see the students were more conscious about all those things that affect the planet and what we have to do to protect the environment.

After they explained their posters, we congratulated the students for the improvements they had shown during the project and we talked to them about the mini-projects and we explained them that because of the time we could not develop them but we told them that they had very good ideas to sensitize people about the environmental, so we encouraged them to develop their mini-projects if they had the chance to do it, not as a work for school but as an autonomous work to help the planet.