# Let's go out and take care of the environment!

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# Let's go out and take care of the environment!

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To God for giving me the strength, wisdom and health to move forward.

To my parents for supporting me in every step I have taken, and for the way they raised me,

To the professor who taught me to choose my battles and made this process possible and more enriching.

To my teachers who saw potential in what I was doing.

And to my students who taught me to be a teacher and to love my career.

## Abstract

This paper presents a qualitative action research study that proposed new strategies to develop environmental awareness and a sense of care for the environment while using English orally in a natural context. This study was conducted at the Instituto Pedagógico Nacional school located in Bogotá, Colombia with fourth grade students between the ages of 9 and 11 years old. During the pedagogical intervention, different activities were carried out outside the classroom where students were active and participatory agents in the discussion and creation of habits to take care of the environment. The information was collected through field notes, artifacts, recordings and interviews. To conclude, an analysis of the information was made describing the relationship found between nature-based learning and English as a foreign language skill.



***Key words:*** Environmental Awareness, Nature based learning, situated learning, outdoor activities, oral use of English.



## Resumen

Este documento presenta un estudio de investigación acción de tipo cualitativo que propuso nuevas estrategias para desarrollar una consciencia ambiental y sentido de cuidado del coelgio mientras se hacía uso del inglés de manera oral en un contexto situado en la naturaleza. Este estudio se realizó en el colegio Instituto Pedagógico Nacional ubicado en Bogotá, Colombia con estudiantes de grado cuarto de edades entre 9 a 11 años. Durante la intervención pedagógica se realizaron diferentes actividades fuera del salón de clase donde los estudiantes fueron agentes activos y participativos sobre la discusión y creación de hábitos para cuidar el medio ambiente. La información se recolectó a través de Notas de Campo, Artefactos, grabaciones y entrevistas. Para concluir, se hizo un análisis de la información describiendo la relación que se encontró entre el aprendizaje basado en la naturaleza y las habilidades del inglés como lengua extrajera.



***Palabras Claves***: Consiciencia ambiental, Nature based learning, aprendizaje situado, actividades fuera del salón, uso del inglés de manera oral.

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# CHAPTER I: CONTEXTUALIZATION AND RESEARCH PROBLEM

In this chapter, the essential elements related to the profile of the institution and the research participants will be presented. It will also describe the statement of the problem, the purpose of the study, the research question and the objectives that served as the basis for this research.

## Context

The Instituto Pedagógico Nacional (IPN) is located in the Usaquén locality in a residential area, and borders with localities such as Suba and Chapinero, and with the municipalities of Chía and Sopó. The school is in the Prados del Country neighborhood within a residential area, with some commercial sectors.

The Proyecto Educativo Institucional (PEI) (2019) of the institution points out the importance of having a structure by spaces in order to carry out an integrative work that is in accordance with the age and interests of the students (p.10). During a series of observations carried out (see annex 1) for this project, it was of great interest to know what and how the spaces were like inside the school. The institution has two buildings that include classrooms and other rooms. It also has a wide variety of green spaces such as playgrounds, soccer fields and basketball courts, the school farm, parks, and outdoor dining areas. There are separate areas for primary and secondary school, with gender-segregated restrooms. Each grade has its own classroom equipped with furniture, lighting, and large windows. Room 401, subject of this research, has plenty of space, desks in pairs, blackboard, teacher's desk, waste baskets, television and microwave.

**Participants**

This research project was focused on students of primary of the IPN. In order to have information about the students it was necessary to have permission from their legal guardians using an informed consent (see annex 2). This authorization allowed the application of a series of data collection instruments to have knowledge of the group. First, the observations made in each English class and recorded in field notes (see annexes 1 and 3); and second, the implementation of a survey to find out sociodemographic information about the students (see annex 4).

According to the students' answers and the observations consigned in the field notes, the class was composed of 27 students, 14 girls and 13 boys between 9 and 10 years old. In matters of family organization, 59% of the students live in a nuclear family with their dad, mom and siblings, and the other 41% live in a single-parental family composed of their moms. Also, 9% of the students consider their pets as another member of their family. Regarding social aspects, 18% of the students live in Suba and Engativá, however, others percentage live in areas such as Kennedy, Usaquén and Barrios Unidos.

Considering the relationship of the students with the spaces within the school and their classmates, it was found that 90% of the students liked doing outdoor activities, since, according to what they expressed, they felt free to perform different activities and breathe fresh air (annex 5). Accordingly, 80% of the students also expressed a great interest in the care and protection of the environment, as they considered that taking care of it represents a fundamental part of their lives and well-being (annex 5). In the same line, regarding the relationship among them, 60% of the students felt more comfortable doing group work, as

they considered that they learn, know and have more fun when they do activities together with their classmates, the other percentage of students were comfortable in group activities and on their own. (annex 6).

Talking about the use of the foreign language inside the course, 72% of the students said that they liked the English language, however, as far as the English class is concerned, 90% of the students said that they liked the class because their teacher explains very well and does fun activities. This might mean that students feel more empathy for the foreign language when they are with a teacher who makes them feel good in class. 80% of the students expressed that they felt very comfortable speaking English, while 36% expressed that the activities where they felt least comfortable were the ones that involved the listening skill (annex 6).

**Diagnosis**

The observations consigned in the field notes were one of the instruments that allowed to see the behavior and the way in which the students' comprehension of the English topics was produced in the classroom. In addition to this, it was necessary to apply a Diagnostic Test (see Annex 7) to know the students' level of English. This test was based, first, on the Derechos Básicos de Aprendizaje (DBA) (2020) and Estándares Básicos de Competencias en Lengua Extranjera (2006) in English for primary grades, where it is stated that students in 4th grade understand and describe, orally and in writing, details of objects around him/her; and associate images with short descriptions of people, animals and places, and can write about them using the daily grammar they learn. Secondly, the test took as a reference the topics that the students were studying according to the syllabus (see Annex 8)

and was presented to the students on a digital platform called Quizziz, since in this way the time was controlled for each question, and the students did not feel pressured to answer, on the contrary, they had fun.

From one perspective, according to the observations made in each class and recorded in the field notes (see annex 3), several aspects were evident in the English class. Firstly, the attitudinal aspect, where the actions of the students were very mechanical, they arrived at the classroom, sat in their seats, and performed the activities that were controlled by the teacher, in their books and in their notebooks, they only wrote what they saw on the board. Secondly, in terms of social interaction, the students were very talkative and interactive. They would talk to each other, either with the person next to them or with whoever was behind them or in front of them. Group activities were not very frequent in the class, however when these did occur, students took the time to talk or play with each other and not doing the activity. Thirdly, in the spatial aspect, the classroom and the computer room were the settings where the students had their English class, and their places were already assigned by the teacher in charge of the group. And finally, on the language aspect, the class was taught mainly in Spanish, although sometimes the teacher said something in English and then translated it. Most activities used to focus on writing and listening skills. Speaking consisted of controlled activities where students repeated aloud what they read from the board or heard from the teacher.

In the language part, the questions focused on recognizing vocabulary and grammatical topics through images and short texts. The objective of the test was to identify whether the students remembered what was explained in the classroom, but not by showing the examples used in class, and thus analyzing whether they could use what they learned in

other contexts. In the image-word relation questions, 86% of the students answered correctly in a very short time, while the other percentage failed to recognize them accurately (see figure 1). According to this, it could be said that those who were confident and those who worked in groups achieved better results than those who chose without reading or copied from their classmates. In the questions related to image description, the percentage of students with good results dropped compared to the previous one, since only 38% answered correctly (see figure 1). This could mean that by having the grammar they see daily, but put in other contexts, the students had difficulties in recognizing it.

**Figure 1**

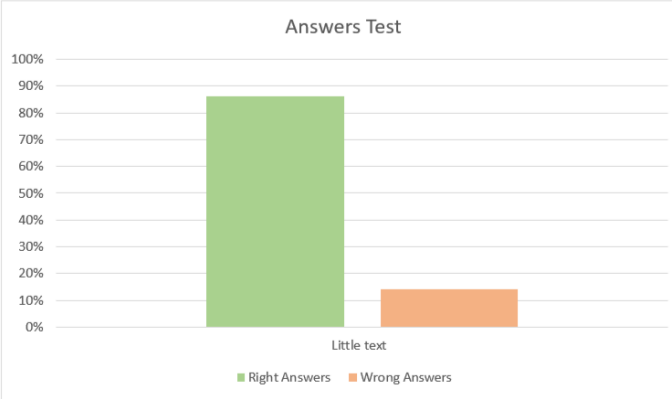
*Visual Representation of the Results in Diagnosis Test*




In the last part of the test, there were some short texts that dealt with environmental issues, this part was intended to be optional for those who wanted to read them. Out of 24 students, 19 made the effort to read them and answered the questions. Of those students, 89% did well. This could mean that, most of them might be interested in environmental issues and that is why reading the short texts caught their attention (see figure 2).

**Figure 2**

*Visual Representation of the Results in Diagnosis Test*




## Statement of the Problem

The data collected in the field notes and the diagnostic test revealed some situations that were repeated between classes, and they became of great interest for this research. However, to obtain more information, an interview was applied to the teacher in charge of the fourth-grade English class (annex 10). The purpose of this was to gain more knowledge about the students' learning and behavior among themselves and with their context.

According to the interview, the teacher explained that the students learned easily, they were very active and were always willing to participate in the innovative activities presented to them. However, she pointed out that the children had no other space to put into practice what they were learning. And the material they had in class, like the text book and workbook, handled very general content and was far from the students' reality. She also argued that activities outside the classroom could be of great importance and could contribute positively to the English class.

Considering the information collected in the different instruments, this research could establish the filed notes, diagnosis test and interview as the principal instruments from which to state a problem. Firstly, the students' interest in outdoor activities and care for the environment was evident. Secondly, the importance of paying more attention to group activities and thirdly, the fact that the students are willing to use what they learn in English class in an oral and not written way.

Taking into account what may be found in different policies, the issues exposed above could be explained. First of all, the Ministerio de Educación Nacional (MEN) in the document Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (EBCLEI) (2016) states that fourth grade students in their language skills should know how to use the language to make oral descriptions of themselves and the context around them, express their feelings, tastes and interests, expose their doubts and comments about and before the class. In addition, it describes that fourth graders should be able to make basic comparisons of people, places and objects specific to their school and community. Additionally, in Proyectos Pedagógicos Integrados (PPI) established in the PEI (2019) of the school, it explains that its pedagogical approach aims to organize the contents in a more meaningful way, making use of all areas of the school, so that students understand both the contents and their meaning, with the objective that students understand and transform their environment through activities that promote a critical understanding.

Considering the above, it might be leaving aside what is proposed by the education standards in Colombia and the PEI of the school, and this could affect the quality of the teaching and learning of English in the 401 class. Thus, this research project could be beneficial for the school by giving a new approach to the class and contribute to the

strengthening of the domains of corporal, personal and social, expressive, and scientific development of the students¨ (PEI, 2019).

**Rationale of the study**

It is important clear at this point that the main issues this research found are: the lack of group work and speaking activities in the English class, the students interest in activities outside the classroom and care for the environment. This is due to the little attention paid to these elements by different factors in the classroom. It is necessary to justify the last from different theories and documents that might help to explain why it could be important and necessary to integrate these elements, which were left aside, in English classes and could provide students with a better learning experience of a foreign language.

Out-of-class and group activities may help students to be more interested in what they are being taught, and thus to remember it more easily. As the PEI (2019) states living in community helps students to recognize and respect peers contributing to their learning experience and as Tuğrul (2013) explains, language teaching in a familiar and important context helps students to understand and correctly use grammatical structures to express and recognize meaning either orally or in writing. And from their interest in nature and care for the environment, an awareness in students about the space they are inhabiting most of their days in the school could be fostered.

Starting from, the IPN has many spaces that can be of great benefit for this research, as they are full of natural elements, such as grass, trees, flowers, rocks, etc. Williams (2017) argues that exposure to natural environments can enhance various aspects of

learning and cognitive functioning. She emphasizes that spending time in nature can improve attention, creativity, problem-solving skills, and overall mental health. Williams also discusses the importance of incorporating nature experiences into educational settings, suggesting that this can lead to improved academic outcomes and personal growth. That is why the school spaces where nature is the protagonist, will be where the outdoor activities that students are so interested in will take place.

In the same line, by implementing group work in English classes, students could participate more actively in the activities, since, in addition to being in a space outside the classroom in a familiar context, the shared knowledge could be of great help in the way they learn and interact in the space. As explained in the Cambridge Framework for Life Competencies (2020), group work, being collaborative, allows students to practice vocabulary while working as a group and encourages all members to contribute. At the end of the task, students reflect on how well they have listened and encouraged others to participate.

On the other hand, in terms of the language, according to the Common European Framework of Reference for Languages (CEFR) (2001) in order to create teaching-learning strategies for a foreign language, it is necessary to take into account the needs of the learners and the context in which they live, study and work. Context refers to all situations and elements surrounding the acts of communication, both inside and outside the person. This includes physical and situational events and factors that influence communication (p.10). It is important that learning should be situated and has a purpose, since the need and desire to communicate arise in a particular situation, and both the form and content of communication are a response to that situation (p. 45). This is why today's teachers must

look for strategies to promote the student's learning process. Although the classroom has been the main place of learning, more and more learning experiences outside the classroom are sought to motivate and improve students' performances, providing them with practices that can connect with the real world in order to help them learn (Turner et al... 2021).

In addition to that, Hassan (2014) explains that speaking is a fundamental tool that serves to express and transmit information, feelings, emotions, ideas, beliefs, etc. Speaking is the main skill that develops in human beings, long before reading and writing. This could be applied in the context of learning a foreign language, where speaking should be one of the first skills to be developed, therefore, more attention should be paid to it in the early levels. Understanding this, it is important to consider that learning English is not only in the classroom, but in different spaces and contexts (Abdallah and Mansour, 2015). It is due to the previous ideas that this research project gives importance to carry out activities outside the classroom, where students can have learning experiences in contexts that they know and feel part of, such as spaces within the school.

Doing activities in a familiar context refers to the spaces within the school that are outdoors and have contact with nature. From here, the focus of this research will take the situations that occur in these spaces to enrich the process of learning and teaching the language and to enhance the speaking in the class. As Lave and Wenger (2008) explain that learners construct knowledge from their immediate understanding of the situation, which is based, most of the time, on social and physical interactions.

In summary, this research takes into account the students' interests in terms of their enjoyment of being outdoors and pays attention to carrying out activities where students converse and orally put into practice what they learn with a focus on the environmental

aspect. This makes this research of great importance since it could contribute to improve the way in which English classes are carried out within the IPN and could be of greater benefit to students and teachers, giving more importance to the other areas of the school, and thus having a sense of belonging and care for the school from the foreign language class.

### Research Question and objectives

### Question

- How could the Nature-based learning and outdoor activities contribute to the development of oral English skills in elementary students?

### Objectives

- To describe how Nature-Based Learning as a situated learning strategy could be involved on the environmental awareness of elementary students.
- To explore the vocabulary learning in the oral use of English in elementary students before and after the implementation of a pedagogical proposal that integrates nature and English.

## CHAPTER II: STATE OF THE ART AND THEORETICAL FRAMEWORK

This chapter is divided into two parts. The first part presents the state of the art in which the review of six studies that contributed to the orientation of the study is described. The second part presents the four conceptual constructs on which this study is based on.

**State of the art**

Continuing with the direction of this research, it has been necessary to consult previous studies that have been carried out locally, nationally and internationally that revolve around understanding the learning of English in aspects such as environmental awareness, outside the classroom and group activities, and speaking activities.

The first study relevant to this research was carried out at the UPN with the title Sembrando lecturalezas" written by Quiroga (2020). This work was a qualitative monograph carried out at the Liceo Femenino school with a group of 34 females between 15 and 17 years of age in eleventh grade. The researcher of this study found that it was necessary to enhance the reading processes supported by real resources to develop reading comprehension at an inferential and critical level. Based on this, a pedagogical intervention proposal was developed to strengthen the reading process from the living classroom as a learning environment.

The researcher, through the diagnosis tests and the surveys, concluded that the students improved their reading skills since they were able to link different types of information with one that they related inside and outside the classroom, thanks to the fact that ecology is a theme that is framed in all areas of life. This study did not use the same approach or focus on oral skills in comparison to this research project. Nevertheless, it took as a pedagogical tool a space outside the classroom to promote a sense of belonging by creating citizens aware of the care of the environment through activities that allowed the students to move, talk, play and look for immediate solutions to the situations that were presented.

The second study taken to account for this project was conducted in Bogotá, titled Environmental Awareness Through Writing Tasks To Learn English written by Hurtado and Betancourt (2019). This was an action research study carried out in Julio Garavito Armero school with girls from the grade 903, aged 14 and 15. The researcher found that students had difficulty giving their opinion about environmental issues and topics because they were only approached in the biology subject. Based on this, the author of the research proposed an interdisciplinary work where he intended to make students more aware of their work to change and protect the environment, while working on students' oral and writing skills in English.

Through these activities where students spoke from their experience and knowledge, the researcher found that it is important to talk about these topics in class so that students can be aware of it no matter if it is in Spanish or English. He also concludes that the development of English skills has more impact on the learning process when students find a real use for what they are learning. Although there are not outdoor activities or nature-based learning, this study is relevant to this research as it takes speaking as a skill to develop in the classroom, and also talks about the importance of creating environmental awareness using English as a tool to express ideas and emotions forming people with a desire to protect and preserve the environment.

The third study considered was conducted in Sweden, entitled English teaching outdoors – Student responses and attitudes towards outdoor EFL teaching written by Larsson (2013). This qualitative action research was conducted with 5 upper secondary school students in southern Sweden. The researcher found a great interest in changing the dynamics of English language teaching in the school. Based on this, the researcher

proposed to give another dimension to the classes and to do activities outside the classroom to find out how it influenced the behavior and learning of the students.

The author found that the activities brought both negative and positive aspects. On the one hand, most students were easily distracted, and their attention was easily called to them, as they did not take the space they were in seriously. On the other hand, English took a second place, as instructions and explanations were given in the first language and very few tried to speak in English. The study is relevant to this research because it did not take the spaces outside the classroom as a strategy to have learning experiences, therefore students could develop different language skills, but also the behavior and the attitude of the students within the activities.

Following with the relevant studies to understand collaborative work in the English classroom, the first study was conducted at UPN, entitled Collaborative Strategies to Enhance Oral Interaction In An EFL Classroom, written by Valencia (2018). The qualitative research was conducted at the Institución Educativa Distrital Rafael Bernal Jiménez with 41 seventh grade students between the ages of 11 and 16. The researcher found through field diaries, test, and interviews that students expressed the lack of interaction among them and the lack of communication in the activities in English class. Based on this, the researcher proposed activities that included interaction and collaborative work and described their impact on learning and speaking development in the classroom.

The researcher found that group activities promoted student participation, as each student was responsible for different roles and contributed to the performance of different activities. He also found that they not only strengthened their group skills, but also their individual skills, since by sharing their ideas, they became more confident and secure when

speaking. The study is important because it gave importance to group work within the English class, and also wanted to see its impact on speaking.

The next study taken into account was conducted in Medellin at the Universidad Santo Tomás de Aquino, entitled Collaborative Learning to Improve Speaking written by Murillo (2019). This innovative proposal research was conducted at the school I.E Tomás Carrasquilla with seventh grade students. The researcher found through field diaries and interviews a lack of Speaking activities within the English class, as it was not the most developed in the class. Based on this, the researcher proposed activities that included group work and that would also encourage speaking in English.

The author found that the activities that promoted speaking in class had an impact on the students. However, the low level of English that the students showed gave way to translation and did not allow them to see a great progress in their language skills. This study is important for this research because it shows how from the activities and group work students reinforce their oral language skills when they participate, learn from each other, and are able to recognize their mistakes.

Another important study for this project was conducted in Sweden, at the Malmö University is untitled the effects of collaborative learning in developing speaking skills. This was a literature review written by Mitrevski (2023). The researcher found that language learners should be exposed to activities that develop their communicative skills, focusing on oral production. The research objective was to see if there was any relationship between collaborative work and the development of speaking, and to propose activities that would develop communicative competence by interacting among peers.

The researcher found that speaking activities using collaborative work help to reduce anxiety and fear of speaking in another language, and students feel more confident, and their learning is more meaningful. She also says that the use of tools that motivate students varies according to the group. And she concludes that, although collaborative activities can be beneficial, it is the teacher's job to create strategies so that the development of the speaking group is equitable for everyone, not just for those who know more. This work is important for this research as it gives tools to work in class with groups of students and tells how this can be beneficial for their oral language development.

Moving to the next point, the first study relevant to this research that focus on the development of speaking in English was conducted at the Universidad Pedagógica Nacional (UPN) and is titled Fostering Oral Communication through Project Work and Situated Learning written by Corredor (2018). This study was a qualitative action-research conducted at the Prado Veraniego public school with fourth grade students between the ages of 7 and 9 years old. The researcher discovered through field notes and interviews that the students received the class all the time in Spanish. In addition, they did not know how or in what situations to use the vocabulary and grammar which was taught to them. Because of this, a proposal was developed in which the students would develop their oral skills through projects and situated learning.

Through surveys and diagnostic tests, the researcher was able to conclude that through the projects that the students did on topics of their interest, they had the opportunity to share their ideas and thoughts related to the topics and their lives. Although an excellent level of English was not achieved due to the limitations of time and previous knowledge, the students were encouraged to use English orally more regularly than at the

beginning of the research. The importance of this study resides in the use of the approach and the development of oral skills, being the projects in groups a way in which the students, through interaction and problem solving, developed oral communication since they used the language in real situations and became aware of their process.

The next study taken into account was conducted in Mexico at the Tecnológico de Monterrey called Estrategias de enseñanza del idioma inglés utilizando la producción oral written by Gonzales (2015). This qualitative research was conducted with a group of twelve selected teachers from the bilingual school. The author found that grammatical rules and word meaning were taught first and pronunciation or oral production was left for the last, she also had an interest in analyzing the activities used by teachers to teach English. She proposed the use of activities from both the Audio Linguistic and Communicative methods (role play, dialogues, dramas, paired conversations, warm-up and confirmation exercises, etc.) to encourage students to improve their oral production.

The author concluded through notes and questionnaires that the use of such activities generates an increase in vocabulary and confidence in speaking for most students. However, it takes a lot of class time to focus only on oral production, which would put the other language skills at risk. This study is relevant to this research since it makes use of group activities where students have the opportunity to interact and make use of the language by providing them with various scenarios.

## Theoretical Framework

This part of the chapter presents the different theoretical constructs that will dictate the course of this project, taking into account the main issues found so far, such as the lack

of group and speaking activities, and the students' interest in outdoor activities and environmental care. For this reason, the constructs that will be taken into account are Environmental awareness and nature in the English class, collaborative work in language learning and speaking activities in young learners.

**Environmental Awareness in the English Class**

In the educational setting where this research is developed, this project represents a compromise with the training of conscious and responsible students, who not only understand the environmental challenges they face, but also can actively contribute to the construction of a better future. In view of this, the research makes it necessary to focus on environmental education, taking it as an element of value that allows cultivating a lasting love for nature and forming environmental leaders who care about the protection of the planet. For this reason, it would be relevant to integrate environmental education with the teaching of English, since children, in addition to developing their linguistic skills in a meaningful context, will develop a critical awareness of the environment.

In order to understand what environmental awareness is, it is first necessary to define the concept of environment from which this research will work. Starting from the etymology of the word environ ¨being surrounded¨ and ment meaning "the action of " (Oxford University Dictionary, 2023) the dictionary defines environment as ¨all the external forces, influences and conditions, which affect the life, nature, behavior and the growth, development and maturity of living organisms¨ (Douglas and Holland, 1947). Taking this as a reference, Singh (2006) defines environment as all the external conditions that surround and are part of the development and growth of people, animals and plants. The author emphasizes the action of being surrounded by living objects in general and man

in particular, which means that the human being cannot exist or be understood in isolation from other forms of life on earth. The author describes that the environment, understood from the natural sciences, is composed of physical, biological and cultural elements, paying attention to the first two, including both living and non-living components. And in the last one, he puts man as an element that makes use of the first two to live and establish an order in nature. Understanding the aforementioned, for this research the concept of environment will be understood as all the factors of nature that surround the human being and condition the way in which he/she sees and configures the world.

Also, according to Febles (2004), environmental awareness is defined as the system of feelings, knowledge and experiences that the individual actively uses in his/her relationship with the environment, taking into account that subjectivity exists in the process of interrelation with the environment. This implies the development of social behaviors and processes of interrelation that make possible the construction of the self. In short, it implies awareness of the health and balance of the environment and the recognition of the relationship between the self, the other and nature. Considering the above, Prada (2013) takes the theoretical bases of different authors to explain environmental awareness from four different dimensions: cognitive, affective, dispositional and behavioral.

The cognitive dimension refers to the set of information and knowledge that the individual possesses about the environment. The cognitive processes in this dimension give meaning to the individual and enable the creation and assimilation of concepts derived from reality, allowing the recognition, analysis and understanding of their surroundings, culture and, in general, the environment.

The affective dimension is linked to emotional and affective experiences that originate from interaction with the environment. Affective processes reveal how environmental situations impact on the individual, creating his or her disposition to perform specific actions. The affective is a factor that transforms behavior, since through perceptions emotions and experiences are generated that influence the formation of consciousness.

The dispositional dimension refers to the attitudes that the individual has towards the environment, which manifest a point of view, a belief, a preference or a position against or in favor of something; it is thus a learned predisposition to respond consistently in favor or in disagreement with something.

The behavioral dimension of environmental awareness refers to the concrete actions and behaviors that people perform in relation to the environment. This dimension focuses on how attitudes and knowledge about the environment are translated into practical actions and daily decisions that affect the natural environment. The aim here is to encourage greater individual and collective responsibility for the protection and preservation of the environment.

Overall, environmental awareness in the English classroom could foster not only language proficiency, but also a deeper understanding of environmental issues and a sense of global citizenship. This is why this project aims to empower students to become advocates of environmental protection through outdoor activities that enable them to respect and care for the green spaces in their school.

**Natural world into language learning activities**

The integration of nature into the classroom is of great importance for several reasons that benefit not only students, but also educators. In this research project, the concept of Nature-based learning (NBL) is taken from the perspective of the author Sobel (2008), who explains that NBL is an educational approach that engages the students with the natural environment and natural elements as a vehicle for learning. He emphasizes the importance of connecting students with the natural world to reinforce and promote meaningful learning experiences.

Sobel (2008) promotes experiential learning in nature, where students are encouraged to engage in situated activities that provide them with real experiences in the environment. These experiences can include activities outside the classroom, wildlife observation, gardening, among others. Sobel also advocates for outdoor activities as a valuable component of education and child development. Outdoor experiences contribute to the strengthening of children's motor skills while simultaneously reducing stress and anxiety, promoting mental and emotional well-being.

On the other hand, but complementing Sobel's ideas, Bundy (2009) and Louv (2012) support the integration of NBL in schools and curriculum. They discuss and emphasize the importance of incorporating nature into formal education to provide children with more opportunities for hands-on learning, outdoor exploration, and environmental education that contributes to their holistic development. They also noted that NBL helps increase children's environmental awareness and responsibility for the natural environment around them. Children who spend time in nature are more likely to connect with and appreciate the environment and are more likely than adults to care for and it.

This approach not only aims to raise students' awareness of environmental concerns to foster their sense of responsibility towards the natural world, but also to develop their English language skills. As Sampson (2015) explains how experiences in natural environments can provide valuable opportunities for language acquisition, vocabulary development, and communication skills among learners. Engagement with the natural world introduces learners to a wide range of new vocabulary. Learning in natural environments provides a context for language acquisition. He emphasizes the importance of connecting students to the natural world to enhance and promote meaningful learning experiences.

**Collaborative Learning in Nature language activities**

Out-of-classroom activities with an environmental purpose give way to group work. Integrating NBL and Collaborative Learning in English language teaching is based on recognizing the value of both approaches to foster better language learning. While NBL involves using nature's environment for learning, Kuo, Barnes, and Jordan (2019) argue that outdoor experiences foster social and collaborative skills. Whereas, Collaborative Learning (CL), through a process of brainstorming, gives students the opportunity to develop thinking, oral communication, self-management, and leadership skills that serve as real-life tools (Richards & Rodgers, 2014).

Going deeper, collaborative learning according to Smith and McGregor (1992) is an approach that involves both individual and collective efforts of students to learn. They explain that in CL there is a process where students work together, in groups or pairs, in order to find a solution to a task and/or understand a topic. When students support each other, a social stimulus is created, in which they work to reach a compromise that is a

common good. The CL is related to the sociocultural theory on the concept of "Zone of Proximal Development" (ZDP) that was introduced by Vygotsky in 1930 to explain that students have a better development of their language skills when interacting with another, who has a higher level of knowledge, because from this interaction students can complement each other with the skills that the other has and one does not, to learn and perform more complex or heavier tasks than when doing it individually.

Another theory that can be connected to CL is the theory of the interaction hypothesis introduced by Long (1980) to explain that conversation is both a means to practice and learn, since when students interact with someone who has more knowledge of the language, there is a process of self-monitoring where the student by listening to the other is able to be conscious of his mistakes either in grammar or pronunciation, and is able to correct them. This results in a more mindful and therefore deeper and more meaningful learning process of the language for the learner.

It is important to understand how collaborative learning can be most effective when it is contextualized in environments that are relevant for learners to construct language meaning. Lave and Wenger (2008) and Jonassen (2003) argue that language learning is most effective when the learner is involved in interactional activities where exploration and discovery are encouraged in contexts that are important and interesting to them as they find real use for language.

Integrating nature-based and collaborative learning into English language instruction could be done through activities that encourage interaction and joint exploration of the environment. For example, by conducting debates or situations that encourage discussion about environmental care while reinforcing oral language skills. Nguyen et al

(2021) take the theory of other authors to explain that, in a language classroom, collaborative work fosters interaction, which in turn facilitates the learning of a foreign language. This creates a pleasant environment and reduces anxiety, because by working in groups, students develop confidence and learn vocabulary by watching their peers learn and solve problems. This combination not only could enrich the language learning experience but also could contribute to the development of environmental awareness and social skills among students.

**The speaking skill in young learners in a EFL classroom**

In Colombia, English is adopted as a foreign language due to the fact that in 1994 the Ley General de Educación recognized the importance of learning a foreign language, giving importance to English because of its importance and great demand in today's labor and professional world. It is learned as a subject at school, which is the only place where the language is put into practice. Therefore, it is essential to take advantage of classroom spaces for the development of language skills, where students can produce messages with linguistic and pragmatic meaning (Ministry of Education, 2006).

In line with the foregoing, Bueno et al. (2006) argue that although speaking is one of the most important skills, it is also one of the most difficult skills a foreign language learner face. In this context, this research project places great importance on activities that may foster active participation and confidence in students' speaking in order to encourage them to use English for a purpose so that they can express their ideas in the real world.

This research takes the definition of Speaking from Sulon (2021) who cites the ideas of Chaney and Burk (1998) and states that Speaking is a process of constructing and

sharing messages with meaning orally according to the context where the speaker is. In addition, Harmer (2007) states that speaking uses both vocal elements and gestures. Likewise, Sulon (2021) quotes Brown and Yule (1983) and presents three functions of language which this project takes into account to comprehend the students´ oral achievement: speaking as interaction, speaking as transaction and speaking as performance. The first refers to the conversation where two speakers get to know each other. The second one talks about the message; students talk and discuss a topic and then share what they have agreed upon to others. And the last one is a more controlled and predictable activity, where a speech is prepared to be presented to others.

For this research it is important to be able to describe the oral performance in English according to the level they are at. This is why the idea of Richards and Rodgers (2014) is taken, who consider that a learner has a successful level of speaking in English when he/she fulfills these three aspects: oral interaction, which is the ability to participate in conversations, answer and ask questions among peers, the use of vocabulary and grammar which is the ability to understand, recognize and use these concepts in oral activity to describe their environment, and oral production which is the ability of the learners to clearly express their ideas, opinions and emotions in a given situation.

However, it is important to understand that there may be scenarios where this could not be achieved completely. That is why this research gives importance to the message and its meaning over grammatical or phonetic perfection. According to Krashen (1985) effective communication and comprehension of the message should be the priorities in learning a foreign language. This means that, although pronunciation and grammar are important for understanding the language, it should not be prevented from taking the

message into account as long as it is comprehensible. The focus is on comprehension and not on form. According to the author, learners must first learn to speak before they understand and analyze the phonetic and syntactic structure of the language in an explicit way.

**Activities that promote speaking in the classroom**

There are many activities that can promote speaking in the English class. This research places great importance on those that may motivate students to participate and show interest in being in them. However, it is important to see that students' motivation depends on several factors, both those that depend on them and those that depend on the outside. Rusmanayanti et al (2021), take the ideas of several authors to explain the different types of Motivation of students when presented with activities that involve speaking. The authors explain that motivation can be intrinsic and extrinsic. The first is the willingness that arises in students to engage in teaching and learning practices, and the second is the willingness that arises in students after seeing the rewards offered. Furthermore, they state that there can be global, situational, and task motivation. The first is the general motivation of learners to learn a foreign language, the second is the motivation that arises during the activities and as they are presented to them, and the third is the willingness to engage and perform the assigned tasks autonomously.

In order to promote speaking in the English class, those activities that make use of group work are relevant, since they not only promote oral expression but also build confidence and facilitate learning among peers. These are the activities that are going to be carried out to foster the oral purpose of this research

**Role-plays and Simulations**

Harmer (2007) emphasizes the value of role-plays in creating safe situations for students to experiment with language and practice speaking in a variety of contexts. Learners are assigned roles to act out concrete scenarios or real-life situations. For example, ordering food in a restaurant, a job interview or discussing a topic.

**Information Gap Activities**

Ur (1996) advocates information gap activities, highlighting their ability to simulate real-life communication, where the exchange of information is a natural part of the interaction. These activities involve learners having different pieces of information to share with their peers in order to complete a task or solve a problem.

**Surveys**

Harmer (2007) states that surveys made in class can be a beneficial way to get students to interact, create question forms where they can obtain and analyze real information. Students will find the natural use of language much more meaningful.

**Discussions**

Richards and Rodgers (2001) point out that discussions not only foster oral expression, but also critical thinking and the ability to articulate and defend personal points of view. Students are divided into groups and given a topic to discuss or debate. This activity can be structured to accommodate different points of view and encourage critical thinking.

## Storytelling

Wright (1995) argues that storytelling is a powerful tool for language learning because it provides opportunities for natural language use and enhances listening and speaking skills. Each learner shares a story related to a given topic, whether personal, fictional, or based on a prompt provided by the teacher.

# CHAPTER III: METHODOLOGICAL DESIGN

This chapter will show the methodology that was used in this research. Then, it presents the definition of the paradigm and the type of study that guides this research. In addition, a description of the data collection instruments and procedures is given.

## Research paradigm

The study focuses on qualitative research. This type of research is understood as a series of methods and techniques of interpretation that aims to analyze, describe and understand reality in its natural and everyday context, trying to interpret the phenomena according to the meanings given by the people involved (Creswell, 2009). This qualitative approach is chosen to study the students' experiences in the English class in order to understand the situations that occur in the English class from the students' perspective (Marguerite and Lodico, 2010).

## Type of study

This study is action research, which is contemplated as a tool to study educational reality, to improve its understanding and at the same time to achieve its transformation. Ferrance (2000) describes this type of study as a collective activity that consists of a

reflexive exercise in which practice and theory interact with each other to establish changes in the situation studied. For instance, in education, action research represents the critical self-reflection of the educator's practice in order to examine and improve personally or professionally. This type of study provides teachers with a method for solving problems in schools so that they can improve both student learning and teacher effectiveness.

In order for the objectives of this research to be fully met, it was necessary to organize a series of steps that would guide the development of this project, which was an example of the union of theory and practice. Cohen et al (2007) take as a reference the idea of some authors to explain action research as a series of small cycles comprising 4 steps (observe, plan, act and reflect). The author emphasizes that in this type of study a praxis is generated, in which the researcher can create the cycles that are necessary to accomplish the research objectives. The cycle begins with an initial idea that leads the research, from there a series of activities designed to achieve the research objectives are proposed. It gives rise to documentation of what is observed in the application, and an analysis is generated in order to evaluate the process. With this reflection, the researcher perfects his proposals. The action-research cycle is continuous and interactive and leads to a continuous improvement of educational practice.

**Data collection instruments**

**Field notes**

As a qualitive action research, it was useful to take brief notes of what was observed in the English classroom. Abero et al (2015) consider that observation is the action of

looking with an intention and an objective, to capture manifestations and important aspects in a situation that one tries to understand and describe.

Also, according to Brewer (2000) cited by Marguerite & Lodico (2010) a field note is a tool in which the researcher records the events, conversations, behaviors that were perceived in the observations, in order to systematically collect data from the outside without imposing meaning or judgment. In this study, descriptive field diaries, which described in as much detail as possible what was observed in the classroom, and reflective field diaries, in which thoughts about what was observed were written.

**Semi-structured interview**

Abero et al (2015) explain that the interview is a face-to-face dialogue between the person who conducts the interview and the person who is interviewed. It is a verbal exchange of words in which a series of questions which are guided by the researcher are answered. For this research a semi-structured interview was conducted. Cifuentes (2011) defines the semi-structured interview as a guide with established questions and topics that can be flexible depending on the development of the interviewee's answers. With the interview conducted in this study, it was possible to obtain information about the student´s opinions, beliefs and perceptions about the activities that were carried out in the English class.

**Artifacts**

Phillip and Carr (2010) explain that ¨artifact¨ is a term used to describe something that is a product of human activity. Artifacts can be any kind of work done by learners; it is what stays as a result or consequence, product or evidence of that activity. In the authors'

words ¨Artifacts tell a different story than an interview or an observation; artifacts tend to speak for themselves as evidence¨ (p.203). For this study, artifacts are any type of work produced by the learner: artistic activities, audio recordings, worksheets, etc.

In order to gather the data needed to answer the objectives of this research, several instruments were used, including field notes, artifacts, interviews and a diagnosis test, as it is shown in Table 1.

**Table 1**

*Data collection resources used to achieve each objective*

| **OBJECTIVES** | **Data Source** | | |
|---|---|---|---|
| | **1** | **2** | **3** |
| To describe how Nature-Based Learning as a situated learning strategy could be involved on the environmental awareness of fourth graders. | **Field Notes** | **Artifacts** | **Teachers' Interview** |
| To explore the language learning in the oral use of English in fourth graders before and after the implementation of a pedagogical proposal that integrates nature and English. | **Field Notes** | **Artifacts** | **Teachers' Interview** |

## Ethical considerations

Action research in education involves close collaboration between researchers and participants to address practical problems and improve educational practice. In this context, it was essential for this research project to consider various ethical considerations to ensure the integrity, respect and well-being of all those involved. At the beginning of the research, it was necessary to provide students with an Informed Consent, which according to Cohen et al (2007) is a document that provides clear information about the objectives and procedures of the research, thus ensuring that students and parents understand their

participation in the project and become involved on a voluntary basis. It is also important to guarantee the privacy and anonymity of the students. The authors emphasize the importance of protecting the confidentiality of the information shared by the participants, as a researcher it should be ensured that the data used do not allow the identification of individuals and what can be obtained from them to protect their privacy. Also, as a researcher it is important to take an ethical responsibility for the position, biases and impacts of the research process, as well as to be transparent and reflective about actions and decisions.

# CHAPTER IV: PEDAGOGICAL INSTRUCTION

This section explains the pedagogical proposal developed for the implementation of this research, which includes vision of the classroom, student, language and the teacher. In addition, in the instructional design section, a description of the activities and dynamics carried out in the interventions is made.

## Visions of the project

Taking into account that this research was based on the theoretical perspective of different pedagogical approaches, it was necessary to establish and clarify the vision of the classroom, the student, the language and the teacher that this project had. For this it was important to explain it from different authors, as well as, from Natured-based learning the works and thoughts of Sobel (2008, 2022), Bundy (2009) and Louv (2012), and from the vision of Situated Learning the perspective of Lave and Wegner (2008).

## Table 2

*Explanation of each of the visions from the perspective of two approaches*

| | The Nature-Based Approach (NBA) | Situated Language Learning |
|---|---|---|
| **Vision of classroom:** | -The classroom extends beyond the traditional indoor setting to include outdoor environments such as gardens, parks, forests, and nature reserves.<br>-Learning takes place through hands-on experiences, exploration, and discovery in natural settings, allowing students to engage with language in meaningful and authentic ways. | -The classroom is conceived as an environment where opportunities are created for students to participate in meaningful, hands-on activities that reflect real-life situations.<br>-Interaction among students and active use of language in collaborative and communicative activities is encouraged.<br>Learning is promoted through problem solving and the completion of tasks that involve authentic language use in contexts relevant to the students. |
| **Vision of Student** | -Students are active participants in their own learning process, taking advantage of opportunities to interact with nature and use language to describe, inquire, and express themselves in outdoor settings.<br>- Learning in nature encourages students to develop a deep connection to the environment, fostering a sense of wonder, curiosity and responsibility toward the natural world.<br>-Students develop their language skills, as it is not explicitly but implicitly through interactions, games, songs, and explorations in nature, not only through formal instruction, but also through interactions, games, songs, and explorations in nature. | -The previous experience and cultural knowledge of the students are valued, and their active participation in the elaboration of meanings and their negotiation among peers in the classroom is encouraged.<br>-Autonomy and self-regulation in learning are encouraged, as well as reflection on the process of language acquisition itself, as they begin to be aware of their mistakes and to correct them. |
| **Vision of the Language:** | - Language is seen as a tool for communication that can be developed through real interactions with the natural environment.<br>-Vocabulary and grammatical structures are learned in context, focusing on words and phrases related to nature and outdoor activities.<br>-There is an integration between language learning and experiences in nature, fostering a deep understanding of environmental concepts and promoting environmental stewardship. | -Language is considered a dynamic and flexible tool that can be adapted to different contexts and communicative purposes.<br>- It emphasizes the importance of learning the language in authentic and meaningful situations, in which students can apply what they learn in class to their daily lives. |
| **Vision of the Teacher:** | -The teacher acts as a guide and facilitator, guiding students to make connections between language learning and their experiences in nature.<br>-Teachers design and implement activities that integrate language learning with outdoor exploration and environmental education.<br>-Teachers encourage students can ask questions, make observations, and communicate their findings using language, while providing support to meet individual learning needs. . | -The teacher also plays an important role in selecting and designing activities and materials that reflect students' interests and needs, as well as in creating an inclusive and respectful environment where all students feel safe to participate and take risks in their learning. |

**Pedagogical intervention**

For this research it was important to plan a series of activities that involved the students in situations where they could share and carry out activities and tasks with their classmates that would transform them into agents of awareness and action regarding the care of the environment and their school, while using the language in a contextualized way.

The interventions were designed considering the students' curriculum, the DBAs, and the environmental objectives to be achieved in this research. All this, in order for the students to have an enriching educational experience for their language learning and their education as future adults responsible for the care and protection of the environment. The classes were designed to be a joint work between the two teachers in charge of the group, since in the first part the children learned the rules and structure of the language, and in the second part, they put in practice what they learned to build environmental awareness in their school. This means that the children spent 45 minutes inside the classroom and 45 minutes outside.

The instrumental design was done in 3 cycles, where each cycle represented a different mission. The first mission was introductory, where students were able to recognize the different green spaces in their school and how they were treated, and to approach group activities and speaking in class. The second was practical, where students were able to perform their first oral productions while doing different environmental tasks as a group. And the third was productive, where students did activities in which they were agents of change of environmental actions using the language.

**Cycle 1: Recognizing and learning**

In this cycle entitled ¨Learning to be aware of my school and my knowledge in English¨ 7 classes were carried out in which different controlled activities were done, which were intended for the students to have their first experiences with English classes outside the classroom. They also had their first contact with nature where they were able to recognize some of the green spaces of the school, such as the farm, a playground, the park. They were aware of how the rest of the population cared for and preserved these places, while they were recognizing the vocabulary and grammar from activities that made them repeat aloud the language.

**Cycle 2: Practice**

In this cycle entitled "My first creations and actions for the environment" 4 classes were held in which the students continued to recognize other places such as fields and other green spaces. They no longer repeated sentences aloud, but were the ones who created their own ideas from a situation presented. In this cycle, the voice of the students was taken into account to express themselves from their experience of environmental care and habits, while as a group they were using the language orally.

**Cycle 3: Produce**

In this cycle entitled "I am aware of my knowledge, and I use it to take care and protect my school" there were 4 classes in which the students became aware of how the spaces in their school were treated and used their language skills to generate messages of acknowledgement and appreciation to the entire educational community. For this cycle, the

students were already talking about their position in environmental situations and creating messages about the protection and care of their school and the environment.

**Table 3**

*Description of the activities carried out in each class of the three cycles*

| CYCLE 1<br>*"Learning to be aware of my school and my knowledge in English"* | LESSON | OBJECTIVES | GRAMMAR AND VOCABULARY | ACTIVITY | TIME |
|---|---|---|---|---|---|
| | Class 1<br>Sing a song of healthy habits | -To recognize good habits as a first step of environmental awareness<br>-To reinforce grammar and vocabulary and promote participation using songs as a method for speaking | Present Simple<br>Verb can<br>There is There are<br>Vocabulary food (healthy food, junk food) | Students must read the lyrics of the song and recognize vocabulary of food and say it to the teacher<br>They must try follow the lyrics of the song<br>They must sing the song by groups | 45 min |
| | Class 2<br>Scavenger hunt game | -To use the park to recognize the space a<br>-To use the scavenger hunt game as a tool for group work<br>-To recognize the order of a simple sentence using cards<br>-To use made sentences to recognize the sound of the words | Present Simple<br>Verb can<br>There is There are<br>Vocabulary food (healthy food, junk food) | Students must create groups to go and look for cards which contain words<br>They must find the cards of the same shape, and put together the sentence<br>When they organize correctly the sentence, they must repeat it aloud to win | 45 min |
| | Class 3<br>Create presentations | -To use technological devices to create a Power Point presentation<br>-To encourage oral presentations about favorite food<br>- To use grammar and vocabulary | Present Simple<br>Verb can<br>There is There are<br>Vocabulary food (healthy food, junk food)<br>The ---- come from | Students should create three slides where they write down what their favorite food is, what ingredients it has, and where those ingredients come from.<br>Example<br>I like sancocho<br>sancocho has potatoes, chicken, corn on the cob, onion<br>the potato comes from the earth, the chicken comes from the animal, etc. | 45min |
| | | | | they should read aloud their presentations | |
| | Class 4<br>Go to the farm | -To recognize the farm as a place to learn situated vocabulary | Vocabulary of food and plants<br>rooster<br>pond<br>peas<br>beans<br>corn<br>carrots<br>onion<br>potato<br>dandelion<br>chamomile<br>tools. | Taking children to the farm<br>Students should write in their notebooks the vocabulary that the teacher tells them about what they see.<br>The teacher should show the food and plants, and objects and say their names in English. | 45min |
| | Class 5<br>Let´s talk about us | -To use the interview as a tool to practice speaking<br>-To know what are the students likes and habits<br>-To introduce students to oral interaction | Present Simple<br>Verb can<br>There is There are<br>Vocabulary food (healthy food, junk food)<br>What do you usually eat for …? | Students should find five partners and ask them what they eat according to the situation.<br>They should read the question aloud without using Spanish, and should answer "I eat" or simply name the food. | 45min |
| | Class 6<br>Recognizing my school | -To use the yard after break time to recognize the space and its use<br>-To introduce them to environmental awareness through artistic creations | Simple present<br>I prefer...<br>Vocabulary<br>Leave<br>Flower<br>Stick<br>Clean<br>Dirty | Students should work in groups to go in search of some objects from nature, and pick up trash from the ground.<br>they should decorate the drawing of their school, differentiating between a dirty school and a clean school.<br>at the end they should say which of the two they prefer. | 45min |

| | | | | | |
|---|---|---|---|---|---|
| | Class 7<br>Find my partner | -To introduce students group work<br>-To use repetition aloud to get familiar with the language<br>-To use vocabulary of the class | Present Simple<br>Have – Has<br>Vocabulary Illness | Students should read aloud from the paper in their hand. Each one can be a disease, a symptom or a solution.<br>The idea is that at the end there are three groups left and they can figure out what is the symptom and cure for each disease.<br>at the end all the groups read to the rest of their classmates. | 45min |
| CYCLE 2<br>*"My first creations and actions for the environment"* | LESSON | OBJECTIVES | GRAMMAR AND VOCABULARY | ACTIVITY | TIME |
| | Class 1<br>The superheroes have routines | -To recognize the fields and courts as a space to learn<br>-To work in groups to create<br>-To use in an oral way what was learned in class | Adverb of Frequency<br>Routines<br>Present simple Third Person<br>Vocabulary (Plastic, paper, wrappers, water, tap)<br>Verbs (Reduce, save, pick up, waste) | Students in small groups must create a routine for an environmental superhero.<br>They read aloud the mission of the super hero, then create the routine according to that<br>The must not write<br>They must present the routine to the teacher | 45 min |
| | Class 2<br>Sing and learn habits of care the environment | -To encourage environmental care through a song about planet earth<br>-To work in groups to sing the song<br>-To reinforce grammar and vocabulary and promote participation using songs as a method for speaking | Routines<br>Present Simple<br>Verbs (Reduce, save, waste, turn off, pick up, contaminate, walk, ride bike)<br>Vocabulary (Plastic, paper, wrappers, water, tap) | Students must recognize in the lyrics of the song the vocabulary about routines<br>They must recognize vocabulary about environmental habits<br>They must sing the song by groups | 45min |
| | Class 3<br>We are actors | -To use the yard as an scenario to present the role play<br>-To work in groups and exchange ideas through dramatization. | Routines<br>Present Simple<br>Verbs (Reduce, save, waste, turn off, pick | The teacher divides the students into small groups. She gives them a paper with a Role-Play. | 45min |

| | | | | | |
|---|---|---|---|---|---|
| | | -To reinforce grammar and vocabulary through role play. | up, contaminate, walk, ride bike)<br>Vocabulary (Plastic, paper, wrappers, water, tap) | She goes through each group explaining what it says and what they should do. Students must create and practice the presentation | |
| | Class 4<br>Let´s do an interview | -To comprehend the environmental habits of the family of my parents<br>-To collect information through a survey working as a team.<br>-To practice third person verbs and adverbs of frequency through the presentation of the information collected. | Routines<br>Present Simple<br>Adverbs of frequency<br>Verbs (Reduce, save, waste, turn off, pick up, contaminate, walk, ride bike)<br>Vocabulary (Plastic, paper, wrappers, water, tap) | Students must interview three members of their family and ask them about their habits to take care the environment.<br>Students bring the information to the class<br>They discuss about their findings among them | 45min |
| | LESSON | OBJECTIVES | GRAMMAR AND VOCABULARY | ACTIVITY | TIME |
| | Class 1<br>Missions and Eco-Stories | -To promote the cleanliness of the school spaces by picking up different objects on the floor.<br>-To work as a team to complete the missions and find the objects, and as a group create a story.<br>-To use orally English to create stories using vocabulary and grammar. | Routines<br>Present Simple<br>Adverbs of frequency<br>Verbs (Reduce, save, waste, turn off, pick up, contaminate, walk, ride bike)<br>Vocabulary (Plastic, paper, wrappers, water, tap) | Students must go and pick up the paper and plastics they find lying the ground<br>They must create a story about environmental awareness using the papers as characters of their stories<br>They must present the stories to the teacher | 45 min |
| | Class 2<br>Eco- Quiz Bowl | -To use the big green space as a race track for playing in groups<br>-To discuss individual environmental habits, sharing ideas among peers using orally English to make their ideas known | Routines<br>Present Simple<br>Adverbs of frequency<br>Verbs (Reduce, save, waste, turn off, pick up, contaminate, walk, ride bike) | The students must pass underneath their partners, the first one to arrive must catch a question for the bowl. They must come back, show the question, and try to answer together. The student comes | 45 min |

| | | | | | |
|---|---|---|---|---|---|
| CYCLE 3<br>*"I am aware of my knowledge, and I use it to take care and protect my school"* | | | Vocabulary (Plastic, paper, wrappers, water, tap) | back to the teacher and says the answer<br>For example: How do you reduce water waste? \|<br>Student: I turn off the tap when I brush my teeth / I reuse water from the washing machine<br>So, until the whole group passes | |
| | Class 3<br>Environmental Campaigns | -To promote a sense of belonging and care for the school's areas.<br>-To work as a team to create a campaign, sharing ideas and assigning tasks and roles of each member<br>-To use English grammar and vocabulary to create posters about caring for the environment | Routines<br>Present Simple<br>Adverbs of frequency<br>Verbs (Reduce, save, waste, turn off, pick up, contaminate, walk, ride bike)<br>Vocabulary (Plastic, paper, wrappers, water, tap) | Students must create in groups create posters in which they write ideas about taking care of the places in their school<br>They must present the posters to the teacher. | 2 classes 45 min |
| | Class 4<br>Thank-You Letters | -To use picnic zone to have a relaxed and contact nature experience<br>-To practice oral production while conveying heartfelt gratitude<br>-To write letters saying thank you | Using the gerung before "Thanks for"<br>Verbs (cook, clean, serve, prepare, pick up, sweep, wash, attend)<br>Vocabulary (cafeteria, fields, courts, farm, yard) | Students should write a thank-you letter to to specific individuals within the school community, expressing their appreciation for their contributions.<br>They can draft the letters in class, focusing on specific acts of kindness, support, or dedication that they have seen<br>Each pair reads their letter in front of the other students, saying who they are giving it to and what they are thanking.<br>If possible, the children find the people and give them the letter they made. | 45min |

# CHAPTER V: DATA ANALYSIS AND FINDINGS

This chapter shows the description of the information collected and the analysis of what was found during the pedagogical intervention of this research. It also presents the approach that guided the analysis showing the categories and subcategories with the evidence supporting the above.

## Grounded Theory

In order to perform the data analysis, this research made use of Grounded Theory (GT). Cohen et al (2007), from the perspective of Glaser and Strauss (1967), explain that this approach is a methodology for creating theories from empirical data to understand human behavior. This approach aims to generate ideas about a problem by systematically analyzing and coding data, discovering patterns and relationships between them. The GT process goes from data collection, a codification is performed from this, categories and subcategories emerge and from these, a theory or an explanation is developed.

Coding is the most important part of GT, as this stage involves the careful and thorough reading of the data to establish coherence and depth among the themes and categories that emerge from the data (Burns, 2010). Many researchers use color coding as part of a strategy to link the data and create a categorization of them. Saldaña (2013) explains that the selection of colors for coding is a very important process that influences the effectiveness and clarity of data organization. Colors must be different from each other to have a good contrast between categories, they must also be colors that can influence the interpretation of data (e.g., green are environmental issues) There must be a coherence between the selection of colors and in the categorization of information to avoid ambiguities, and thus the organization and data analysis will be clear and effective.

**Procedures for data analysis**

Considering the foregoing, this research went through steps in data collection and analysis. First, data collection, as explained in Chapter 3, consisted of obtaining information through field notes, a teacher interview, and artifacts made by the students.

Second, the coding of the information was done through the data collected through the aforementioned instruments. The field notes provided important information about the students' reactions and behaviors while the classes were taking place outside the classroom. The semi-structured teacher interview provided a reference for understanding from a pedagogical perspective how this project was part of the learning process of the students in the English class. And the artifacts were of great help to understand the way in which the students used the language when they were exposed to situations related to the perception and care of the environment in their schools. Once all these were obtained, the information

was read with great attention and detail, and then patterns were found in each one of them and grouped by color those that were related to each other.

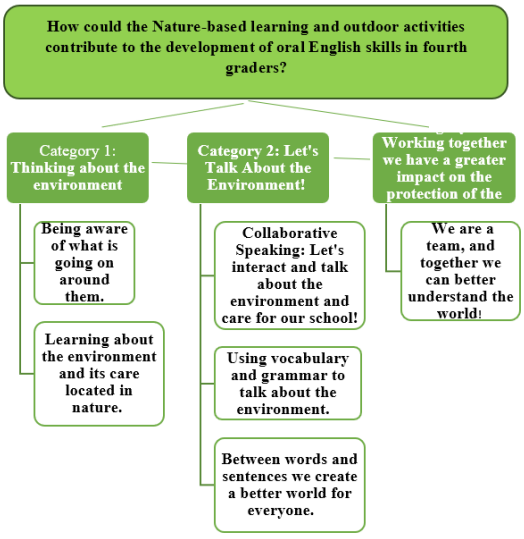
And finally, by identifying the patterns and their relationship, the data analysis consisted of grouping the information into categories. This categorization served as a reference to explain what was found, and to support with evidence how the process was to achieve the objectives of this research.

**Categories of analysis**

The objectives of this research are: To describe how Nature-Based Learning as a situated learning strategy could be involved on the environmental awareness of fourth graders and to explore the language learning in the oral use of English in fourth graders before and after the implementation of a pedagogical proposal that integrates nature and Englis. In order to understand the way in which the activities were carried out to achieve the objectives, this graph explains the categories and subcategories that emerged from the data coding.

**Figure 3**

*Visual representation of categories and subcategories*



**Category 1: Thinking about the environment.**

This category refers to the students' performance in the environment, that means, the way they think and react when they perform activities that allow them to be in contact with nature. As Andres (200) says, the environment is the surroundings in which we live and the interactions of human beings with the components in it. Through the pedagogical intervention, the English classes addressed environmental issues taking into account their closest context, which was the school. The students had the opportunity to become familiar with the green spaces of the school, such as the playground, the courts, the farm, the park, etc., through activities outside the classroom, with the purpose of knowing and understanding the importance of these spaces for their learning and well-being.

This broad category includes two subcategories, which help understand more easily how the different behaviors of the students are described when they faced the activities in natural spaces. In order to explain this, a discussion between the information collected from field diaries, artifacts, photos and interviews and the theory is presented.

**Being aware of what is going on around them.**

This subcategory refers to the students' ability to become aware of the importance of protecting and preserving nature when they were introduced to different situations and issues related to the environment, while enriching their vocabulary and language skills. Before starting the pedagogical intervention, it was vital to involve the students themselves in the choice of the topic and how it would be developed in the following classes. The students made evident their liking and interest in nature and outdoor activities (see annex 11).

The activities carried out during the three cycles were intended to develop different skills in the students which helped them to understand and reflect on different situations occurring around them. To understand the evolution and growth of environmental awareness in the students, it was important to explore the different dimensions of awareness development, *the cognitive, affective, dispositional and behavioral dimensions* (Febles, 2014). In the first cycle activities, the students had their first contact with nature in English class. Therefore, they visited the school garden, recognizing the green spaces of the school, where they participated in activities that helped them put into practice the vocabulary of animals and food that they were learning in class.



Situated Activity, Go to the Farm, Fist Cycle, Class #4

This visit gave way for the students to talk and comment among themselves about the English equivalence of the names of the plants and objects they saw there. In the middle of the tour the students seemed interested in learning how to say certain words, they were motivated as the situation led to the students singing a song.

*In the middle of the tour a student comments that he feels like he is on a real farm and begins to sing a song. ¨The Old McDonald has a farm¨ , and his classmates respond ¨iah iah iah ioh¨. So the boy kept on singing . And the others followed him. They laughed and commented that the farm was very nice and that they would like to help the man watering the plants and feeding the rooster. Students might be motivated and feel good and that kind of spaces. When they sing, it might be a sign they feel confident and comfortable with their partners, with the teacher and with the activity.*

[Field Note Fist Cycle Class #4]

As it is shown, the students were interested in the activity, from them came the initiative to want to help and contribute to the care of their school farm. This can be explained from what Febles (2004) explains about the *affective dimension* when he says that a person has a formation of awareness of their environment when they feel affection and empathy for the situations that happen around them. The students had an emotional impact when they visited the garden and this, wanting to be part of the protection of their school. And this made them connect with the place, their peers and the things going on around them. The activity allowed each student to explore the place freely, seeing and asking questions.

In another activity, by taking the children to the yard, they were able to see what the space looked like before and after the break time. The activity consisted of students going in search of flowers, leaves and sticks as well as papers that were lying on the ground. When they had the objects, they had to decorate a sheet of paper with a drawing of their school, showing the difference between a school full of garbage and a school full of nature.





Artifact #1 Student 1, 2, 3, 4 First Cycle, Class #6

*When the teacher passes by each group supervising their work, she asks them what they prefer: a school full of garbage or a school full of nature, they say clean is better, that dirty looks ugly. They show their drawings, the nice is the clean and the ugly is the dirty. One*

*child tells the teacher that he thought he wouldn't find any trash, but he didn't like the fact that people didn't pick up their trash. They might relate the concept ¨pretty¨ with something that is well organized and in good condition, and they might relate the word "ugly" with something that is dirty and in poor condition.*

[Field Note. First Cycle Class 6]

The activity consisted of being aware of how they liked to see their school, whether it was a natural and clean space or a space full of garbage and dirt. It can show the *dispositional dimension*, in the drawings the students made clear their position regarding their environment. The care of the school, and more so of the space where they rest, was important to them and their preference for a clean space without garbage made them feel more comfortable. They did not agree with those people who left their garbage lying around knowing that it was a school rule, and it was the responsibility of people to pick up their own garbage.





Artifact #1 First Cycle, Students 1, 2, 3, 4, 5, 6, 7, 8, Class #6

In the second cycle, activities were carried out for the students to learn. In this cycle, the students developed their *cognitive dimension*, which means that they were acquiring knowledge about caring for the environment. Since as they explored the places, the children learned vocabulary such as turning off the lights, cleaning the place, picking up garbage, closing the tap, walking and riding a bicycle, and they used this vocabulary in activities such as role plays, simulations and surveys.

*The children told the teacher that they did not understand what it said on the paper. She starts reading with them, line by line, and the children themselves deduce the text. When they don't understand the word, the teacher mimes and the children understand.*

[Field Note. First Cycle Class 6]

In order to put into practice what they visualized in the previous cycles, they were exploring their *dispositional and cognitive dimension*, challenging their position on their preference about the state of the school. In the third cycle, the students carried out a clean-up day where they were active and participative agents in protecting their space, such as the school. Students picked up papers they saw on the floor after the break. Each group had the mission to collect a wrapper, a piece of plastic and a piece of paper, as these would be the main characters of the stories they were to create.







Situated activity Third Cycle Students 1, 2, 3, 4, 8, 15 Class #2

In addition to this, in the same cycle, the students thought about each of the places in their school and created posters with tips on how to take care of these spaces and keep them clean. Each group worked on ideas that were relevant for them to share with the rest of the educational community. In this activity, they were already aware of their context, the food in the cafeteria, the state of the courts, the garbage after the break, the care of plants and animals, and they reflected on them, and then they were the creators of environmental awareness for the rest of the people.



Artifact #2 Third Cycle Students 1, 3, 11,7, 6, 9, 12 Class # 3

The above showed that the students had created knowledge from the experiences they had had, this helped them understand how they and the rest were acting in their environment. The students began to recognize the other spaces in their school, this allowed them to understand how everything around them acted and moved. For the last cycle students were exploring their *behavioral dimension*, communicating their ideas about preserving places in their school from the creation of posters that was a process of creating ideas and reflection as they became aware that the care and protection of the school depends on all of them and not only on those who work there.




Artifact #2 Third Cycle, Students 1,2,3,4,5,6,7,8,9,10,11,12,13 Class # 3

For this reason, and in order to close the cycle where the students showed their awareness of the situations that surrounded them, they carried out a day of gratitude where

they wrote small letters thanking those who were in charge of the cleaning and service of the school. Exploring and developing all their dimensions, cognitive, affective, dispositional, and behavioral in environmental awareness, the students showed the impact that the environment had on them as an individual and part of a community, they transformed their behavior generating affinities with their school environment. The students understood and were aware of the work of each of these people and in their words, they remarked on the impact that the actions of the school staff had on them. With this activity the children showed their values and feelings towards their context.





Artifact #3 Third Cycle, Students 1, 2,3,4,5,6,7,8,9,10,11,12Class #4

In order to have a more pedagogical perspective on the activities that were carried out for the students to have an environmental awareness, an interview was conducted with the teacher who was in charge of the course. He expresses that the activities were beneficial for the students to be aware of the care of the places of their school, since this being a context closer to the students, it can be a great start for them to have the knowledge and understand how to act when faced with more serious problems such as what the planet is currently facing, and be aware of the importance of caring for and preserving the environment.

*Teacher: yo pienso que que sí, realmente todos sus todas las actividades, el el tema es que se trató de Del del cuidado de de muchos lugares, del del no solamente de de nivel, digamos que global, sino ya más cercanos a ellos contribuye, sin embargo, digamos que eso. Es algo que se debe trabajar en todas las áreas y en todo momento, porque muchas veces creo que nos quedamos como en la en la parte de la de la explicación de de lo que sea de, pero en el día a día, a veces llegar a*

*ese día a día con estudiantes, bueno, y con la general con. Con con toda la población mundial, digamos unos todos, 1 escucha. Hay que cuidar el agua, hay que cuidar el medio ambiente, pero a veces como que el día a día la gente sigue haciendo las mismas cosas, pero yo siento que poco a poco sí se está logrando ese cambio que queremos varios de de de ser conscientes de Del cuidado del ambiente poco a poco y de ese tipo de actividades*

[Interview #1 Third Cycle April, 2024]

In conclusion, it could be said that the activities that the students carried out as the cycles progressed was a process of creating environmental awareness. This is due to the fact that it started from the pure recognition and observation of what was happening in their school, and ended in a work of reflection and sense of belonging where the students became conscious subjects with initiative to protect and preserve clean the spaces of their school. In these three cycles, students had the opportunity to understand the importance of these green spaces in their school, and to value and respect them. They went from being spectators to being creators of awareness, preparing themselves to be responsible citizens, aware of the impact of their actions on the natural world.

**Learning about the environment and its care located in nature.**

This subcategory describes the learning process of the students in which it was intended to learn and understand the vocabulary and grammar of English about the habits and care of the environment through activities that were located in familiar contexts and close to them such as the green spaces of the school. This means that the activities throughout the cycles were not only intended to generate environmental awareness, but also to learn how they could express those ideas and thoughts of change through the use of English that they were learning in class, all this with the objective that the students would see a real use for everything that was seen in the classroom.

As Lave and Wenger (2008) say, situated learning focuses on learning, whether it is a language or any subject in general, in authentic and meaningful contexts, according to them learning occurs more effectively when students participate in practical activities within environments that are relevant to them. The students carried out different activities of recognition and learning of vocabulary and grammar in English from all those outdoor spaces where they could have direct contact with nature and their school and reflect on it. Being in natural environments that were not unfamiliar to them, such as the farm, the fields, the playgrounds, it was easier to see and understand not only the language, but also the environmental issues occurring around them.

One of the first activities where the vocabulary was presented in a situated way was a trip to the school garden. For this moment, the students had to learn the vocabulary of food according to the curriculum. They made use of a book with a picture of the food and the word in English. To reinforce this vocabulary, the children were taken to this place so they could see vocabulary such as beans, peas, corn, dandelion, in real life and so it was easier to remember.

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| Situated Activity Go to the farm First Cycle class #4 | |

*The students drew and wrote in their notebooks the names of the plants, animals and objects they saw. And they helped each other by remembering the English names of the words. The children who did not hear the word the teacher said would ask their classmates how to say it by pointing to the*

*object, the other would respond by using the word in English. The teacher sometimes did not answer her students' questions to see if the classmates would help each other.*

[Field Note, Cycle One, Class #4]

A second activity in which the students were introduced to situated vocabulary was the activity where the children had to decorate a picture of the school with items found on the ground. In order for them to begin to become familiar with the vocabulary of nature, the students were asked to look for leaves, flowers, sticks, rocks, grass, papers, and wrappers. This in order to use those words while holding the object in their hands.





Situated activity First cycle Students 9,11,14,5,13,7 Class #6

*The teacher stops by all the groups to supervise the activity. The teacher stresses that they should practice the vocabulary while they are doing the activity. Students talk to each other to work together on decorating the leaf. one girl says to her classmate ¨pasame las flowers¨ . Another child says ¨Olvidamos recoger los papers¨ another girl comments ¨Yo no sé, donde poner las leaves¨ A child shows his work to the teacher and tells her ¨Profe mira mi clean school¨*

[Field Note, First Cycle, Class #6]

A third activity in which the students saw the vocabulary they used consisted of a simulation, where the students were presented with a situation and they had to act and create a dialogue based on it. The students read the situation, recognized environmental care vocabulary such as save, save, walk, pollute, contaminate, gas, air, spend. Then, they talked among the groups to perform the role-play. And in this way, they were able to present it to the teacher.

| | |
|---|---|
|  | Group 1:<br>Student 1: Hello friends how are you today?<br>Student 2: I'm fine<br>Student 3: I'm fine<br>Student 4: so, how you going to school?<br>Student 1: In walking<br>Student 2: In a bike<br>Student3: In car<br>Student 2: no, in car no, for a lot of contamination<br>Student 4: no clean air<br>Student 3: Ohh I walk now<br>All : listo teacher, eso es todo |
| Situated Activity Second Cycle Student 1,2,3,4 Class #3 | *Extract from class recording transcription while doing role plays* |

As can be seen above, although the students had grammatical errors, they used the vocabulary seen in their situation. Thus, creating a final group product in which the linguistic and environmental intention was understood.

A sample of another activity where language was presented in a situated way consisted of an oral quiz where students answered a series of questions about environmental care. This activity was intended for them to use the vocabulary seen in the previous activities and to be able to give an answer to it. The quiz was presented in a dynamic and motivating way for them, because first it was a group activity and secondly the students had to use their physical abilities to run and catch the questions as soon as possible in order to get to their classmates and answer them together.

| | |
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|  | Student 7: planting plants for clean the air<br>Student 3: we turn off the lights<br>Student 2: save water for the animals<br>Student 5: we can use reusable bags when we are buying food at the supermarket<br>Student 1: Yes, planting a garden is good<br>Student 9: we can ride a bike or walking for clean the air<br>Student 13: yes, turn of the lights are good<br>Student 12: we dont throw garbage on the ground for the pollution |
| Situated Activity Third Cycle Students 7,3,2,5,1,9,13,12 Class #1 | *Extract from class recording transcription while answering Eco Questions* |

Taking into account the above, it can be seen that the students, as the pedagogical intervention progressed, were appropriating the vocabulary, using it with more confidence and in a better way to answer questions and give their point of view on an environmental issue. In this activity it could be seen how some students were able to successfully use the vocabulary. However, this was not the case for all students; it was a minority who were able to answer the questions without hesitation or using Spanish. For others it was more difficult to remember the vocabulary, and to know how to answer the questions. This could be due to the fact that the strategies used were not appropriate for all students, since it is known that not all students memorize and learn in the same way. To give evidence of this, it is important to take the head teacher's perspective on the children's use of vocabulary.

*Teacher: Sin embargo, como te dije en uno de los comentarios de tus emm de tus planeaciones que falto verse un poquito más de vocabulario, presentar el vocabulario en actividades más prácticas como sopas de letras, crucigramas y demás para que ellos tuvieron más herramientas para que ellos antes para lograr decir lo que tu querías que lograran decir*

[Interview #1 Third Cycle April 26th 2024]

To summarize, vocabulary placed in real contexts and of relevance to the students is of great help for some students who were able to learn and use the vocabulary at the right time, however, for those who have another way of learning or simply need activities that keep their concentration, a mix between the practical activities named by the teacher and the activity in a specific place could be generated.

**Category 2: Let's Talk About the Environment!**

This category refers to the students' English-speaking ability, specially to the abilities when the students had to speak their minds orally among peers and with the teacher. This category considers different aspects that are important to understand how the

process took place in which the students went from repeating dialogues to elaborating their own ideas in their own words. It is important to remember that the children's oral ability in English, according to Richards and Rodgers (2014), comprises three important factors: oral interaction among peers, oral production, and the way in which they use vocabulary and grammar. The students, during the development of the cycles, were involved in activities where they had to think, reflect, talk and discuss different topics related to the environment and the care of their surroundings, such as the spaces of their school. Understanding this, the category was divided into three subcategories that were important for this research to understand in more detail the students' process.

**Collaborative Speaking: Let's interact and talk about the environment and care for our school!**

This subcategory refers to the activities carried out by the students where they shared time with their classmates, and at the same time talked about nature and environmental issues. In the pedagogical intervention, it was proposed that in all the cycles the students should perform different tasks and activities in groups, and in this way, it would be more attractive and pleasant for them, and they could participate more actively, feeling accompanied and supported by their classmates.





Situated Activity, Second Cycle, Class #2

First, the children were introduced to these activities where the students had to form small work groups in which they could interact with each other. At the beginning, one of the factors that was most evident in the students was their discipline and disposition for group activities. It was difficult for all the students to work on the activity, and this was due to the fact the students did not used to work in groups.

*The teacher calls the children's attention as she notices that they are not working on the activity and are just talking and running around the room. Only two groups are doing the activity while the rest are talking about other topics. The teacher calls their attention again. The main teacher talks to the other teacher and tells her that these types of group activities are always this way, as the children are not used to working in groups and take the activity as an opportunity to talk to each other.*

[Field note, First Cycle, class #7]

Throughout the cycles, the activities proposed to the students varied from role plays to discussions and artistic creations. What this was intended was for students to have collaborative work in speaking, Long (1980) explains that this type of approach has learners work together in pairs or groups to practice and improve their speaking. However, this was not fully achieved, although there were students who really did the activity consciously putting it into practice and using what they had learned in class, others were deposed to follow the orders of a classmate who evidently knew more.

*In some groups they create the story according to what one of them says and the others try to follow it. In others, everyone contributes ideas and creates the story together. Others are simply not doing anything and are breaking the papers and making a mess of it. The group work is different in the groups. One hand, some people try to be the leader and other the followers, and to the other hand people are working with who make them participate and contribute with ideas.*

[Field Note, Third Cycle, Class #1]

For one of the final activities where the students had to share information about the environmental care habits they had in their families, they spoke in Spanish and did not listen to what the other was saying. This made them unable to understand the information

the other was saying, and they could not answer or ask questions about the topic being discussed.

*The children speak in Spanish as they share information. They ask the teacher if they should write or take notes, and she tells them they should just talk, but in English. They complain. The children speak in Spanish but see the teacher and try to say things in English. Others ask about words they don't remember. Other groups are picking on each other, hitting each other, and talking about things that are not about the activity. Students were unable to answer questions such as How often does Pepita's mom walk to work? because they did not pay attention and did not understand what their classmates were saying in English.*

[Field Note, Cycle 2, Class 4]

Proposing group activities where there was collaborative work in speaking was very important for this project, since it was intended that students develop and reinforce their ability of oral interaction in English through peer-to-peer work. But as we could see, at the end of the intervention, the children were not able to participate in conversations, ask questions or answer adequately in the activities where they spoke among themselves.

**Using vocabulary and grammar to talk about the environment.**

This subcategory refers to the students' ability to understand, recognize and use the vocabulary and grammar they learned in class to describe and give oral opinions about the environmental habits and issues that were occurring around them. The students did different activities outside the classroom, which allowed them to learn in a deeper way everything they studied inside the classroom. The vocabulary and grammar were presented in a situated and contextualized way, which means that outdoor activities and contact with nature played a very important role so that the students could interact with their environment and talk about it. At the beginning, the students did controlled activities where they were given a ready-made role play, or a simulation that they just repeated out

loud, or a song that they had to sing. This was so that they could get familiar with the vocabulary and see the structure of English.

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| Situated Activity, Second Cycle, Class 2 | Situated Activity, First Cycle, Class 2 |

*When they returned to their groups, they organized the prayer, had to read it aloud and thus won the game. Some groups forgot where the subject went, or the verb, or the adverb of frequency. Some students noticed instantly and corrected; others waited for the teacher to correct them.*

[Field Note, First Cycle September 14th, 2024]

As the classes progressed, outdoor activities such as discussions, oral questions, or nature explorations were intended to give students the opportunity to use and practice vocabulary and grammar in real situations where they would have to talk to each other.

| |
|---|
| Teacher: Read the question and answer<br>Student 5: what should we throw the garbage?<br>I think that we throw our garbage in the place that are appropriated in this school.<br>Teacher: Read the question and answer<br>Student 8: for the water<br>Teacher: complete the answer<br>Student 9: How can we save water? We not waste water of the baños. |

[Extract from class recording transcription while answering Eco Questions Third Cycle Class #1, Students 5,8,9]

As it can be seen, the activities included topics about caring for the environment, but more about caring for their school. Being contextualized, in the activities, some students achieved to remember the vocabulary and use it to answer the questions, others forgot how to say it and asked the teacher to help them remember. It could be said that, although it was not the majority, the minority of students achieved to understand and use the vocabulary and grammar to talk about their context, this was due to the fact of being in

natural environments and real and familiar situations for them, such as taking care of the water, throwing away the garbage, taking care of the plants in their school, where the children had an inductive learning of the language.

*When they have to answer the question, some students do it easily, others say single words and the teacher helps them to organize the ideas, others come with the answer in Spanish and others bring the idea that another classmate told them to say. The teacher clarifies that they should give coherent answers and that they should understand what they are saying. She emphasizes that it is not fair someone else gives the orders, only for winning the game. After the warning, the children try to respond, there are others who continue to follow instructions from others. There is one group in which only one person says what they should say, in another group there is no emotion when they run.*

[Field Note, Third Cycle, Class #1]

**Between words and sentences we create a better world for everyone.**

This subcategory refers to the students' ability to express ideas and emotions in English about the situations around them. The students did different activities outside the classroom, in which they had to elaborate simple and more elaborate sentences in English expressing their thoughts and opinions about environmental issues. The English classes were divided into two parts, in the first part the students learned the structure of the language, and in the second part the children put this into practice by doing speaking activities outdoors, so that the children were in a real context talking about environmental practices within their school.

In the first cycle, students had to do activities where it was pure language recognition. One of the activities of the cycle was gab information, they asked their classmates about their habits, the students only had to read the questions aloud and their classmates said the vocabulary of the foods learned in class. The activity was intended for

students to recognize the structure of the language as they repeated it aloud and on the other hand to make simple sentences or just the word.

*The children find five of their classmates and read their sheets aloud. Most of them read the questions in English without using Spanish. And their peers respond using simple sentences ¨I eat cereal¨ others simply say ¨arepa¨ ¨rice with chiken¨. Very few asked how to say a certain word, among them they answered or said the food in Spanish as ¨arepa, empanada, sancocho¨ The teacher emphasizes that they should read the question in English, and that there is food from our country that has no translation. The children are surprised and begin to use those words more.*

[Field Note, First Cycle, Class #5]

The above shows that most of the group repeated and read the question in English without any problem, this could be because they felt confident in what they were saying since it was already written. Their task was just to repeat, and answer with the word and the short sentence. There were very few who only used the word, and most of them used and understood the structure of the first-person pronoun action.

For the second cycle, the activities were less controlled, here the students performed activities, such as simulations, surveys and discussions, where their ideas were the protagonists, this means that in this cycle they began to create more compound sentences where they could describe a situation that was presented to them. In the first activity the children had to create a routine for a superhero. The idea was for the children to describe the routine of a character by creating sentences that could account for the use of the third person simple present tense rule. The children worked in small groups, and all were to be participants in the creation. The students did not have to take notes or write down their ideas first, the activity was just done only speaking.

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|  |  |  |
| Situated Activity Second Cycle Class# 1 | | |

*The activity consists of describing the routine of a superhero and saying what activities he or she does. Some students say the activity is boring and ask why they should do it. Others ask if they can write down what they are going to say and the teacher says no, they should try just talking. They say they don't like it that way. The students spoke in Spanish and then said in English. Ella se levanta" and another classmate was saying wake up, and another was saying 'she'. Then. The fisrt student does not remember what the idea was.*

[Field Note, Second Cycle, Class #1]

With the above, it is possible to see that the students had a change in terms of production in saying sentences. In this activity, students used Spanish to translate into English. In addition to this, the students forgot what they had said and recreated the sentence from zero. This may have been because they did not have and could not write down their ideas first and then say them. As mentioned above, the children did not have a good reaction when the teacher told them that the activity was just speaking.

| Group 1: | Group 2: |
|---|---|
| Teacher: What is the rutine of the super heroe?<br>Student 3: wakes up<br>Student 11: he gets up<br>Student 3: the superheroe wakes up 7am, also she get up, then<br>Student 10: brush her teeth<br>Student 6: brush her hair<br>Student 3: and he, and she save the world | Teacher: What is the rutine of the super heroe?<br>Student 8: he wake up, then<br>Student 13: he get up<br>Student 1: and he take a shower<br>Student 2: he dress up<br>Student 8: he has break fast then<br>Student 13:Yo que tengo que decir. He brush your her. Your teeth<br>Student 1: he eem brush your hair<br>Student 2: he is go to do good things<br>Student 8: he gives the recycle things |

[Extract from class recording transcription while answering Eco Questions Third Cycle Class #1, Students 5,8,9]

The above shows how the students carried out the activity orally. In this activity it can be seen how the children produced sentences orally using English. In the first group it

can be seen that they managed to use the third person present simple verbs adequately, but they did not use connectors or subjects. While in the second group they use connectors and subjects but forgot about the verb. However, in both groups the idea that the children said and their intention in naming the environmental mission of their characters was understood.

For the last cycle, one of the activities consisted of creating a story in which the main characters were the papers they had collected from the ground. The students in groups had to use a more complex structure such as adverbs of frequency, vocabulary about the environment and try to make the story have a sequence.

| | |
|---|---|
|  |  |
| Situated Activity, Third Cycle, student 1,2,3,4 Class #2 | Situated Activity, Third Cycle, Class #2 |

*When the students arrive with their papers the teacher gives them the next instruction, they must create a story in English. They ask if they can take notes of what they will say and the teacher tells them no, they should try to do it just by speaking. They complain but go back to their groups to do the activity. From this point, it seems kids are not still confident to do the speaking activities without taking notes or organizing the ideas first. The teacher goes through the groups solving doubts and explaining the vocabulary. The students are speaking in Spanish and trying to translate what they are saying.*

[Field Note, Third Cycle, Class #2]

By this point of the pedagogical intervention, the activities focused on the free creation of the students, they were no longer controlled in what they had to say, rather their creativity and ability was what had to be shown in each product. However, students still wanted to write first and then speak, but this was not the mission of the activities. The

students used Spanish to then create their story in English, some children had very good ideas, but their limitation was that they could not say it in English, and they ended up doing simple stories.

| | |
|---|---|
| Group 1:<br>Student 3: the story about three superheroes<br>Student 2: one day eem one day eem si ( se rie) superheroes see a person throw the papers<br>Student 4: listo voy yo, emm then superheores tell him<br>Students1: no throw, no throw the papers and plastic<br>Student 2: superheroes save the day<br>Student 3: listo taran | Grupo 2<br>Teacher: ok, start<br>Student 8: quien empieza<br>Student 5: yo<br>Student 5: one day two the people were walking<br>Student 6: and eating cookies<br>Student 5: so, when they finished they wanted to throw the papers on the garbarge, but the papers go flying, another day two women found the papers and go throw it into the garbage<br>Student 12: the same day emm they found a plastic<br>Student 5: spoon spoon<br>Student 12: spoon and a paper of a notebook and they go to the grabage too |

[Extract from class recording transcription while doing story telling Third Cycle Class #3, Students 1,2,3,4,5,6,8,12]

In this activity it can be seen that the students have made progress considering the previous activity. Both groups use verbs correctly according to the subject, they use connectors, and the story has a sequence. Although the story is not long, it is possible to understand the idea that the students had in showing environmental awareness about throwing papers on the ground. In the second group, an in most of the activities, it can be seen that student 5 who highlights his oral production more, and this is because he is a student who studies autonomously at home, while the other children and those in the first group use what they have learned in class.

It is worth mentioning that the teacher who was in charge of the group, in the interview expressed that in one of the activities that he carried out after the interventions of this project he saw that there was an improvement in the students' speaking, that although there are few who still find it difficult to express themselves orally, in general the outlook of the students is good.

*¨pues ahoritica es una una actividad de también de speaking al final y tiene que hacer 111 reporte del de las. De las de algunas de las actividades, de las de la frecuencia que hacen las actividades y déjame ver los resultados, a ver cómo nos fue, pues digamos que la mayoría supieron hacer la la actividad, digamos que son poquito más altas, como cuatro 5, que todavía les falta desarrollar más esa habilidad. Entonces pienso que sí pudo ser beneficioso para ellos en términos generales, porque en la evaluación que yo hice también les fue mejor¨*

[Interview #1 Third Cycle April 26th 2024]

In conclusion, it was possible to see a change in the students' oral production. Although this skill refers to the ability of language learners to say an idea or thought clearly and effectively using the correct structure of words and phrases of the language (Richards and Rodgers, 2014), the students during the activities forgot some rules and did not use them correctly but their environmental message and intention was always present in the execution of the activities. And that is precisely the focus of this research. The importance of children's speaking is in the idea and meaning of the message more than in having perfect grammar and pronunciation, as it is known that with time this can improve. As Krashen explains (1985) the idea is that students should first be able to understand and produce an idea, using the language in situations that have real meaning for them, before being aware of the grammatical and phonetic rules of a language. This is why it could be said that the students were effectively able to express their ideas and thoughts about the environmental issues they live and see in their school, using English as a foreign language, and this was of value for the class.

**Category 3: Working together we have a greater impact on the protection of the environment!**

This category talks about the group work that the students did during most of the classes during the pedagogical intervention, and how this produced a collaborative learning

in different topics such as vocabulary and environmental care. The integration of Nature-based learning in the development of different aspects of the English language implies that there is a need for students to interact with each other and work together to achieve and accomplish missions. The students were involved in different situations where they had to accomplish a certain type of tasks in teams, with these activities the children shared their skills with their peers and each one learned from the other.

**We are a team, and together we can better understand the world!**

This subcategory refers to the process the students went through to recognize each other as a partner to work and learn, while playing and having fun. As it has been said, the cycles were made for students to have various stages of introduction, practice and production. This category was no exception. In these activities the students established and maintained interpersonal relationships within a team, aspects such as clarity in the expression of ideas, active listening, mutual respect and problem solving were considered.

The first activity the students had to work in groups was to go in search of tokens. From the moment the children formed the groups, they did not stop talking to each other, being classmates in the same room, it seemed as if they had not spoken for a long time. It was difficult to get their attention in order to give the instructions for the activity. So much so, that it was necessary to use Spanish several times for the children to understand what the teacher was saying. In the interview the teacher mentioned the behavior of the students in most of the group activities, he mentions that these activities mostly lend themselves to the students talking to each other and few of them actually work.

*Pues digamos que es algo que realmente se necesita mejorar en términos generales, en generales, en en el aula. Digamos que hay algunos que tienes esas esas habilidades de de trabajar y se les*

*facilita a otros se les dificulta bastante. Otros digamos que los que. Además, hay muchas variables, no hay algunos estudiantes que son muy juiciosos y te rinden individual o en grupo, hay otros que son muy juiciosos, pero en Grupo les cuesta interactuar y hay otros digamos que digamos en su por su comportamiento, por su forma de ser o por su nivel académico, a veces, sea individual o en un grupo difícil que que te den buenos resultados*

[Interview #1 Third Cycle April 26th 2024]





Situated Activity First Cycle class #2

*The teacher asks them to form groups before leaving. The teacher has not finished speaking and the children are already talking loudly and calling out to their classmates. When they go out to the park, the children sit on the grass and keep talking to each other. The teacher uses Spanish to get their attention and tells them that if they don't pay attention the activity is over. The children are silent.*

[Field Note, First Cycle, class #2]

When the activity was explained, the children went out in search of the chips to fulfill their team's mission. The students began to look for their cards, and to hide those of the other team, in the middle of the search many of them complained because their cards had been hidden by one of their classmates. This suggested that the students were looking for a strategy to make their teammates lose and make themselves win. However, after a while they realized that their behavior could be detrimental to each other and decided to unite and help each other.

*Some children can't find their cards and start blaming their classmates for hiding the cards. The teacher calls everyone's attention by telling them that this is cheating and is not playing fair. The children begin to tell where they hid the cards, and help each other.*

. [Field Note, First Cycle, class #2]

For the second cycle, the children had to become even more involved in group activities. In this way, students had to understand that peers are there to help each other and learn from each other, not to harm each other. In these activities, the children put the groups together, keeping in mind that they could pool their skills to work together to accomplish the missions. The students carried out activities in which they had to act out and discuss environmental care issues. In these activities the children had to read and then make oral presentations about what they understood, in these groups each child had a role, some discovered the vocabulary, others organized the ideas, others tried to translate the ideas of their classmates, to present the product at the end.

*The teacher finishes explaining the activity, and some children ask the teacher if they can work with the same groups from the last class, they explain that they worked very well together and finished quickly, and that is why they want to work together again, the teacher agrees.*

[Field Note, second Cycle, class #4]

In the third cycle, students were involved in team activities where they not only discussed environmental issues, but also created ideas on how to take care of the environment and their school. The students did a quiz in groups and made posters, all of this understanding each other, and recognizing their abilities and how this could be beneficial for the task to be done effectively.





Situated Activity Third Cycle Class # 4

At the end of the cycles, the students had gone through different stages in terms of group work. It should be clarified that very few times the children repeated partners. Many of them worked in different activities with different groups. They started with actions to harm the other, then went on to recognize the abilities of their peers and themselves, and learn from it, to finally be a team and work together to reflect on environmental care and to know and want to create actions to protect their school, which in the end, is a place where they all live together most of their time.

# CHAPTER VI: CONCLUSIONS

This chapter presents the description of the conclusions of this research. Taking into account the process carried out in this project, it shows the implications and limitations that can be found when applying methods where the teaching of English as a foreign language is given in a situated context promoting the use of natural environments to enrich the educational experience. Also, this chapter concludes with some suggestions for further research taking into account this project.

## Conclusions

This qualitative action research study was conducted to answer the research question: How could Nature-Based Learning and outdoor activities contribute to the development of oral English skills in elementary students?

In order to provide an answer, a series of objectives were established that set the direction of this research: first, to describe how Nature-Based Learning as a situated learning strategy could be involved on the environmental awareness of elementary students, and the second, to explore the vocabulary learning in the oral use of English in elementary

students before and after the implementation of a pedagogical proposal that integrates nature and English,

In response to the first objective, the information showed that environmental awareness can have different stages, recognition, formation and reflection, and in all these stages different capacities are developed that allow us to understand how the world around functions and relates.

In the first cycle of recognition, the information showed that the students are developing an affective dimension which is the capacity to create affective links with the environment by being taken to the green spaces that are within their school. At this stage, as could be seen during the first cycle, it was essential for the children to be able to recognize as learning places all these where they normally interact and play at school. By spending more time in the playground, on the farm, in the park, the students created a sense of belonging and curiosity to know how these places are treated by the rest of the educational community. And they begin to make a judgment about what they are seeing and experiencing about the vision they have of their school.

In the second cycle of awareness formation, the data collected showed that students began to create awareness about these spaces and began to develop their dispositional dimension, meaning that students began to create a position on how their actions could have a positive or negative impact on the preservation of these spaces. In the second cycle of the pedagogical intervention, the students realized, from discussions and comments, how they were part of the protection and care of the environment from their daily habits and actions. In this cycle, the children created knowledge that was useful for the last stage.

By the third cycle of reflection, the students had developed their cognitive dimension, they had created knowledge about how the relationship of the person with the interaction with the environment works and how this influences the state of the environment. Having this clear, the students were aware of the impact they had and developed their behavioral dimension, which made them able to create actions and behaviors of care and conservation of their environment, and more of their school. For the last cycle of the intervention, the children carried out different activities and practices that left a mark for the rest of the educational community.

In conclusion, at the end of the intervention, the children developed all the dimensions of environmental awareness. By being exposed to the natural spaces of their school, they were more effective in understanding and reflecting on their actions and the real impact they have individually and collectively in the protection and sustainability of the environment.

Students not only improved in their language learning, but also showed a greater degree of connection to and appreciation for the natural environment. Direct interaction with the natural environment during English lessons allowed students to experience hands-on, tangible language use, facilitating deeper understanding and longer lasting recall of the words and phrases studied.

Continuing to the second objective, the data collected showed that the students used a lot of vocabulary and language about the environment in activities outside the classroom where they interacted with the foreign language in a natural and stimulating context. The methodology used in this research included tasks where oral and vocabulary skills could be

assessed during the pedagogical intervention. The results showed that students recognized and used specific vocabulary related to nature in each class, as well as improved their way of expressing their ideas orally. These findings may suggest that situated learning in nature combined with the process of language proficiency is helpful in reinforcing oral language skills.

In addition, the approach also promoted teamwork and learning among the students, as the outdoor activities required greater interaction and collaboration. In conclusion, integrating nature into English language learning not only improves vocabulary and oral skills, but also enriches students' overall educational experience. By providing a dynamic and contextually rich learning environment, this pedagogical approach not only supports language development, but also cultivates a closer relationship with the environment and enhances interpersonal skills.

**Implications**

Designing and implementing a project that integrates nature into English language learning for fourth graders has a number of significant educational, environmental, and professional implications. These implications can influence the way in which the environment is perceived to contribute learning processes.

Considering the curriculum, the integration of outdoor activities enriches the curriculum by offering contexts where language learning occurs in a dynamic and multifaceted way. This methodology could foster a deeper and more practical understanding of the language through immersion in real situations that stimulate conversation and the active use of vocabulary from the students. In addition, students

developed cross-cutting skills such as problem solving, and critical thinking skills through collaboration and interaction among peers and in a creative and unstructured environment. Finally, this type of methodology implied that the students' learning process was more effective and long-lasting, since over the course of the activities the students showed more confidence and a more fluent way of using English orally.

In terms of environmental implications, using green spaces for education promotes conservation and raises awareness among students and the entire community about the importance of protecting natural environments. And this leads to students actively being of in activities to develop sustainable environments to be conscious citizens with a sense of belonging and an ethic of care for the environment.

Finally, the professional implications take into account the professional development of teachers, as they may gain skills in teaching English outdoors and integrating nature with language. This may require teachers to study and have professional training on implementing outdoor activities, since this topic may require teachers to be more creative and adaptable in planning and executing their lessons. This may stimulate a greater sense of innovation and experimentation in their teaching practice.

**Limitations**

The most important limitation that this project had to face was time. The classes had very little time to be carried out and this did not allow in many cases that there was a successful closing of the classes, since many students did not complete the activities. Second, and very important, is the complete use of English in the classes. Since the activities were carried out in open spaces, the students tended to lose their concentration

very easily and performed activities that were not part of the class, this implied calling their attention constantly using Spanish to improve their behavior and not English.

In addition, the implementation of outdoor learning activities is significantly influenced by weather conditions. During the pedagogical intervention there was bad weather, such as heavy rain or extreme temperatures, which resulted in the modification of planned activities and affected the continuity of outdoor learning. Last but not least, the measurement of results, describing oral proficiency and vocabulary was challenging because there were not always tools to capture the moments when the students were speaking and expressing very good ideas, the spontaneity brought very good comments from the students that unfortunately could not be recorded.

**Further research**

It would be advisable for further research to continue exploring this intersection between language learning and environmental education to maximize the educational benefits and develop more integrated and holistic programs. Focusing the research on discovering issues such as: the long-term impact of using outdoor activities in the nature to learn English, the development of resources and materials that can be used in outdoor activities and reinforce language skills, to explore the effects of integrating nature into English language learning on the emotional well-being of students, and when the case and circumstances allow it, to integrate the use of technology in outdoor English activities and thus contribute to the development of skills to face this world that is advancing faster and faster.

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# ANNEXES

## Annex 1 Field Note

| | |
|---|---|
| **FIELD NOTE # 1**<br>**School: Instituto Pedagógico Nacional** | **Course: Grade** **Date:** |
| **Teacher:** | **Practitioner:** |
| **Number of Students: 24** | **Number of Students with special needs: 0** |
| **Topic(s): S**ports Are you good at …? | **Class Objective(s):** To say whether or not people are good or not at some physical activities. |
| **OBSERVATION: (facts related to students': attention span, motivation, learning difficulties, interaction (T-St /St-St), kinds of activities, engagement produced by activities done. Language used to teach)** | **INTERPRETATION: (your hypotheses about the problematic facts you may have observed. Use may or might to show probability of hypotheses)** |
| The class starts in the computer lab at 7am. Students make a line at the entrance of the room, then the teacher tells them to go ahead and look for the computer. Students should sit at the computer that corresponds to their number on the list. | |
| The teacher greets them in English and tells them to enter her platform. Some children have problems with their computers, the teacher helps them to solve the problems in Spanish. Some are distracted by playing with their partner next door. It takes 10 minutes for everyone to be in the same place on the platform. | |
| The teacher explains the activity to be done. She uses the TV for everyone to watch the videos they must choose from the platform. She explains that they must make sentences in their notebook answering the question ¨Is he/she good at ...¨.<br>The explanation is done using simple English phrases, but the more elaborate explanations are done in Spanish | **Perhaps it is easier to explain and give instructions in Spanish, so that the children have a more complete understanding.** |

| | |
|---|---|
| The teacher lets everyone watch the videos for themselves. They do their sentences in their notebooks. Some of them call the teacher saying ¨Teacher¨ and she goes to their seats and solves their doubts. | **The teacher lets the students move at their own rhythm, this may be because she knows that some will do it faster than others, and she may do so because she could see how they do it on their own.** |
| The teacher notices that there is a girl who is watching the videos without writing the sentences in her notebook. The teacher calls her attention to her and gives her an example so that she can continue to do it on her own. | **The examples make it clearer to the students what to do. it is a controlled activity, as they must follow the sentence structure for all the sentences.** |
| After a while, a girl asks if they should say whether people like to do exercise. The teacher explains that no, she should write about whether people are good at doing the sport. She starts doing the activity after the teacher gave her examples. | **They may feel more confident when they have a role model and teacher approval. After the teacher sees them, they feel more confident doing the sentences.** |
| There is a girl who was watching the wrong videos. The teacher notices, calls her attention and tells her that she should concentrate more, that she had already lost too much time. | |
| Everyone is at their computers doing their sentences. Some use the book as a reference to look up vocabulary and unknown verbs.<br>Some are finishing the activity, others are in the middle, and others are just starting. | **They could do that, as they prefer to do it themselves rather than ask for help.** |
| In 40 minutes of class there have been 4 students who have sneezed multiple times. | **This could happen due to the climate of the place. It is a cold climate, and no sunlight enters the room.** |
| When the hour is over, they head to the classroom. The children know how to get there. They sit in their seats. They begin to discuss the activity with their classmates by checking their notebooks. | **They know what their seats are because they are probably told to sit like this. There is a regulation of children's behaviors and actions.** |
| The classroom of 401 was large enough for the number of students; it had good lighting, due to the large window; it was equipped with furniture for suitcases, individual desks consisting of table and chair, organized in pairs for reasons of space and dynamics of coexistence; a board, a desk for the teacher, two baskets for organic and inorganic waste, a television in the back and two microwave ovens in which the children could heat up their food. | **Everyone has their own space at their desk, but they are placed in pairs in order to save space in the room, or because it might be a good strategy for behavior and collaborative work.** |

| | |
|---|---|
| The teacher talks about the sentences they should have written, but the students do not correct or complete them. The teacher moves on to another activity in which she will give them a definition, or some letters, and they must guess the sport. | **Children do not correct or complete because they might not be interested.**<br><br>**The definition might be a good way for students to know the context of the word** |
| The teacher gives them some time to check the vocabulary in their books, and they begin the activity.<br>The teacher uses some cards to have the reference of the word she is going to say. Some students understand quickly and answer, others ask to repeat it again, and others just don't say or do anything.<br><br>The teacher corrects the correct word on the board, the children correct the spealling in their notebook. The teacher asks them if it was easy or difficult, some of them answer that it was very easy, and others that it was not easy. | **The students who understood quickly were the same ones who did well in the first activity. This could mean that in the classroom there are students with a higher level of comprehension than others.**<br><br>**And the kids who didn't say anything are the same ones who took the longest to do the first activity. This could mean that there are children who don't know, or who don't feel comfortable with English, or who don't like it, or who are simply not interested.** |

# Annex 2 Consent form

**Vicerrectoría de Gestión Universitaria**
**Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP**
**Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones Nº0546 de 2015 y Nº 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

**PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO**

| | | | |
|---|---|---|---|
| **Título del proyecto de investigación** | | | |
| **Resumen de la investigación** | Este proyecto pretende unir los conocimientos que los estudiantes aprenden en la clase de inglés (Verb To Be, descripciones, verbos) con experiencias significativas en el huerto escolar, teniendo en cuenta la Teoría del aprendizaje Situado, el cual busca que los estudiantes tengan actividades cooperativas en las que se les reta a utilizar su pensamiento crítico y sus capacidades kinestésicas. De esta manera ellos podrán darle un uso al idioma inglés en situaciones de la vida real como es el cuidado de las plantas, así mismo crear en ellos un compromiso por el cuidado del medio ambiente.<br>Se aplicarán encuestas, cuestionarios y pruebas diagnósticas a los estudiantes para conocer más acerca de lo que piensan y cómo se sienten en la clase de inglés. Esto se tendrá en cuenta para la creación de una cartilla, en la cual la enseñanza es basada en Contenido, esto quiere decir que se busca enseñar un idioma a través de temas que sean del interés de los estudiantes para que ellos puedan usar el idioma fuera del contexto del colegio | | |
| **Descriptores claves del proyecto de investigación** | **Medio ambiente - Huerto Escolar- - Aprendizaje Situado - Enseñanza basada en contenido - Enseñanza basada en el contenido - Uso del idioma - Contexto** | | |
| **Descripción de los posibles beneficios de participar en el estudio** | El Huerto o Granja escolar es un proyecto institucional propio del colegio IPN que busca el intercambio y construcción de saberes pedagógicos alrededor de la enseñanza del cuidado del medio ambiente. El objetivo de este proyecto es conseguir que los estudiantes sean capaces de usar los contenidos de la lengua extranjera que aprenden en el colegio para describir el mundo que los rodea. Para ello se debe partir de situaciones familiares, de sus centros de interés y el huerto es un elemento motivador para el desarrollo de las destrezas de la lengua. En adición a esto, la cartilla les brindará las herramientas necesarias en términos de vocabulario, ejemplos de la vida real, imágenes, para que ellos puedan desarrollar aún más sus capacidades | | |
| **Mencione la forma en que se socializarán los resultados de la investigación** | La idea es crear una cartilla con diversas actividades interactivas e ilustrativas para el uso de grado cuarto que contenga vocabulario y temática de la clase de inglés puesto en un contexto del medio ambiente. Esta cartilla quedará en disposición del colegio para que pueda ser aplicada en otros cursos, así mismo la cartilla quedará abierta para incluir otros módulos, siguiendo la línea y el propósito que es el uso del idioma en situaciones de la vida real de los estudiantes.<br>Los resultados también se consignarán en un documento público que podrá ser consultado en el repositorio de la universidad<br>http://repositorio.pedagogica.edu.co/ | | |
| **Explicite la forma en que mantendrá la reserva de la información** | Toda la información recolectada en las encuestas, cuestionarios y pruebas diagnósticas será confidencial. Solo la investigadora a cargo del proyecto tendrá acceso a ella. Para el análisis de datos recolectados se hará uso del anonimato. Solo se usarán el material producido por los estudiantes. No aparecerán nombres propios, fotos de los rostros de los niños, ni audios de voz. | | |
| **Datos generales del investigador principal** | **Nombre(s) y Apellido(s) :** | | |
| | **N° de Identificación:** | **Teléfono** | |
| | **Correo electrónico** | | |
| | **Dirección:** | | |

## Annex 3 Field note

| | | |
|---|---|---|
| Field note #: 2 | Place: Ipn | Date: September 2023 |
| Observer: | Class: English | |
| Topic:<br>Healthy food | | Objective(s):<br>Teacher will analize the controlled speaking actiivities |
| The class began with the head teacher. She started doing an activity in the notebooks. The students take out their notebooks and pencils and start following the instructions on the board. The teacher asks the students to make a chart, and they are to write on the chart different actions that they do frequently.<br><br>The vocabulary they are to write is about adverbs of frequency.<br><br>The teacher tells them to fill out a chart with their personal information. They do it in time with the teacher. When they finish, the teacher says that they should complete the chart with the information of the partner next to them. Students begin to do the activity with their partners. The teacher asks students to make sentences with the information they have from the chart, using the correct grammar of present tense verbs and adverbs of frequency. Students ask for help on how to make the sentences.<br><br>The teacher explains to those who have doubts<br>Some manage to do the sentences in less time and with more ease than others. They write the sentences following the grammar that is written on the board. They only change a few words according to their information.<br><br>When the bell rings it is time for the second teacher to take control of the class. When she starts talking the students start talking harder.<br>She starts recalling vocabulary about food, and the concept of healthy and junk food.<br>She led them to leave the classroom and go to the courtyard.<br><br>The teacher explains the activity in English, but the children do not understand, so she explains it in Spanish. Before giving the instructions about the game, the children are talking in their groups, they are not looking at the teacher, and others are distracted.<br><br>The teacher calls their attention many times, until she succeeds in the explanations, and the game begins. They must go in search of some tokens that their classmates hid; they must put together a sentence and they must repeat it out loud all together. The first team that does the activity wins.<br><br>Many did not follow instructions about where to hide the chips, and one team failed to complete the activity. | | Classroom activities are usually writing activities. Writing in the book or writing in the notebook. |

With the second group the class started in the same way. The lead teacher began by greeting the kids and explaining what they were going to do in the class.

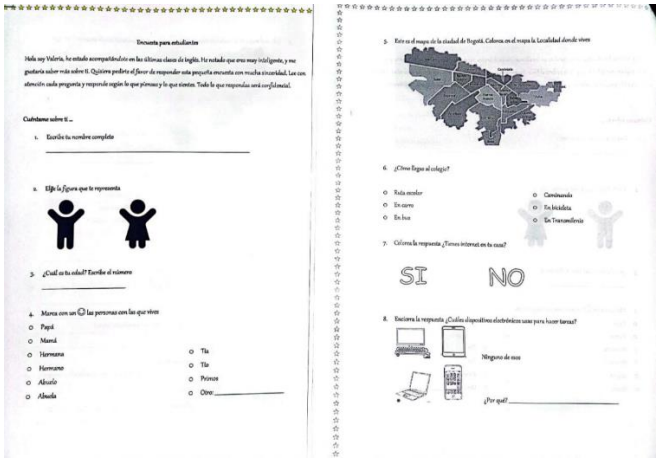
The teacher would tell the students what to do while she did it on the board. Together they began to fill in the chart with the information that some students were saying, and the information that the teacher was saying.

This group took longer to do the sentences, they had the information written on the board, but they understood how to organize it in their notebooks.

When the bell rang, the second teacher began her lesson, recalling food vocabulary and the concepts of healthy food and junk food. She explained that they were to go to the playground to play a game. The students started talking to each other, not paying attention and playing with each other. After the teacher called their attention to the behavior, they began to do the activity.
The students followed the instructions by hiding the cards. And each group was able to do the activity, except for one group that one of their cards was blown by the wind to the other side of the fence

At the end of the activity some of the students said they liked the activity.

## Annex 4 Survey



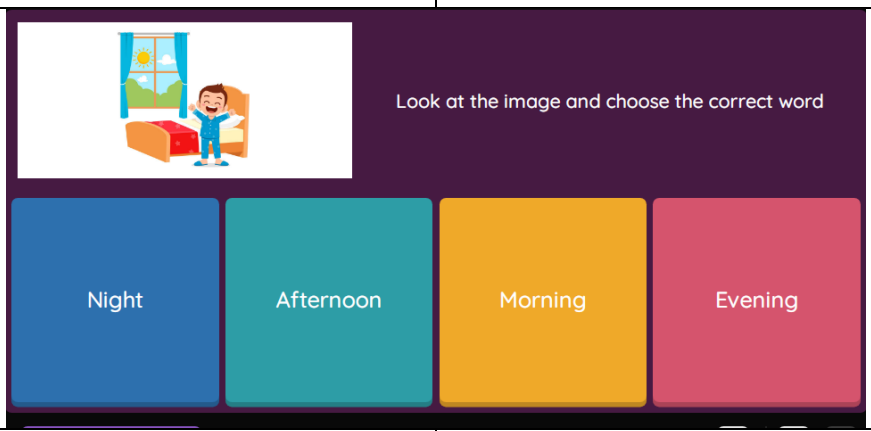
## Annex 5 Part of the survey: Interest of environment

## Annex 6 Part of the survey: GROUP WORK

| Annex 5 | Annex 6 |
|---|---|
| 14. ¿Consideras importante cuidar el medio ambiente?<br>SI: 1 1 1 1 1 1 1 1 1 1<br>NO: 1<br>¿Por qué?<br>• Toca cuidarlo porque de él tenemos todo<br>• Porque nos da vida, aire y comida<br>• No, porque es difícil<br>• Porque podemos obtener más cosas<br>• Porque me gusta mucho y quiero ser veterinaria<br>• Porque me gustan las plantas y jugar en la naturaleza<br>• Porque si no lo cuidamos morimos<br>☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆<br>☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆<br>• Porque el medio ambiente es importante<br>• Porque es bonito todo lo que me rodea<br>• Porque sin el medio ambiente no podríamos vivir<br>• Porque sin él no viviríamos y no hubiera vida<br>• Porque si | 13. ¿Te gusta trabajar en grupo o por ti mismo/a?<br>SOLO: 1 1 1<br>EN GRUPO: 1 1 1 1 1 1 1<br>LAS DOS: 1 1<br>¿Por qué?<br>• Porque tus amigos no son amigos son solo compañeros<br>• Porque puedo ayudar a mis amigos o concéntrame solo<br>• Porque nos ayudamos entre todos<br>• En grupo porque puedes pensar más y conocer mas<br>• Porque puedo disfrutar con mis mejores amigos<br>• Sola porque me doy más ideas y porque si<br>• Porque la última vez me dejaron haciendo todo<br>• En grupo porque tenemos más ideas<br>• Depende la actividad, si es evaluación solo, si es exposición en grupo<br>• En grupo es más divertido<br>• En grupo porque me gusta hacer nuevos amigos y nuevas ideas<br>• No hay porqué |

## Annex 7 Diagnosis test

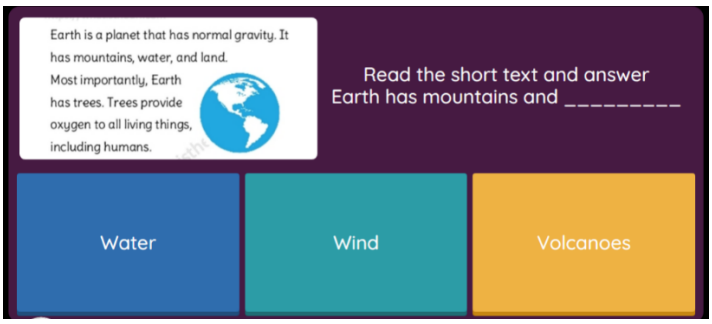
## Annex 8 Syllabus

| Annex 7 | Diagnosis test |
|---|---|
|  | |
| **Annex 8** | **Syllabus** |

MALLA CURRICULAR GRADO

| GRADO | TRIMESTRE | EJE TEMÁTICO | ESTRUCTURA GRAMATICAL | VOCABULARIO BÁSICO | HABILIDADES COMUNICATIVAS | TEXTO | UNIDADES | REFERENTE MARCO COMÚN EUROPEO Y ESTÁNDARES |
|---|---|---|---|---|---|---|---|---|
| | 1 | Solicita y da información personal y de otros, relacionada con su aspecto físico y sus habilidades y destrezas, utilizando el presente simple para estructurar textos sencillos a través de la elaboración de talleres individuales y grupales y de la participación en situaciones de | Common/ proper nouns.<br><br>Subject pronouns<br><br>Verb to be affitmative, negative, interrogative form.<br><br>Wh questions.<br><br>Simple present tense.<br><br>Yes, no questions.<br><br>Good at + | Adjectives (tall, short, long/short/curly/ straight/fair/dark/ red).<br><br>Sports (ice-skating, sailing, skiing, kayaking, skateboarding, fishing, bowling, mountain biking, snowboarding) | Expresión oral y escrita. Comprensión oral y escrita<br>• Escuchar y completar información específica.<br>• Preguntar y responder preguntas sobre la ubicación de lugares específicos, habilidades y destrezas.<br>• Describir el aspecto físico propio y de otros.<br>• Leer textos cortos sobre | Guess What! 4 | 0-1 | A1 |

## Annex 9 Part of the text




## Annex 10 Interview

| QUESTION | TEACHER'S ANSWER |
|---|---|
| **Introducción** | Hola, buenos días. Profesamos aquí con el profesor de inglés, encargada del curso [redacted]. Como para romper el día. Lo podríamos presentarnos. Hola, [redacted] ¿cómo estás? Mi nombre es [redacted], Yo soy licenciada en español y lenguas de la universidad pedagógica. Tengo algunas especializaciones en pedagogía y en otros campos de la lu y la enseñanza. |
| **¿Cuáles sin las estrategias de manejo de grupo que usted usa con sus alumnos?** | Bueno, eh? Pues afortunadamente, en este grado, eh, los niños tienen un comportamiento, pues adecuado y pues, realmente estrategias del manejo del grupo, pues no ha tenido que aplicar muchas. Sin embargo, eh, pues eh, trato como de. Como de proponerles actividades a los niños que sean atractivas para ellos de modo que pueda esto, eh, llamar la atención y lograr que los niños se concentran en en lo que tienen que estar haciendo en clase. Entonces eso sería como una de las estrategias. La propuesta de actividad es como de interés para ellos |
| **¿De qué manera motiva a los estudiantes para desarrollar la expresión oral en la clase de inglés? (mencione las actividades y las estrategias utilizadas)** | Me funcionan mucho las estrategias que tienen que ver con lo audiovisual. Entonces, por ejemplo, eh, cuando llevo láminas imágenes como de la de de lo que se está trabajando de vocabulario de expresiones, eh? También em. Por medio de canciones, los niños como que les llama mucho la atención y les gusta mucho esa parte de del canto y de y del chico de las canciones que también que tengan que ver con los temas que se están trabajando. Eh, videos, eh? Los videos también les ayudan mucho como a a. A desarrollar esa parte de escucha y de de aprendizaje nuevo vocabulario, eso sucedía las estrategias o las actividades |
| **¿Cuáles son las estrategias metodológicas que usa usted en las clases para motivar la expresión oral y el aprendizaje de nuevo vocabulario que son más favorables y que más les gusta los estudiantes?** | La interacción con los compañeros. Entonces, por ejemplo, juego de roles les les llama la atención, sobre todo en estas edades, eh? Cuando los pongo a hacer diálogos en donde ellos tome digamos los papeles de de algún personaje, eso les llama la atención. Mmm. Los juegos de roles, eh, les usa también sabes que las actividades que tienen que ver con con sopas de letras, crucigramas, eh, los juegos de palabras juegos los juegos en general sí, que les que les ayuden como a memorizar el vocabulario también les gusta. Por ejemplo, el ahorcado. Hay uno que se llama que uno, que es como la cadena de palabras, entonces es el, les llama la atención |
| **¿Cuáles son las dificultades de aprendizaje que ha identificado dentro de su área de desempeño en sus estudiantes, relacionados o asociados con la producción oral y el aprendizaje de vocabulario? ¿De qué manera se han solucionado esas situaciones?** | Los principales, eh, las principales dificultades. En los niños específicamente la la producción oral, o sea la la expresión verbal a ellos. A pesar de que ellos tienen bastante bat, grande de de este de palabras de expresiones para ellos es muy difícil como usarlas en su contexto normal. Entonces, ese es una dificultad que he encontrado en cuanto a en cuanto a la expresión.<br><br>Ellos. Sí, cuesta trabajo expresarse verbalmente en el inglés, a pesar de que tienen, pues los las él tienen el como, eh, otras dificultades pues adicionales a eso. La escritura, la escritura también. Pues mmm. Ellos suelen escribir como suenan las palabras. Entonces eso también, eh, esa también es una dificultad como evidente en este en estos chiquitos. Em. Bueno, y además adicional eso, hay unos estudiantes que vienen con algunas dificultades, como ya a nivel eh, funciona mejor dicho ellos. Hay algunos que traen, eh, dificultades de lectura de escritura en la lengua materna. Y pues esto se refleja también. |

## Annex 11 Survey: Students express go outside

8. ¿Qué actividad fuera del salón te gustaría hacer durante las clases de inglés?
    - Que la profe nos pregunte algo en el espacio libre y nos haga deletrearlo
    - Computador
    - Jugar a las escondidas y si te atrapan hacer un reto en inglés
    - Un spelling en inglés afuera
    - Adivinanzas en inglés
    - Jugar juguemos en el bosque, pero en inglés ir a la biblioteca
    - Describir la naturaleza
    - Ir al parque y ver una película en inglés
    - Ir al parque a ver las cosas y describirlas en inglés
    - Ninguna
    - Leer en el aire libre libros en inglés

## Annex 12 Teacher interview

| TEACHER INTERVIEW #1 |
| --- |
| Interviewer: El objetivo de esta entrevista es conocer la opinión del profe principal de la clase de inglés. En cuanto a las intervenciones técnicas que se hicieron durante este mes con los niño[illegible], que es la población en la que estamos trabajando.<br>Apara empezar entonces ¿Cómo respondieron los alumnos a las actividades fuera del salón de clase y a la interacción con la naturaleza?<br>Teacher: Bueno, pues inicialmente los estudiantes digamos que como no están acostumbrados AA hacer actividades al aire libre. Entonces pues para ellos, obviamente es algo que novedoso les llama mucho la atención que se motivan. Entonces, por ese lado, la motivación siempre estuvo. Siempre están listos para cualquier actividad que esté por fuera.Sin embargo, pues asimismo, como se motivan su atención, a veces se se dispersa. Entonces es difícil llegar a lograr en el concepto como objetivos grandes de solamente hacer las clases afuera.<br>Interviewer: en su opinión, será que ellos fueran capaces de captar conceptos o de que fuera en su mayoría, captar conceptos. ¿Les enseñaba en las actividades afuera de la del salón?<br>Teacher: Pues digamos que pues es como es un poco complicado hacer una evaluación así, solamente con sola observación, digamos es, faltaría como haber hecho una una evaluación final del proceso con ellos mismos.Pero digamos que lo que yo alcancé a ver, unos más que otros, digamos, unos estudiantes sí se notó, que aprendieron que practican vocabulario que ya han entendido y otros digamos que no les di poca poca evolución en su en su desempeño<br>Interviewer: ¿Entonces, en cuanto a ese momento, has recibido algún comentario de los alumnos sobre su experiencia fuera del aula o sobre el trabajo que hacían en Grupo?<br>Teacher: Bueno, la verdad, ellos así que me han hecho algún comentario. Pues sí, sí, han preguntado por la docente porque que no, que no volvió, que eso sí, me han preguntado, pero digamos que las actividades alguna, alguna relación o alguna referencia sobre la clase en que en particular hasta ahora de que me acuerde, no, no.<br>Interviwer: ¿Cómo describiría la habilidad oral de los estudiantes para trabajar en grupo?<br>Tecaher: Pues digamos que es algo que realmente se necesita mejorar en términos generales, en generales, en en el aula. Digamos que hay algunos que tienes esas esas habilidades de de trabajar y se les facilita a otros se les dificulta bastante. Otros digamos que los que. Demás, hay muchas variables, no hay algunos estudiantes que son muy juiciosos y te rinden individual o en grupo, hay otros que son muy juiciosos, pero en Grupo les cuesta interactuar y hay otros digamos que digamos en su por su comportamiento, por su forma de ser o por su nivel académico, a veces, sea individual o en un grupo difícil que que te den buenos resultados.<br>Interviewer: pensando en la clase de inglés, el trabajo en grupo, la conciencia ambiental ¿Cuáles actividades especificas realizaron los estudiantes fuera del salón de clase destacaría como beneficiosas? |

Teacher: Todas las actividades que 1 intenta hacer el aula como estrategias para aprendizaje son beneficiosas? Digamos que me gustó mucho la última. Una de las actividades, que era como dependiendo del lugar donde estoy, donde estoy o donde está el estudiante, qué reglas o qué cuidados debo tener en ese sitio específico me apareció Una actividad muy de las de me gustó. Pues vamos, que estés en la granja, que cuidado en la granja, así en la cafetería, porque no es no es lo mismo en cada lugar, digamos de lo que te comenté. El inicio es de por sí trabajar siempre afuera. Me parece complejo que 1 pueda tener resultados a corto tiempo, digamos que pronto a largo plazo. Trabajándolo bastante podría llegar, porque es que el es que el tema de de atención, si en el aula eso es complicado, en la ley es todavía más complicado. Entonces digamos que mi concepto sería así como como alguno, un poco más, una, una mezcla. Debemos trabajar unas dos clases en el aula, otra afuera, en dos en el aulas afuera
Interviewer:¿Cómo podría comparar la habilidad oral de los estudiantes antes y después de la intervención de la profesora?
Teacher: Bueno, pues pienso que donde más se podía, ya ya como evidenciar una evolución, es cuando una base en su desempeño fue cuando tenía que hacer una exposición como tenía que presentar. Ya un resultado de de un trabajo ahí es cuando 1 dice, Bueno, vamos a ver de todo lo que se vio en la clase de que todo el feedback de todo el el I to que ir. Bueno, ahora sí. ¿Cuál es el el resultado que me está dando el estudiante? Sin embargo, pienso que como te dije en una en una de las de los comentarios de de tus De tus planeaciones que faltó para sumar un poquito más de vocabulario para que ellos tuvieran más herramientas antes para poder decir lo que querías que lograran decir, pues ahoritica es una una actividad de también de speaking al final y tiene que hacer 111 reporte del de las. De las de algunas de las actividades, de las de la frecuencia que hacen las actividades y déjame ver los resultados, a ver cómo nos fue, pues digamos que la mayoría supieron hacer la la actividad, digamos que son poquito más alturas, como cuatro 5, que todavía les falta desarrollar más esa habilidad. Entonces pienso que sí pudo ser beneficioso para ellos en términos generales, porque en la evaluación que yo hice también va a estar mejor
Inteviewer: pensando en las actividades fuera del slón de clase y las que se hicieron adentro ¿Qué acciones o propuestas presentadas por la profesora pudieron fomentar una mayor conciencia ambiental entre los estudiantes?
Teacher: Pues yo pienso que que sí, realmente todos sus todas las actividades, el el tema es que se trató de Del del cuidado de de muchos lugares, del del no solamente de de nivel, digamos que global, sino ya más cercanos a ellos contribuye, sin embargo, digamos que eso.Es algo que se debe trabajar en todas las áreas y en todo momento, porque muchas veces creo que nos quedamos como en la en la parte de la de la explicación de de lo que sea de, pero en el día a día, a veces llegar a ese día a día con estudiantes, bueno, y con la general con. Con con toda la población mundial, digamos unos todos, 1 escucha. Hay que cuidar el agua, hay que cuidar el medio ambiente, pero a veces como que el día a día la gente sigue haciendo las mismas cosas, pero yo siento que poco a poco sí se está logrando ese cambio que queremos varios de de de ser conscientes de Del cuidado del ambiente poco a poco y de ese tipo de actividades

# Annex 13 Example of the Format of the lesson plans

| CYCLE 3 | DEVELOPING THE PROJECT | | | | |
|---|---|---|---|---|---|
| Class 1: Missions and Eco-Stories | March 22nd | | | | |
| ACTIVITY | Grmmar and vocabulary | OBJECTIVES | T | MATERIAL | FEEDBACK |
| The teacher divides the students into groups. The teacher gives three cards to each group.<br><br>The students have to go in search of objects to accomplish the mission. For example: 'you must bring a bottle of soda' and so on until the three missions are completed.<br><br>When they get them, the students have to create a story where the three objects found are the main characters.<br><br>They need to present to the whole group their stories | Routines<br>Verbs:<br>-Recycling<br>-Reuse<br>-Waste<br>-shut down<br>Vocabulary<br>-energy<br>-Water<br>-tap<br>-plastic<br><br>Simple Present<br>There is There are<br>Can can´t | To promote the cleanliness of the school spaces by picking up different objects on the floor.<br><br>To work as a team to complete the missions and find the objects, and as a group create a story.<br><br>To use English to create stories using vocabulary and grammar. | 10m<br><br>20m | Paper with instruccions diccionary<br>Board<br>Marke | The teacher goes through each group solving doubts and giving advice. she listens first to the children's ideas and tries to help them to use the same words as her own.<br>She asks them to repeat and corrects if she hears a mistake. |

## Annex 14 Photos of the activities carried out outside the classroom



## Annex 15 Photos of the students' artifacts

