

**Implementation of the Sustainable Development Goals among Fourth Grade Students
of English at Instituto Pedagógico Nacional**

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English at Instituto Pedagógico Nacional**

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A research study presented as a requirement to obtain the bachelor's degree in Spanish and
Foreign Languages (English)

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ABSTRACT

This document presents a pedagogical proposal of an action research project that aimed to present and implement the Sustainable Development Goals to improve the English productive skills and critical thinking in the EFL classroom. The study participants were fourth graders between 9 and 10 years old from Instituto Pedagógico Nacional School located in Bogotá, Colombia. The instruments implemented during the project were field notes, artifacts, audio recordings and questionnaires. The conclusions of the project were that students felt motivated because of teamwork and were able to reflect on social issues presented in the Sustainable Development Goals. Additionally, it was shown that students improved their pronunciation and writing skills.

Key Words: Sustainable Development Goals, Communicative Approach, Productive Skills.

RESUMEN

Este documento presenta la propuesta pedagógica de un proyecto de investigación-acción que tuvo como objetivo presentar e implementar los Objetivos de Desarrollo Sostenible con el fin de mejorar las habilidades productivas en inglés y el pensamiento crítico en el aula de EFL. Los participantes del estudio fueron estudiantes de cuarto grado, entre los 9 y 10 años, del Colegio Instituto Pedagógico Nacional ubicado en Bogotá, Colombia. Los instrumentos implementados durante el proyecto fueron diarios de campo, artefactos, grabaciones de audio y cuestionarios. Las conclusiones del proyecto fueron que los estudiantes se sintieron motivados gracias al trabajo en equipo y fueron capaces de reflexionar acerca de problemáticas sociales presentadas en los Objetivos de Desarrollo Sostenible. Asimismo, se evidenció que los estudiantes mejoraron su pronunciación y habilidades de escritura.

Palabras Clave: Objetivos de Desarrollo Sostenible, enfoque comunicativo, habilidades productivas en inglés.

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CHAPTER I: THE PROBLEM

Context

This action research project was developed in the *Instituto Pedagógico Nacional* School (IPN), located at calle # 11A-20 in *Bella Suiza* neighborhood, which is part of Usaquén locality from Bogotá, Colombia. It borders Usaquén School in the north, the Royal Kings School in the West, Bugarvilla residential apartments in the South and some shopping centers in the east. The IPN is related to the *Universidad Pedagógica Nacional* (UPN) regarding teaching emphasis and research.

Then, the educational levels offered and presented in the *Proyecto Educativo Institucional* (PEI) by the IPN include kindergarten, elementary, high school, and, additionally, special education needs program. The PEI is centered in pedagogical aspects with the aim of forming critical and autonomous teachers with active political participation, while working on research without forgetting innovation and cross curricular projects implemented at school, *Proyectos Pedagógicos Integrados de grado* (PPI), *Proyecto Ambiental Escolar* (PRAE) and *Plan Escolar de Gestión de Riesgos y Cambio Climático* (PEGRE-CC). The mission of the IPN School is focused on the guidance of the students' learning process taking into account their economic, social, cognitive, sexual, ethnic, cultural and affective diversity. Its vision is focused on bringing a safe space to develop constant innovation that includes reflection about educational policies through pedagogical knowledge.

Turning now to the physical space of the school, nature is present in the school in a considerable way regarding trees, plants, green fields and a farm. The educational levels are separated into different sections; however, all students can interact during their breaks. There are two coordination rooms (for elementary and secondary school), specialized classrooms for

classes like the music classroom, the English laboratory, the gymnasium and the biology classroom. Additionally, there are fields for practicing sports, a library, a school cafeteria and color-coded rubbish bins to separate the garbage. Regarding security, the IPN School has security guards around the school, a parking lot for the school community in general and the buildings are surrounded by fencing bars.

The IPN elementary school students have pre-established classrooms. Therefore, the English Classroom of the population for this project had a TV, decorations in English and Spanish, a small poster displaying important information or the sentence for the week. Furthermore, the organization of the chairs is individual, and each chair has the name of the students not to get confused and help the teacher to remember students' names. There was a specific space at the back of the classroom to leave students' bags; therefore, they just brought to their seats the pencil case, the notebook and the textbook.

Population

Concerning the participants of this action research project, they belonged to fourth grade from elementary school, more specifically class 404; they are 28 students, 12 girls and 16 boys, whose ages ranged from 9 and 10 years old. The fourth-grade students took three hours of English per week on Tuesdays from 1:20 pm to 2:50 pm and Wednesdays from 8:55 am to 10:25 am, and some extracurricular English courses whether it was necessary for them. The socio-economic strata varied among the students.

In order to know the characteristics of the class 404 population, one technique and four instruments were used. The first instrument was field notes, which helped record the number of students and some other relevant aspects for action research; by using this instrument, it was found the current use of Spanish in the English classes and elements related to motivation and teamwork (Annex 1). Then the technique implemented was an interview for the English teacher

of 404 grade that was made before the pedagogical interventions. There, she mentioned that she did not know too much about the Sustainable Development Goals and, additionally, she said that students liked to draw. (Annex 3).

Statement of the problem

According to the fieldnotes collected during the observations of the class before starting the pedagogical intervention with fourth grade students, frequent use of Spanish was evident among students in the English classes. Moreover, code-switching between the first language (Spanish) and the foreign language (English) from the main teacher. Therefore, due to the previous aspects, the researcher wanted to improve students' productive skills, which involves speaking and writing. Likewise, to generate reflection among students by improving their critical thinking because as it is stated in the Proyecto Educativo Institucional, PEI, (2019) of the Instituto Pedagógico Nacional School, part of its mission is to develop critical thinkers with social sense that contribute to the transformation of the society. Thus, the researcher decided to be focused on improving the English productive skills, and to foster critical thinking of fourth graders taking as the main resource, the seventeen Sustainable Development Goals proposed by the United Nations because the topics presented were related to the class themes, students' interests and are important for humanity and the earth.

Rationale

The environment and the problems regarding animals and nature in general have become a trending topic that has caught the attention of young generations and people due to the current situation of the world. However, most people do not know the Sustainable Development Goals (SDGs) proposed by the United Nations (UN) in 2015. Therefore, one of the reasons why this project was carried out is related to presenting the SDGs to fourth grade students with the aim of helping them improve their fluency in writing and speaking English

skills, equally, generating awareness and reflection of the goals and current situation of the country and the world. Another reason was to encourage future research projects about the SDGs in Colombia and at Universidad Pedagógica Nacional due to the low number of studies on the agenda presented by the UN to be accomplished by 2030. Additionally, it is relevant to be aware of the Sustainable Development Goals and generate awareness about them due to the variety of topics that present. Finally, as teachers, the SDGs are instruments to make students aware of social and environmental events that happen in their context and around the world.

Research Question

What impact does the implementation of Sustainable Development Goals have on the English productive skills and the critical thinking in a group of fourth-grade school students at Instituto Pedagógico Nacional School?

Research objectives

General

Present and implement the United Nations' Sustainable Development Goals (SDGs) to improve the English productive skills and critical thinking in a group of School Students from fourth grade at Instituto Pedagógico Nacional.

Specific

- Identify the Sustainable Development Goals and its importance in Colombia and around the world through English.
- Foster Critical Thinking and reflection through the implementation of the Sustainable Development Goals.
- Analyze the impact of the Sustainable Development Goals on the English productive skills of students.

CHAPTER II: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter, the literature review and the theoretical framework are presented. In the first place, regarding the literature review, it includes a review of national and international articles and research done by Colombian and foreign researchers that support and bring data to this research project focused on the implementation of the Sustainable Development Goals, critical thinking and speaking skills in English. In the second place, the theoretical framework explains the main concepts of the research, which are the United Nations 17 Sustainable Development Goals proposed by 2030, Critical Thinking and Speaking skills in the EFL Classroom.

State of art

In the first place, regarding the implementation of the 17 Sustainable Development Goals (SDGs), Vega (2022) created a project *called Teaching Sustainable Development Goals in the EFL classroom: a project Based-Learning Approach in secondary education*. Her main purpose was to implement Project-Based Learning (PBL) approach in the English classroom to teach English along the third (well-being and health) and thirteen (climate action) Sustainable Development Goals. To develop this project, the researcher created a didactic proposal for secondary school students in the Balearic Islands based on the methodology of the PBL approach. This proposal was organized by activities that enhanced the implementation of the SDGs in the English as Foreign Language classroom through the application of the PBL. Even if this project was not implemented in any classroom, the author concluded, firstly, based on previous studies, Project-Based Learning is an innovative approach that supplied students' needs and that had a good impact on the acquisition of the English language. Secondly, according to the United Nations, teenagers and young adults had

interest in the SDGs, but mainly in the goals related to the environment and finally, that this resource can be adapted by teachers who want to generate innovative education and motivate students to become better citizens that take care of the environment and future. This project contributed to this research because the author wanted to implement the SDGs in the English classroom, mainly the ones related to well-being and health and climate action.

Similarly, Flores (2021) created a research project titled *the United Nations' sustainable development goals: approaching EFL through the affective domain*, where the Sustainable Development Goals are used to create activities in the EFL classroom. The objectives of the project were first, implementing the SDGs to promote the development of the affective domain of children from seven to nine years old; and second, to design a proposal with the aim of fostering their affective domain using Content-Based Instruction centered in the SDGs. The methodological design was based on pedagogical and didactic innovation. Therefore, the activities created were related to the 17 SDGs, and were developed in three cycles that included the lessons proposed by the researcher. Even though the project and the activities were not implemented due to the pandemic, the author's conclusions were, firstly, that children needed to know how to control their emotions and for that, it was important to implement effective teaching in the classroom. Secondly, education needed to guide students to become conscious citizens of global warming and its effect on the planet. The previous project contributed to this research because the activities could be a guide to create and develop the pedagogical proposal of this project. Additionally, the aim of this project was to generate children's awareness about the planet.

Secondly, regarding critical thinking in the EFL classroom, Iman (2017), in his research *Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill*; had as objective to know whether the use of debates helped to improve critical

thinking and speaking skills. In this research, the author implemented a quasi-experimental design, and worked with two groups, an experimental and a control group. In the first one, the researcher gave a pre-test, implemented a technique called World Schools Debating Championship (WSDC), which was a competition for high school debaters, followed by a post-test. In contrast, in the control group the researcher only implemented a pre-test and post-test without any techniques. The population was composed of forty-eight students from tenth grade of the of Islamic Senior high schools MAN 3 Palembang, in 2013-2014. The instruments used to collect data were tests and, additionally, to the experimental group, instructions were given to explain how to develop the World School Debate Championship technique. Iman (2017) found that the use of the World School Debate Championship improved the students' critical thinking and speaking skills in a significant way. Therefore, students from the experimental group improved critical thinking and speaking skills in contrast to the students from the control group. Iman's research was relevant for this project because he wanted to improve speaking skills and critical thinking, which was one of the objectives of the actual research.

In Abdel & et. (2014), *Oral questioning technique for developing critical thinking skills in EFL classroom*, the aim of that project was to know the influence of the oral questioning technique on critical thinking skills. The author implemented oral questioning as the methodology of the project and as instruments a checklist, pre and post-tests and a rating scale rubric. Moreover, the population was 60 students from El Zahraa Secondary School for girls in Hellwan. There were two groups for the development of the research, 30 students for the control group and 30 for the experimental one. As conclusions, the author found that oral questioning encouraged the implementation and use of critical thinking because it involved analysis and problem solving. Additionally, oral questioning helped students with the social interaction and exchange of knowledge among students or peers; also, it enhanced the oral

and written productions of students in English. Moreover, through oral questioning, students were the center of learning, which made students more active and participative. Abdel & et. research was centered on the students' speaking interaction, which made it similar to this project, because it is one of the skills that the actual researcher wanted to be improved as well. Additionally, another similarity is that in that research, students were the center of learning.

Finally, Espinosa (2021) created a research project titled *Chapter VI. Vlogging through EFL Materials: everyday Life Speaking in a Blended Learning Setting*. The aim of the research was to analyze the impact of the creation and implementation of digital material in a blended learning environment on the speaking of fourth graders in an EFL context. To develop this project, the author implemented qualitative action research, and as instruments or techniques to collect data, students' artifacts, teacher's journal, voice recorded interviews and surveys. The population was 17 fourth graders from a private school in Bogotá. Regarding the pedagogical intervention, contextualized digital material was created and implemented, which was focused on vlogs to motivate students to speak in English at school and outside of that institution. As conclusions, Espinosa (2021) found that students felt comfortable and motivated using contextualized materials, but additionally, they enhanced self-confidence and creativity and implemented English in other places outside the school like restaurants or parks, fostering the awareness of their own learning English process. That research is similar to the actual project because both are centered on speaking skills and used qualitative action research to gather data.

Similarly, Rodriguez (2018) in her research titled *Enhancing EFL Learners speaking Fluency Through Group Discussions* had as main objective to know how the employment of contextualized worksheets based on group discussions improved English speaking fluency in

a group of students from a language institute. The population was 14 students from a language institute in Bogotá that had an intermediate-English level. This project had a qualitative research approach and the type of study implemented was action research. The instruments used were students' artifacts, field notes, audio recordings, and focus group interviews. Rodriguez findings showed that the materials implemented in this project helped students' learning because they were able to use language in their context in the proper way (2018), it means, the selection of correct expressions or words and correct pronunciation. Additionally, the author gave relevance to the topics selected because they were familiar to students, and they could relate and talk about their experiences. Rodriguez' study helped the actual research because it highlighted the importance of working with topics that students knew, that could be found in their context and that are relevant for them. Moreover, for the creation of pedagogical proposals, the topics could be selected concerning students' likes regarding the SDGs and the curriculum from the Instituto Pedagógico Nacional.

Theoretical Framework

For this research, five main concepts are going to be developed, the Sustainable Development Goals, critical thinking, the productive skills, which are composed by writing and speaking, motivation, the communicative approach and the Content and Language Integrated Learning approach.

The Sustainable Development Goals

The United Nations (UN) organization started on 24 October 1945, after the San Francisco Conference, which took place from 25 April to 26 June 1945, in San Francisco, United States, where delegates from 50 nations met to sign the 111-article Charter of the United Nations, which wanted to maintain peace and security after the Second World War (UN. 2020). Since then, the entity has been developing different projects centered on

protecting human rights and giving humanitarian assistance to those who need it. For instance, United Nations Integral children's emergency founded in 1946, the International Atomic Energy Agency (IAEA) in 1957, the United Nations Development Program (UNDP) in 1966, the Millennium Development Goals (MDGS) in 2000, and the 17 Sustainable Development Goals (SDGs) in 2015 (UN. 2020), among others.

As mentioned earlier, in 2015, the United Nations proposed the agenda of the 17 Sustainable Development Goals (SDGs) to be achieved by 2030. The SDGs are correlated and balance the social, the economic and the environmental dimension. (UN. 2015). Therefore, the Agenda considered problems around the world, like climate change, poverty, education, animal protection, work, inequality and health. The aim of this project proposed by the UN was to have a better and more sustainable future in the world, in other words, "this Agenda is a plan of action for people, planet and prosperity." (UN. 2015, p. 5). Additionally, through this new agenda, the entity wanted to complete the goals that could not be accomplished in the Millennium Development Goals, another agenda created in 2000 to be achieved by 2015, it had the purpose to combat poverty, to promote primary education and to avoid the spread of HIV/AIDS.

The new proposed goals were:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to Achieve the Goal

Nowadays, the world deals with big challenges regarding sustainable development, because it is evident the poverty and the difficulties to have a decent life (Garcia & Vega, 2021). Moreover, as the United Nations (2015) mentioned, one of the greatest challenges of the world is climate change and its impact, which can weaken the achievement of sustainable development. However, nowadays, climate change is a trending topic among children, teenagers and young adults, which can generate awareness about the situation and the actions that can be taken to face that environmental trouble. For instance, we have Greta Thunberg, a climate and environment activist, and Francisco Vera another activist from Colombia. Therefore, the English classroom can be a space to reflect and to talk about the situation of the world and the conditions of the population around the world.

Critical Thinking

According to Facione (2015), he defined critical thinking not just like memorization, but something that needs to have a purpose, which can be proving a point or solving a problem; additionally, it can be collaborative. It means that critical thinking can be developed and implemented in a group, not individually. Furthermore, the author mentioned that there

is not just one definition of critical thinking, but it is an abstract concept that cannot be defined easily. That statement is supported by Al Zahrani & Elyas, (2017), who claimed that there is not just one definition about the concept of “critical thinking”, because different experts or researchers have proposed alike definitions. Therefore, it can be concluded that people have different concepts of what critical thinking is.

Moreover, Facione (2015) coined two concepts regarding to the critical thinker, which are “the strong critical thinker” and “the weak critical thinker” and presented six cognitive skills that a strong critical thinker should have and implement, which are interpretation, analysis, evaluation, inference, explanation, and self-regulation. Additionally, the same author mentioned that creative thinking is part of critical thinking, because it refers to new perspectives, new ways of understanding or conceiving things, and to take a position. Some products of creative thought include music, dramatic literature, poetry, dance, and technical innovations.

Productive Skills in the EFL classroom

According to Srinivas (2017) an English learner needs to learn the four language skills, which are divided into two groups and are related. The first group called receptive or passive skills is composed of listening and reading skills and the second named productive or active is formed of speaking and writing. Supporting that idea, Golkovaa & Hubackovab (2014) mentioned that it is not possible for the existence of productive skills without the help of receptive skills. Additionally, the same authors claimed that when a person is learning a foreign language, there is an order to follow where the receptive skills come first and then are followed by the application of productive skills. Finally, according to Srinivas (2017), writing can be considered the most complicated skill among the language skills, because as

Golkovaa & Hubackovab, (2014) claimed the productive skills need more dedication and time to create or generate a spoken or written outcome in the foreign language.

Writing in the EFL Classroom

Writing is the depiction of letters, and it is part of the productive skills (Srinivas, 2017). Moreover, the same author pointed out that writing is important because this skill is a way to communicate learners' ideas, feelings, way of thinking and thoughts by using written symbols. However, as it was mentioned before, this is the most difficult skill to learn due to the grammatical aspects that learners need to know for production tasks. Therefore, the person that is writing needs to present the ideas using proper language and avoiding ambiguity in the text (Srinivas, 2017). To support the previous ideas, productive or active skills mean to transmit information through speaking or writing form (Golkovaa & Hubackovab, 2014). Finally, following the previous authors, writing as well as speaking are part of the productive skills and need to be integrated with listening and reading during the student learning process of a foreign language, in this case English.

Speaking in the EFL Classroom

According to some authors, speaking is a productive skill and a way of communication for expressing ideas or feelings by implementing a correct use of the language. Syah (2017) mentioned that talking does not involve just the monitoring of a specific structure and the correct pronunciation of it, but it involves oral communication through people. However, for English learners, if they want to speak the language fluently, they need to have the capability of pronouncing the phonemes properly, using the correct intonation and connecting words or sentences in a proper way (Harmer, 2007). Which means that, to develop speaking, it is relevant to know and implement the correct structures and pronunciation, an aspect that can be complicated in a second language; because as Espinosa

(2021) mentioned, to learn a foreign language could be a difficult process for the majority of students if they are not frequently exposed to the language that are learning.

To enhance and develop speaking in the classroom, Harmer (2007), proposed different conversational strategies to help and promote speaking fluency. Additionally, pointed out that students can be shy when they talk because of being afraid of making any mistake or error. In the first place, the first strategy according to Harmer (2007) is the previous preparation, which helps students to talk fluently and to be more confident when they need to do it. In second place, the repetition of an expression or word is a way to learn new vocabulary and to improve the pronunciation of the student. In third place, teamwork in big groups or small ones and finally, mandatory participation. Through those strategies, students can find an easy way not to feel afraid of talking in a foreign language and to have more confidence to talk inside the English classroom as well as outside of it. Therefore, it can be concluded that the communicative approach is a tool to allow students to share and communicate ideas.

Motivation

According to Harmer (1990), motivation is something that is inside a person and creates an impulse to do an action or a thing in order to obtain or gain something. In addition, motivation involves the result of outside factors that surround students, for instance, a future trip, to pass an exam or to have a reward. In other words, there are two factors that compose motivation, the outside that refers to the external things, like to obtain a price, and the inside, that are mainly to be happy and enjoy the learning process and feel better by oneself. On the one hand, supporting the statement of outside motivation, it is possible to mention that sharing with people and creating bonds are related to extrinsic motivation because as Jalalzai et al. (2023) mentioned, “by fostering a sense of camaraderie and shared

goals, collaborative learning environments create a positive and conducive atmosphere for language acquisition.” (p. 507). On the other hand, regarding inside motivation, this type of motivation includes interest, need or desire in something (Syah, 2017). Therefore, taking that into account, motivation can be divided into two groups the extrinsic and the intrinsic, where intrinsic is associated with the person's interior, while the extrinsic is associated with goals, curiosity and people around.

Communicative Approach or Communicative Language Teaching

According to Harmer (2007), the communicative approach has not only grammatical aspects, but it implies language functions to develop proper communication, which involves showing agreement or disagreement or giving suggestions to others. It means that language; in this case, English is not just centered in grammar aspects but in communication with others. Additionally, the same author claimed that when students have the possibility of having exposure to language and use it frequently, the learning and acquisition of the language will be easier and will happen on its own (Harmer, 2007).

Supporting Harmer’s posture, Richards & Rodgers (2014), mentioned that for some authors, Communicative Language Teaching involves pair working or teamwork and the use of language resources. Likewise, students have to develop problem-solving activities. Therefore, it means that, in the CLT working in groups or in couples is important to have the opportunity for talking and sharing ideas with others, an aspect that is important in this project due to the main focus on the speaking skills and the communicative activities that are applied in the lesson plans.

Content and Language Integrated Learning

According to Richards & Rodgers (2014), Content and Language Integrated Learning (CLIL) is an approach that involves the use of a second language to understand content and

demands to present a subject-specific vocabulary. In other words, in this approach the learner learns a specific content at the same time acquires a second language. For instance, mathematics, science, geography, history or social studies, are topics that can be taught in a foreign language as it usually happens in bilingual schools. Furthermore, the same authors pointed out that the content needs to be analyzed because its linguistic demands allow learners to generate their own interpretations of that content. Finally, Richards & Rodgers (2014) concluded that the CLIL approach allows using the language to learn a content and, at the same time allows learning a second language through a topic.

CHAPTER III: RESEARCH DESIGN

In this chapter, the research design of the project, as well as the techniques and instruments used are presented. Therefore, it describes the research paradigm with the research type and the way it helps to achieve the purpose of the project. Finally, the data collection instruments that were selected to develop the research are shown and the ethical considerations of the project.

Research Paradigm

This investigation was a qualitative study. As Baptista, Fernández and Hernández (2014) pointed out; it involves subjectivity as well as the description, comprehension and interpretation of a phenomenon produced in the population that is part of the research. Additionally, collecting data helps to give a better understanding of the participants' experiences to the researcher as well as the possibility to interact directly with them. Moreover, Denzin & Lincoln (2005) said that this paradigm is not focused on examining or measuring quantities, amounts or frequencies. In other words, this paradigm is centered in detailed descriptions of a situation, an event or people, and tries to find and understand a phenomenon produced in the population studied. For this project, this paradigm is a good option because it is possible to interact with the fourth-grade students to collect data and analyze it.

Type of study

This study was developed upon the action research principles. As Walter (2009) pointed out, in action research, the research is not just to identify a problem; it should involve an action component that has as the main objective to generate a positive change. Supporting

that statement, a feature of action research according to Burns (2015) is to produce positive changes or improve the social situation of the participants. Additionally, as he mentioned, another feature of this type of research involves the collaboration among participants and the researcher in which most likely there will be changes regarding those participants. In other words, the collaborative work in the development of the project, as well as the generation of a positive change are some of the main characteristics of action research.

Now, after the definition of action research and some of its features, it was important to present the process to follow in this type of research. According to Walter (2009), the action research is cyclic and has steps to follow, which are to plan, to act, to observe and reflect. It means that the researcher needed to follow a process, in which it was necessary to plan the actions that were going to be done or implemented after identifying the problematic. Then, it was necessary to observe if there was any change in the population, and finally, to reflect based on the results and the analysis of the activities to identify if there was any improvement or a solution for that problem. To the development of this project, this type of research helps to get close to the participants and work together to collect data and identify an issue in their English learning process, to create and implement some lesson plans to help them improve their weaknesses with the aim of producing a positive change in their learning process.

Data Collection Instruments

To develop a research project, it is necessary to have and implement different instruments or techniques to gather data. As Baptista, Fernández and Hernández (2014) claimed, the selection of those instruments and techniques needs to be based on the paradigm selected, with the aim to obtain data to subsequently analyze it. Therefore, being this project part of the qualitative paradigm, to collect data for this research the instruments selected were

field notes, artifacts, voice recordings and finally questionnaires that are going to be defined in the next lines.

Field Notes: Given (2018) claimed that the field notes the researcher uses can describe details of some people, places or events. Equally, it is possible to reflect on data, special patterns and the process of research. Moreover, Given also mentioned that for the researcher it is crucial to write the field notes as soon as possible after the event or activity to describe more details. In this study, field notes were taken once the class was over, this to have the possibility to remember relevant events during the session, to reflect about the intervention and to improve or change any obstacles.

Artifacts: This instrument allows the researcher to gather data made or created by participants as well as to know about their context or perceptions, ideas and assumptions. As Given (2008) mentioned, those artifacts provide information not available from interviews or observational data and some examples of them are photos, gifts, paintings and graffiti. Additionally, that author pointed out that usually, the artifacts are written productions like diaries, journals, documents or letters. For this project, this instrument is suitable because it involves fourth grade students' written texts, drawings and pictures of their activities where they present their ideas and perspectives, like the creations of posters.

Audio recording: As Given 2008 stated, this instrument involves the use of digital or analog recording equipment to acquire interactions or conversations among people. In this case, the audio recording was implemented to collect students' answers, comments and interactions among them. Furthermore, this instrument provides more elements like the tone and the emphasis of students' voices, something that is not possible with other instruments like the questionnaire or the artifacts (Given, 2008). As stated before, the tone of the voice or

information that was not possible to have in other instruments can be obtained through this instrument to complement the data collected in this project.

Questionnaires: Given said that usually in education, researchers prefer to implement questionnaires as an instrument due to their facility to collect information and to analyze it in the qualitative paradigm. Additionally, this instrument can be more efficient to gather data and take less time to apply it. In other words, the use of questionnaires facilitates the collection of data and does not consume a lot of time to implement them. In this research, the questionnaire was implemented at the end of the pedagogical intervention; this with the purpose of knowing if fourth grade students were aware of the protection of animals, the benefits of sports and their food habits; topics that are related and based on the 17 SDGs.

Procedure

First, to develop this research in fourth grade, it was necessary to inform students about the presence of the researcher and tell them that a project was going to be developed. Then, a consent form (Annex 6) was sent to children's parents with the purpose of allowing students participation as well as the access to record their voices. Once the consents forms were signed, it was possible to have audio recordings to the development of the research. Besides, the field notes were completed at the end of each session, the researcher started to take pictures of artifacts from students to know if students reflected or were aware of some SDGs and the world situation. It is relevant to say that audio recordings were not used in all the classes.

Regarding the questionnaire, it was implemented at the end of the intervention. That questionnaire was created to know the impact of the United Nations seventeen SDGs among students, if there was some reflection from students regarding the actual Colombian and world situation.

Ethical considerations

As mentioned before, consent forms were provided to students' parents in order to first ask parents' permission for students' participation in the development of this project. Second, to clarify parents that the data collected through the instruments, artifacts, questionnaires, audio recording and field notes, will be analyzed only for academic purposes, and with the aim of improving students' English learning process.

CHAPTER IV: PEDAGOGICAL INTERVENTION

In this fourth chapter, the vision of language, the pedagogical approach and the vision of learning are explained regarding the development of the study. Finally, the instructional design with an example of the lesson plans that were created for the pedagogical intervention are presented.

Vision of Curriculum

With respect to the vision of curriculum, this research project was based on the critical thinking curricular vision because critical thinking is centered in the development of thinking autonomously through dealing with rational judgements and, the capacity of good reasoning to be able to recognize the pros, cons of a situation, and solve it. Additionally, this type of curricular vision is related to the mission of the Instituto Pedagógico School, which is presented in the PEI, and pointed out the importance of building critical thinkers.

Vision of Learning

To develop this project, the students who participated had a central role; therefore, the vision of learning of this text is associated to the perspective of constructivism proposed by Richards & Rodgers (2014) who claim that learners are the center of their own learning process. Thus, in this case, students had an active role, so they participated actively by presenting their own ideas and reflections about the topics that were presented in class by the teacher, to share them with their classmates in the classroom. Moreover, the students' previous knowledge was considered through asking students to create a relationship between the topic and what they already knew about that topic. In addition, the interaction between

students-teacher or student-student was relevant to create possible solutions to solve and reflect on a problem or situation that can affect people, animals or nature.

Vision of Language

In this project, language is used as a tool to present some of the SDGs proposed by the United Nations and to allow the interaction of students about the actual situation of the environment, animals, good health and well-being. Thus, language is used to share ideas as well as possible solutions and reflections about those topics. Therefore, Richards & Rodgers (2014) said that a functional model of language is related to communicative purposes. In this case, the purpose was that students create awareness about the current situation of animals, the planet and their health and share their ideas or solutions through productive skills. Additionally, the implementation of language in the classroom had as a purpose that students established interaction in the classroom among them. Therefore, as Richards & Rodgers (2014) pointed out language worked as the tool to create and keep social relations. For that, some activities in couples and groups were developed and students were able to compare their answers or productions to socialize them at the end of the session.

Vision of Classroom

The vision of the classroom is based on the goals that students and the pre-service teacher want to achieve in the classroom. Therefore, in this case, the classroom was a place where students' interests were taken into account to select the SDGs to work with them. Moreover, the vision of the environmental leadership lab was selected because it highlights the importance of the environment and this vision is centered on fostering awareness through proposing ideas to protect it. In the same line, this project was based on the creative minds' elementary vision of the classroom too, because the classroom was understood as a safe place

where students could express themselves and ask questions with the aim of being more confident about their skills while they were learning.

Role of Teachers

According to Richards & Rodgers (2014), and the Communicative Language Teaching approach, the teachers' role is mainly to be facilitators and monitors for students' English language learning process. Therefore, teachers need to promote, encourage and facilitate the communication process among students in the classroom by creating communicative activities. Additionally, this approach follows the idea of a student-centered classroom, which means that students are the center of the learning process, not the teacher as used to happen with other approaches.

Role of Students

Richards & Rodgers (2014) pointed out that, following the Communicative Language Teaching approach, the students need to take responsibility for their learning process because they are the center of learning, while the teacher is a guide and facilitator for them. Moreover, according to CLT, students need to participate mainly in teamwork activities instead of individual activities to promote communication among them and help them become more comfortable listening to their classmates' opinions rather than listening only to the teacher.

Instructional Design

For the development and implementation of this project, the communicative approach was selected because it is focused on the communication among students and the teacher using the language as a resource. As Richards & Rodgers (2014) claimed, the communicative approach or the communicative language teaching (CLT) is based on a communicative model of a language and its use that is centered on obtaining a communicative purpose.

Additionally, language and communication are correlated; therefore, the first one needs to be a means to communicate the speaker's ideas (Richards & Rodgers, 2014). In other words, language is implemented as a tool to achieve communication among students in the classroom as well as communication with the teacher.

For this research, the communicative approach is appropriate due to the possibility of generating interaction among students in the language they are learning, which is English. In addition to that, this approach allows students teamwork, which provokes that students need to use language to communicate their ideas about a topic presented by the teacher. Furthermore, by using the CLT it is easy to involve and talk about the main topic of this research project in the activities of the English class, which is Sustainable Development Goals, and to let students present and share their ideas and reflections orally with their classmates and the teacher. Finally, through the communicative approach, students take a central role in their English learning process, and the teacher is just a guide and help for them.

Design of lesson plans


The lesson plans were developed based on a textbook called *Guess What! Book* that is used in the Instituto Pedagógico Nacional for the English subject. This textbook is the guideline for the teacher to develop the topics during the whole year. It is divided into units that were related and facilitated the connection to the aim of this project that was the implementation of the SDGs.

However, it is important to mention that it was not possible to implement all the lesson plans that were created due to the time of the intervention and some activities that were developed by the institution. Therefore, all the activities that were proposed in this project were not applied in the class, that is why it was fundamental for the researcher to

select the most relevant activities to develop in the classroom, which means, the ones that showed evidence of the learning process.

The format of the lesson plans was composed of the grade, date, number of students, name of the teacher, the pedagogical objectives, the type of interaction of each activity, the material, the assessment, if any, the homework and the procedure which was based on 5 stages. Regarding the stages, the format was divided into five sections. The first one was warm up, where a dynamic activity to engage students with the topic was presented. The second one was the input activity composed by a listening or a reading exercise. The next stage was the explanation of the topic, where the structures, the rules and examples were presented. The fourth step was a grammar activity, where students practiced the grammar structures of the topic. Finally, the last stage was the production activity, which was based on a communicative activity that implied speaking or writing skills.

| | | | |
|---|--------------|-------------------------------|---|
| LESSON PLAN NUMBER: 4 | | | |
| SUSTAINABLE DEVELOPMENT GOAL: Goal 3: Good Health and Well-being. | | | |
| COURSE/GRADE: Fourth grade | DATE: | NUMBER OF STUDENTS: 28 | NAME OF THE TEACHER : Stefany Guevara |
| OBJECTIVES | | | |
| COMMUNICATION: Talk about sports and the benefits for my health. | | | |
| LANGUAGE: Sports vocabulary, expression <i>to be good at</i> , verb to be, personal pronouns. | | | |
| PEDAGOGICAL INNOVATION OBJECTIVE: to identify the benefits of practicing a sport on my body. | | | |
| PENDING HOMEWORK OR ANNOUNCEMENTS: none | | | |
| PROCEDURE: Warm-up Input activity Explain the topic Grammar Production | T.O.I | TIME | MATERIALS |

| | | | |
|---|-------------------|---------------------------|--------------------------------------|
| <p>ACTIVITY STAGE:</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Students are going to play apple, apple, and lemon with a ball. 2. The person who has the ball when the teacher says lemon, needs to answer one of the following questions: Do you like to play sports? Why? Do you like football? Why? Do you like skateboarding? Why? Do you like karate? Do you like volleyball? Do you like basketball? | T-S | 5-10 minutes | Pictures Ball Board Markers |
| ASSESSMENT: | | | |
| TRANSITION: | | | |
| <p>ACTIVITY STAGE: Listening the song</p> <p>Steps: My sports song.</p> <ol style="list-style-type: none"> 1. T is going to give students a copy to fill the gaps of a song. 2. T is going to play the song “my sports song.” https://www.youtube.com/watch?v=A-jqYXMBFzA  <ol style="list-style-type: none"> 3. Students need to fill the gaps. 4. Students are going to mention the sports that were mentioned in the song. | T.O.I T- S | TIME 15-20 minutes | MATERIALS Copies, speaker |
| ASSESSMENT: | | | |
| TRANSITION: | | | |

| | | | |
|---|--|---|--|
| <p>ACTIVITY STAGE: Explanation of the importance to practice a sport. Vocabulary about sports around the world.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. The teacher is going to present the next vocabulary about diverse sports that people play or practice around the world, by writing it on the board. <p>VOCABULARY fishing, ice-skating, sailing, kayaking, bowling, mountain biking, skiing, snowboarding</p> <ol style="list-style-type: none"> 2. Once T finishes, T will ask students to mention the benefits of sports, Then T is going to write students' answers on the board. 3. T is going to complement students' ideas E.G <i>Sports can help you avoid problems in your health.</i> <i>Sports can help you avoid some illnesses.</i> <i>Sports can help you prevent a heart attack.</i> <i>Sports can help you prevent the development of cancer.</i> <i>Sports help you improve the resistance of your bones and muscles.</i> <i>Sports can help you control your weight.</i> | <p>T.O.I</p> <p>T- S</p> | <p>TIME</p> <p>15-20 minutes</p> | <p>MATERIALS</p> <p>Board Markers Copies</p> |
| <p>ASSESSMENT:</p> | | | |
| <p>TRANSITION:</p> | | | |
| <p>ACTIVITY STAGE: The benefits of sports</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Students are going to select the sport they like the most. 2. Then, S need to write which benefits the sport they selected. This using the next structure <i>(The sport's name) helps me avoid _____</i> <i>(The sport's name) helps me prevent _____</i> | <p>T.O.I</p> <p>S- S</p> | <p>TIME</p> <p>10 – 15 minutes</p> | <p>MATERIALS</p> <p>Markers Pencil Notebook</p> |

| | | | |
|--|--------------------------------|---|---|
| <p>(The sport's name) helps me improve _____</p> <p>Students are going to share their answers and find the common benefits.</p> <p>E.g. Volleyball helps me avoid heart attacks.</p> | | | |
| ASSESSMENT: | | | |
| TRANSITION: | | | |
| <p>ACTIVITY STAGE:</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Students are going to work on couples. 2. Then, they need to create a poster where they show the importance of practicing a sport. 3. Students are going to share their creations and present them. <p>Example:</p> <div data-bbox="347 1068 794 1500" data-label="Image"> </div> <ul style="list-style-type: none"> ● Racquetball is good for your heart because you run all the time. ● Racquetball is fun because you can play with your friends. ● Racquetball is good for controlling your weight. | <p>T.O.I</p> <p>S-S</p> | <p>TIME</p> <p>30 - 35 minutes</p> | <p>MATERIALS</p> <p>Piece of paper Pencil Colors Markers</p> |
| ASSESSMENT: | | | |
| TRANSITION: | | | |
| HOMEWORK/ASSIGNMENT: | | | |

CHAPTER V: DATA ANALYSIS

This chapter is centered in the analysis of the data collected during the pedagogical intervention, the categories and subcategories established regarding the data and the effectiveness of the research. Additionally, the results of the study are explained taking as the basis the instruments used as well as the limitations of the project. Finally, the theory that was followed to do the analysis is presented.

Grounded Theory Research

According to Corbin & Strauss (2015), in this research theory, the analysis and the data collection are related. Thus, once the initial data is collected, it is analyzed and the concepts derived from that analysis are going to create the basis for the following data collection. It means that depending on the data that is obtained and the analysis of it, the concepts and the theory can be developed. In addition to that, the authors Corbin & Strauss (2015) mentioned that the instruments and techniques to collect data in this theory can be observations, interviews, recordings, diaries, among others. Therefore, this approach was suitable to do the analysis of this research project, because, the categories were established during the analysis of data, not before starting the pedagogical intervention, and the instruments that were implemented in the research were field notes, audio recordings, questionnaires and artifacts, which according to the authors can be used in the Grounded Theory Research.

Data Analysis Procedures

First, to develop the project, the instruments used to collect data were mainly artifacts from students like posters, drawings and presentations where they needed to use their four

skills, listening, reading, writing and speaking. The next instrument was the field notes, which were used in all the classes by the researcher, with the aim of having relevant data to the project. The third instrument was composed of voice recordings, however, this instrument was not implemented in all classes, therefore, it was mainly used during students' socialization of activities and when students were doing some oral activities. The last instrument was a questionnaire, which was applied at the end of the pedagogical intervention. There, the researcher asked students' opinions about the lessons, questions about the topics presented in the pedagogical interventions, and what aspects were difficult or not for them while the project was implemented.

In order to analyze the collected data and to determine the impact of the project in fourth grade students it is important to remind the general objective of the project, which was present and implement the United Nations' Sustainable Development Goals (SDGs) to improve the English productive skills and critical thinking in a group of School Students from fourth grade at Instituto Pedagógico Nacional.

In general terms, 16 out of 24 students did not know what the Sustainable Development Goals are, however they were interested in the topics presented in class. At the end of the interventions, students showed that they were aware of the importance and the relevance of eating healthily, practicing sports and protecting the earth, which are actions that contribute to having a better life. In addition to that, some students were more fluent in their speaking process at the moment of sharing their ideas and working in groups.

Concerning the materials for the development of the course, didactic resources were fundamental because children enjoyed looking for words in word search games, matching words and images, reading and listening to learn new vocabulary, and also drawing animals

or creating posters. In the same line, students expressed they like teamwork at the moment of reading and writing tasks because they share ideas and help others

Category 1: Reflection and Awareness of the United Nations Sustainable Development Goals.

As it was mentioned in one of the objectives proposed, one of the intentions of the project was to foster critical thinking and reflection among fourth-grade students. At the beginning of the interventions, it was evident that students agreed with the statement about the importance of being a healthy person and mentioned they liked sports. Additionally, some of them showed interest in topics about the environment, but they did not explain the reasons for these interests. However, once they knew some reasons and related them with their experiences, they reflected and were aware of the topics mentioned before. Based on that, the next subcategories will present the reflection and the awareness students had in class about the topics.

1.1 Students are aware of their food habits at home and at school

In the intervention number 13, students worked on food and adverbs of frequency. The main purpose of the lesson plan was to reflect on their food habits at home and school. The Sustainable Development Goal involved was goal 3: Good Health and Well-being. The lesson plan started by asking students if they knew the adverbs of frequency, then the following adverbs were presented: *Always, frequently, usually, sometimes, occasionally, rarely and never* by doing a chart on the board. In the production activity, students had to write a minimum of two foods in each adverb of frequency to recognize if they were used to eating healthily or not, as presented in Artifacts 1 and 2.

| Always | Frequently | Usually | Sometimes | Occasionally | Rarely | Never |
|----------|------------|--------------|--------------|--------------|--------------|-----------|
| Rice | Ice cream | Pizza | Cucumbr | Chips | Cotton candy | yuca |
| Banana | Chocolate | Hamburger | Sea horse | brusly | Cake | Purre |
| beans | Sanwich | Hot dog | Pork meat | Crab | Candies | Sushi |
| soup | Tomatoes | burrito | Meat | Ham | Sausages | Shellfish |
| potatoes | Lettuce | Sochi, popas | Shooll Lunch | Cheese | squid | Star fish |

Artifact#1: students' chart of the adverbs of frequency. Lesson plan 13.

| Always | Frequently | Usually | Sometimes | Occasionally | Rarely | Never |
|-----------|---------------|----------|-----------|--------------|--------------|-----------|
| Cheese | Banana | Popcorn | Onion | Hamburger | Cotton candy | Sushi |
| Rice | Mandrina | Sandwich | Llam | Hot dog | | Sea Horse |
| Tomatoe | Straw Berries | Cucumber | Cake | | | Star fish |
| Water | Potatoes | | | | | Crab |
| Chocolate | Yucca | | | | | Swiss |
| | | | | | | Chard |

Artifact#2: students' chart of the adverbs of frequency. Lesson plan 13.

Finally, regarding students' charts, they had to reflect on the way they were eating at school and at home. For that, they had the next structure they needed to follow: *I (adverb of frequency) eat healthily* or *I (adverb of frequency) do not eat healthily*. Some of the students' answers are going to be shown in the next transcriptions.

T: Do you eat healthy? Do you eat healthy? Do you eat healthy? ¿Comes saludable?

S4: Usually.
 T: Tell me the whole sentence.
 S4: Ya te lo dije.
 T: Pero no te escuché bien. I usually...
 S3: Teacher, yo, yo, yo.
 S4: I usually eat healthy.
 T: Give me five. Very good.
 S3: I frequently eat healthy.
 T: Very good.

*Audio-recording#1: activity about food habits.
 Lesson plan 13.*

T: Do you eat healthy?
 S6: I, I rare, raer.. Ay se me olvidó.
 T: Rarely. /'rerli/
 S6: Rarely do not eat healthy.
 T: Great. Very good.

T: Hello!
 S13 Hello!
 T: Do you eat healthy? ¿comes saludable?
 S13: Ummm. So so.
 T: Okey ¿cómo me responderías?
 S13: I rarely...
 T: Eat
 S13: Eat
 T: Healthy
 S13: Healthy
 T: Great very good. Very good.

Audio-recording#2: activity about food habits. Lesson plan 13.

Audio-recording#2: activity about food habits. Lesson plan 13.

Once students had their charts and analyzed the information they had, they were able to reflect and be aware whether they had good eating habits or not. As indicated in the students' artifacts and the audio-recordings, it is relevant to highlight that some students concluded that they had healthy habits. However, according to the field note number 14, others had bad habits mainly because that food had a good taste for them. Furthermore, those students were aware of their bad food habits, of the possible consequences and finally, they reflected and said that they needed to improve their food habits.

(...) two students mentioned that they like to eat fast food because it tastes good in comparison to some vegetables. However, after observing and analyzing their chart, they also said that they needed to improve their healthy habits because they do not want to get fat or die.

[Field note #14. September 18th. 2024.]

Additionally, according to the answers of the questionnaire, regarding the question related to food habits *figures 1, 2*; 17 students out of 23 answered that they totally agree with eating healthily, because healthy food helps them not to get sick and grow up well. To complement that, students mentioned that taking care of their own and others' health is relevant because if they are in good shape, they cannot get sick, they can help others, they can make friends easily to share with others and they can avoid death (*figure 3*). Reflection that is related to the purpose of the goal 3: Good Health and Well-being, because the SDGs want to create a balance of the social, economic dimension and the environmental dimensions (UN. 2015). Thus, according to students' artifacts, some fourth graders wanted to be healthy not just because of them but to help others, which involves the social dimension.

8. Comer saludable es importante y beneficia la salud de las personas

Totalmente en desacuerdo En desacuerdo Ni de acuerdo, ni en desacuerdo De acuerdo Totalmente de acuerdo

¿Por qué?
por que así es tomar bien y saludables

Figure#1. Students Questionnaire. Answer.
“porque así estamos bien y saludables”

8. Comer saludable es importante y beneficia la salud de las personas

Totalmente en desacuerdo En desacuerdo Ni de acuerdo, ni en desacuerdo De acuerdo Totalmente de acuerdo

¿Por qué?
por que te fortaleces mucho más

Figure#2 Students Questionnaire. Answer.
“porque te fortaleces mucho más”

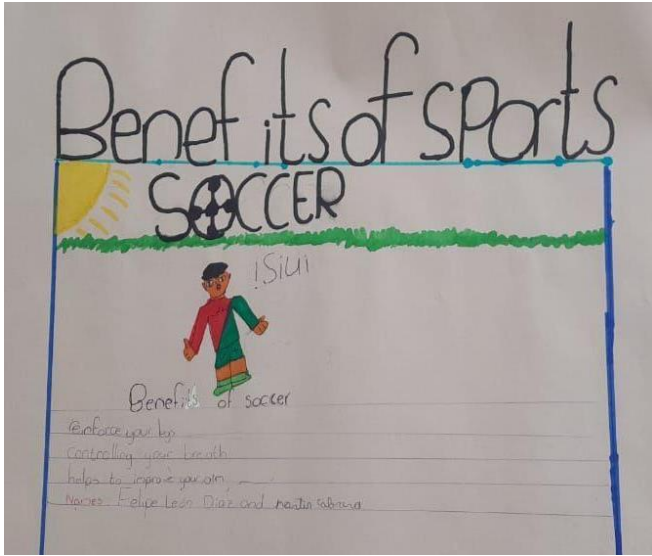
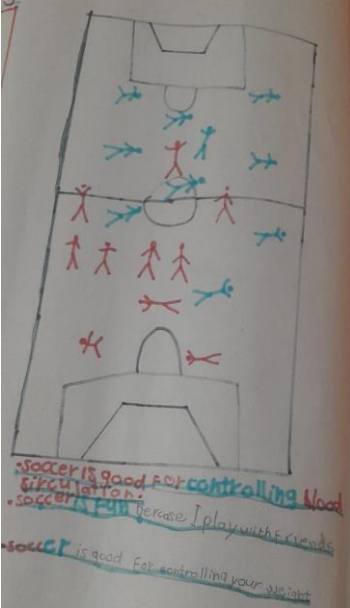
Totalmente en desacuerdo En desacuerdo Ni de acuerdo, ni en desacuerdo De acuerdo Totalmente de acuerdo

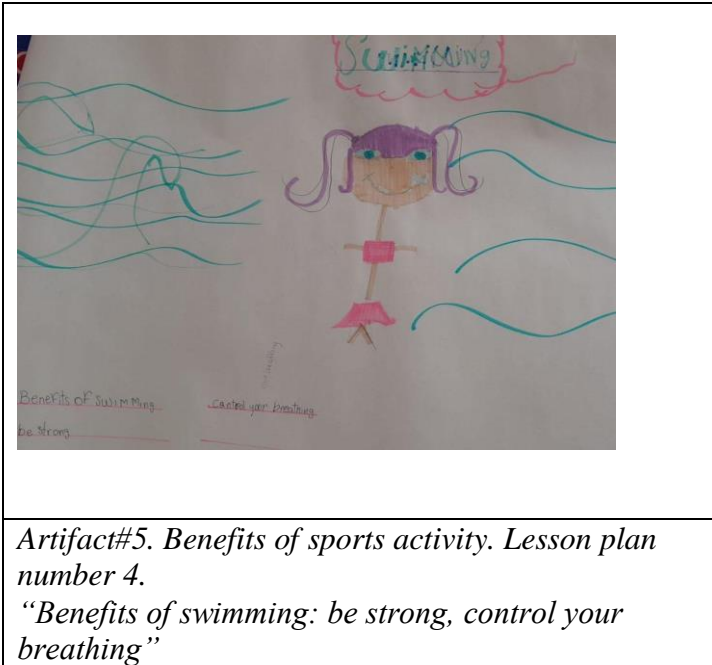
¿Por qué?
por que si no cuidamos la salud nos podemos enfermar

Figure#3 Students Questionnaire. Answer.
“porque si no cuidamos la salud nos podemos enfermar”

1.2 Students are aware of the benefits their health has if they practice sports

In the intervention number 8, a lesson plan related to sports vocabulary and the benefits it has in health was implemented. The aim of the lesson plan was to identify the health benefits of practicing a sport. To start the class, the game apple, apple, lemon was implemented. In the game, the pre-service teacher asked students whether they like or not certain sports. Then a song related to the topic was played and finally, as a production activity, students needed to work in pairs and create a poster about a sport they like and write the benefits they could have if they practiced that sport. Some results were the following ones:

| | |
|--|--|
|  |  |
| <p>Artifact#3. Benefits of sports activity. Lesson plan 4. <i>“Benefits of sports: Reinforce your legs, control your breath, help to improve your aim”</i></p> | <p>Artifact#4. Benefits of sports activity. Lesson plan 4. <i>“Soccer is good for controlling blood circulation. Soccer is fun because I play with friends. Soccer is good for controlling your weight.”</i></p> |



Artifact#5. Benefits of sports activity. Lesson plan number 4.

“Benefits of swimming: be strong, control your breathing”

As Facione (2015) mentioned about the critical thinker, a person can be a “strong critical thinker” or a “weak critical thinker”, a statement that was evidenced before and after the development of the poster through the questionnaire applied at the end of the pedagogical intervention. For this activity, before starting the activity fourth graders were not clear about the benefits of practicing sports. Therefore, they just said they practiced sports because they liked a particular sport, something that according to Facione can be the stage of “the weak critical thinker”. However, to create the poster some of them asked the main teacher and the pre-service teacher about the benefits of those sports. Furthermore, they had more information about that and wrote it on the posters.

Additionally, according to students’ answers in the questionnaire about the importance of practicing sports, 19 students out of 23 mentioned that it improves health because it helps to take care of the body and health. Moreover, practicing a sport helps to grow up, because it helps to exercise the body and the mind, to have a good body and to avoid death (*figure 4, 5*). Taking into account the answers they wrote in the questionnaires,

there was some advance regarding their ideas and perceptions. Therefore, following Facione (2015), students demonstrated to achieve the stage of being “strong critical thinkers”.

7. Hacer deporte es importante para cuidar tu cuerpo y tu salud.

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

Por que los musculos crecen y te haces mas fuerte

Figure#4. Students Questionnaire. Answers.
 “Porque los músculos crecen y te haces más fuerte ”

7. Hacer deporte es importante para cuidar tu cuerpo y tu salud.

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

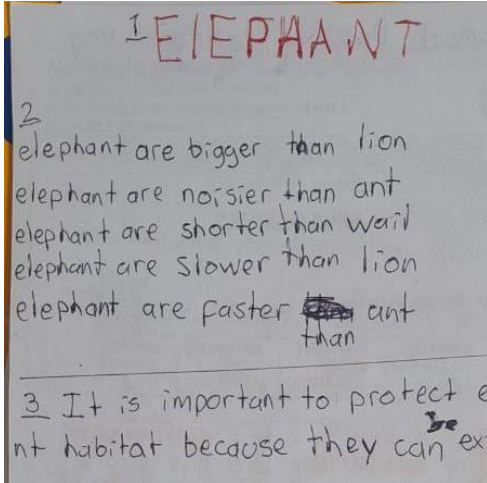
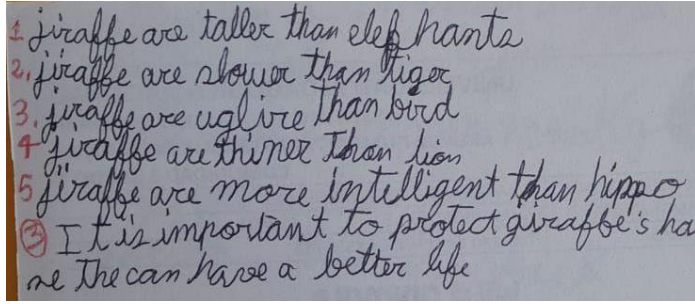
El deporte es importante para la salud

Figure#5. Students Questionnaire. Answers.
 “El deporte es importante para la salud”

1.3 Students recognize the importance of protecting animals and their habitat.

As the United Nations (2015) mentioned, the agenda is a plan of action for the planet and people’s prosperity. In other words, the 17 goals are an action plan not just for people, or for achieving prosperity but for the planet, too, which includes flora and fauna. Considering that, lesson plans regarding animals and their habitats were created, included and developed in the pedagogical interventions. The lesson plan implemented in the intervention number four was focused on wild animals and the pedagogical objective was to identify and explain the relevance of animals. In addition to that, another lesson plan related to the previous one was applied in the intervention number 10, where the lesson plan was mainly centered on the

protection of animals' habitat. In both lessons, students needed to select and draw animals. In the first one, they had to mention the importance of animals, and in the second one, they needed to mention the importance of protecting their habitats.

| | |
|--|---|
|  |  |
| <p>Artifact#6. Importance of animals and their habitat. Lesson plan 7.</p> <p>“Elephants are bigger than lions elephants are noisier than ants elephants are shorter than wails elephants are slower than lions elephants are faster than ants” “It is important to protect elephants' habitat because they can be extinguished”</p> | <p>Artifact#7. Importance of animals and their habitat. Lesson plan 7.</p> <p>“Giraffes are taller than elephants giraffes are slower than tigers, giraffes are uglier than birds giraffes are thinner than lions giraffes are more intelligent than hippos” “It is important to protect giraffes' habitat because they can have a better life”</p> |

Concerning students' productions and their answers to the questionnaire, (figures 6, 7, 8); it is possible to say that students improved their critical thinking and the aspects of the strong critical thinker according to Facione (2015). That is because some of them demonstrated to be aware of the current situation of animals' life and reflected about their importance. Additionally, 22 students out of 23 said that they liked animals and just one student said that no. When they were asked if they agreed with the following statement

“Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.” (Annex 2. p 2). The student that did not like animals disagreed and when it was demanded to write why, that fourth grader mentioned that did not know why. In contrast, the other students mentioned that humans needed to protect them because they are living beings, humans need them, and they give balance to the planet, as shown in the following answers.

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

| | | | | |
|---|--|--|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input checked="" type="radio"/> |
|---|--|--|-------------------------------------|---|

¿Por qué?
Porque son seres vivos y uno no quiere que se mueran

Figure#6. Students' questionnaire. Answer.

“Porque son seres vivos y uno no quiere que se mueran.”

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

| | | | | |
|---|--|--|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input checked="" type="radio"/> |
|---|--|--|-------------------------------------|---|

¿Por qué?
Por que la fauna y flora son importantes para cuidar el mundo

Figure#7. Students' questionnaire. Answers.

“Porque la fauna y flora son importantes para cuidar el mundo”

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

| | | | | |
|---|--|--|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input checked="" type="radio"/> |
|---|--|--|-------------------------------------|---|

¿Por qué?
Porque se podrían extinguir

Figure#8. Students' questionnaire. Answers.

“Porque se podrían extinguir.”

According to the previous information and the analysis, it was evidenced that students became aware of the importance of animals not just for human beings but also for the whole

world. Moreover, it demonstrated that students improved their critical thinking because in the first activities they just mentioned that animals were important, but they did not explain why. However, regarding the answers of the questionnaire, students were able to justify their answers about the importance of animals around the world.

1.4 Students showed interest in the environment and mentioned why they like that topic

In the intervention number 17, the lesson was planned based on the topic that students were working with the main teacher and related to the theme of the pedagogical intervention, which in that case was SDGs number 13: Climate Action. The communicative objective for that lesson was that students were able to talk about the parts of the house and recognize eco-friendly houses.

To start with the implementation of the lesson plan, fourth graders had a warming up where they needed to match vocabulary of the parts of the house with the corresponding image. Once they finished, they needed to continue with the next activity where they needed to work on couples. That input activity was a reading about eco-friendly houses composed by a brief explanation about what an eco-friendly house is, and some examples of technologies that can be used in those houses to help the environment. Students were demanded to read aloud and they asked for unknown vocabulary. Then, in the same couples, they needed to create their own eco-friendly house.

T: Do you like that kind of activity?

S1: Yes.

T: Why? ¿Por qué te gustan este tipo de actividades?

S1: Pues, primero porque dibujamos. Y segundo, porque lo podemos aplicar en la vida real

T: And do you have any of those things at home?

S1: Sí. No hacemos compost porque no tenemos plantas, pero reciclaje sí. También creo que el edificio tiene... non audible.

T: Do you know if that has solar panels?
S1: No creo que el edificio tenga solar panels.

Audio-recording#3: extract about eco-friendly houses activity. Lesson plan 16.

Do you have any of those elements in your house? You can start to apply now

It is not difficult to recycle.

S2: a veces se mezcla la basura

S1: Mira, nosotros tenemos 2 bolsas una para el reciclaje y la otra para la basura, pues orgánica y todo eso. Algunas cosas las reciclamos nosotros mismos y otras las cogemos para los recicladores.

Audio-recording#3: extract about eco-friendly houses activity. Lesson plan 16.

(...) While students were doing the reading about their eco-friendly houses, they started to mention that, they already knew some of the technologies presented in the reading and mentioned the ones they used to implement at home. It means that students implement actions to take care of the planet. [Field note # 17. October 30th. 2024]

As Facione (2015) mentioned, critical thinking cannot be focused on memorization, but it needs to have a purpose or solve a problem. Therefore, in that activity it was shown that, in the first place, some students already knew and implemented some technologies presented in the reading at their homes as it happened with S1. Second, concerning students' prior knowledge and what they learned, they had clear reasons to defend the idea that those technologies can be implemented in real life, thus the eco-friendly house is an interesting topic and helps them take care of the environment. Additionally, while students were doing that activity, S1 explained to S2 that the recycling process is not difficult at all, and gave instructions to start to use one of the technologies that S1 used at home to help the environment. Therefore, here it is seen that there is a clear purpose in the actions of S1, which explains S2 how to foster and encourage the technology of recycling at home. Finally, as the United Nations (2020) claimed, climate change is a great challenge for the entire world, therefore, through these activities, students are helping or giving ideas to contribute to

solve the problem of climate change by implementing technologies that help the environment and reduce pollution in Colombia.

Category 2: Fourth Graders Improvement in Writing and Speaking Skills

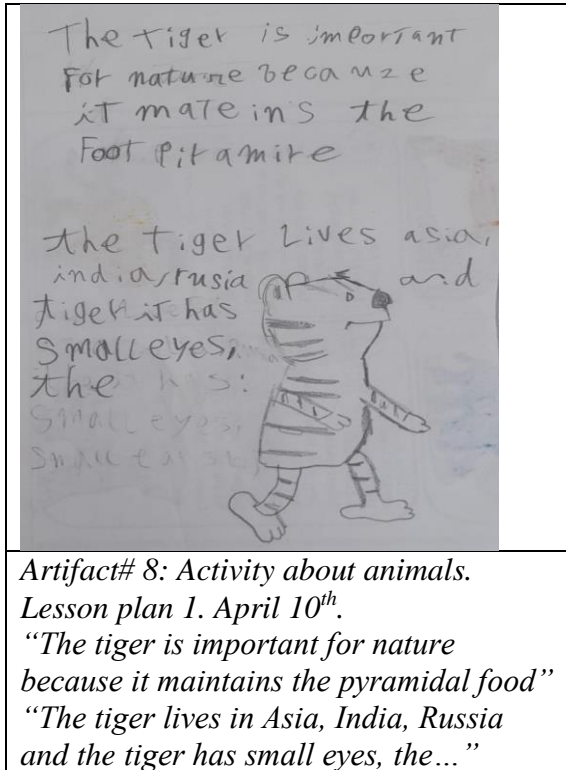
At the beginning of the pedagogical intervention, some of the participants had struggles with their writing skills. It was because they used to write the words as they listened or they did not know how to spell them correctly. Additionally, regarding the speaking skills, some students did not pronounce the words correctly or they were not able to build, write or say a whole sentence with the correct structure due to lack of vocabulary or as the students said they did not know how to say it in English. However, once the interventions finished, students were able to correctly spell new vocabulary and write complete sentences as it is shown in the following paragraphs.

2.1 Students improved their writing and grammar skills

As Golkovaa & Hubackovab (2014) claimed, active skills are centered in the transmission of information among people in a spoken or written way; hence, writing was necessary and related in the activities proposed for the development of the classes. Therefore, during the pedagogical interventions it was evidenced that some students improved their writing skills due to the kind of activities they needed to develop in class, as it is going to be presented.

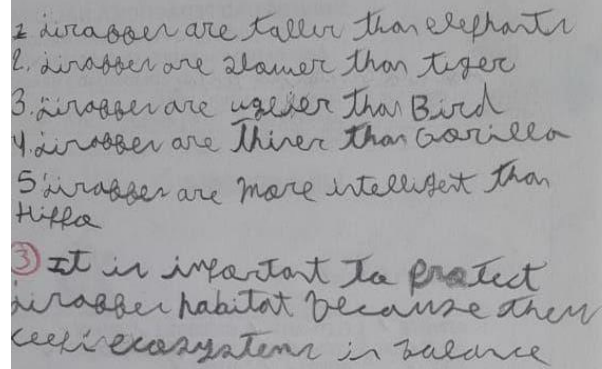
It was evidenced that at the beginning of the intervention, in the first activities where students had to do listening and writing exercises, they had some errors in writing because they used to confuse similar words or write them as they heard them, as it is shown in the field note number four and in the artifact number eight. In the second case, the word *food* was replaced by the word *foot*.

While the main teacher was doing an activity about personal pronouns and physical descriptions, it was evidenced that some students copied the words that the main teacher said as she pronounced but not in a proper way. For example, students write hi is tall instead of he is tall. [Field note #4. April 10th. 2024.]



*Artifact# 8: Activity about animals.
Lesson plan 1. April 10th.
“The tiger is important for nature
because it maintains the pyramidal food”
“The tiger lives in Asia, India, Russia
and the tiger has small eyes, the...”*

Additionally, some students also had some grammar errors in writing because they used to confuse the phonemes z, s, and c or add extra letters, aspects that according to Srinivas (2017) were normal in learners because as he claimed, writing is the most complex skill for students. However, some months later, there was improvement in the students' writing that had those difficulties, because they started to reduce spelling errors and were able to identify the difference between the pronunciation of some words and proper way of writing them as presented in the following artifact.



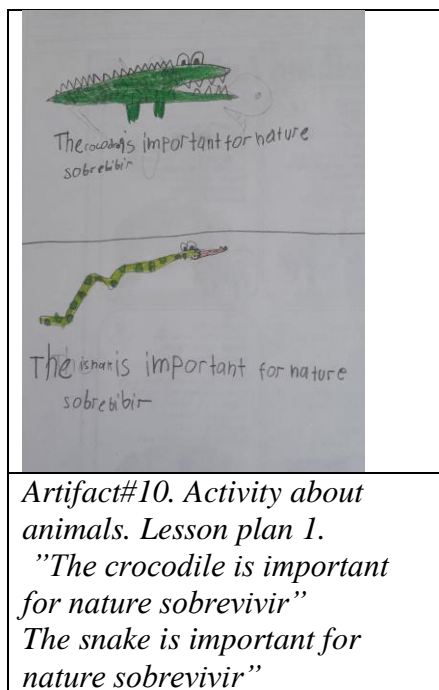
1. giraffes are taller than elephants
 2. giraffes are slower than tigers
 3. giraffes are uglier than birds
 4. giraffes are thinner than gorillas
 5. giraffes are more intelligent than hippos
 ③ It is important to protect giraffe habitat because they keep the ecosystem in balance

Artifact#9: Activity about animal habitat. Lesson plan 7. August 21th.

*“giraffes are taller than elephants
 giraffes are slower than tigers
 giraffes are uglier than birds
 giraffes are thinner than gorillas
 giraffes are more intelligent than hippos”*

“It is important to protect giraffes’ habitat because they keep the ecosystem in balance.”

Another relevant aspect to mention is that in some cases, students did not know how to write a word in English, so they wrote it in Spanish (*artifact 10*). However, once they had the confidence with the pre-service teacher to ask for the meaning of the word or the new vocabulary was presented to them, they were able to write just in English, avoiding mixing both languages in the productions they had in the activities, as it happened in one of the first activities developed in the pedagogical intervention.



In conclusion, at the end of the pedagogical intervention, students reduced the spelling mistakes in writing in comparison to the first exercises they did at the beginning of the lessons. Therefore, they were able to differentiate the pronunciation and the correct way of writing some English words. Likewise, students reduced the mixing of Spanish and English when they were writing due to the introduction of new English vocabulary and the confidence for asking questions to the practitioner to solve their doubts.

2.2 Students' improvement in speaking skills and pronunciation

The speaking process is important for EFL learners because as Harmer (2007) proposed, the pronunciation of words and the correct use of phonemes are important if students want to speak fluently. In the pedagogical intervention, it was evidenced that some students had struggles with the correct pronunciation of words, mainly when they got new vocabulary in the classes. Therefore, the use of the strategies about the repetition of words helped students to keep and remember the correct pronunciation of the words. For instance, in the activity of adverbs of frequency and food habits it was evidenced that that technique

worked, because the practitioner and a participant were helping S5 (student number 5) to correctly say the word that wanted to use.

| |
|---|
| <p>T: Do you eat healthy? S5: Eusually... T and S: Usually /'ju:zuəli/ (at the same time) S5: Usually. /'ju:zuəli/</p> |
|---|

| |
|--|
| <p><i>Audio-recording #1 activity about food habits. Lesson plan 13.</i></p> |
|--|

Regarding the use of English in the classroom, students were used to listening to the main teacher talking in English and then in Spanish. Therefore, students used to talk in Spanish a lot, which caused some trouble once the practitioner started to talk just in English, because students had difficulties understanding the instructions given in the foreign language, therefore, due to that, at the beginning it was necessary that the practitioner explained the activities in both languages.

The main teacher explains a topic or activities instructions first in English and then switches to Spanish, therefore students are used to have the instructions or explanations in both languages. [Field note # 2. March 20th. 2024]

That aspect can be related to the idea proposed by Espinosa (2021) who mentioned that learning a foreign language could be a difficult process for the majority of students if they are not frequently exposed to the foreign language. In that case, Espinosa's idea is related to the frequent use of Spanish in the English classes with fourth grade students. Additionally, students gave the answers in Spanish and they did not use English. However, in the classes, students were acquiring vocabulary that they were using when they needed to answer a question in English. Moreover, they started to ask for words in English to use when they wanted to say a sentence. For instance, in lesson plan number 13 about food habits the prompts for students to complete with adverbs were: *I _____ eat healthily.*


Another strategy that helped students use English and improve fluency was to encourage them to read aloud the readings proposed in the lesson plans. Moreover, allow them to work on couples in the communicative activities, where they needed to present or share their ideas and activities with classmates or mention to the teacher what they were doing in the activity using just English. It was helpful because they corrected their classmates about the pronunciation of wrong words. Therefore, in those exercises, the conversational strategies proposed by Harmer were implemented (2007), which involves teamwork in big and small groups and mandatory participation.

While students were doing the chart activity, the practitioner was walking around the classroom to ask students whether they eat healthily or not. They answered following the prompt copied on the board and based on the chart they were doing. There were some cases where students helped each other because they heard that their classmates did or could not pronounce a word properly, therefore, they said it correctly and encouraged their classmates to say it again. [Field note #13. September 18th. 2024]

ECO-FRIENDLY HOUSES

What's an eco-friendly house?

An eco-friendly house is a house that **respects and takes care of the environment** instead of polluting the land, air and water. An eco-house **reduces energy consumption and waste**.



It provides its **own energy** requirements, it **deals with its own waste products** without environmental damage, it **saves water, reduces rubbish** and **provides most of the food and water** requirements of its occupants.

Which technologies and methods do eco-friendly houses have?

The technologies can be classified into 3 groups:

| ENERGY | PREVENTING WASTE OF LIGHT & HEAT | SAVING WATER & REDUCING RUBBISH |
|--|--|--|
| <ul style="list-style-type: none"> • renewable energy sources • solar panels • solar water heating • radiant floor heating | <ul style="list-style-type: none"> • energy efficient windows • wall insulation • green roof • efficient light bulbs | <ul style="list-style-type: none"> • growing your own food • composting • recycling • rainwater collection |

Figure #9. Example of readings to read aloud. Lessonplan16.

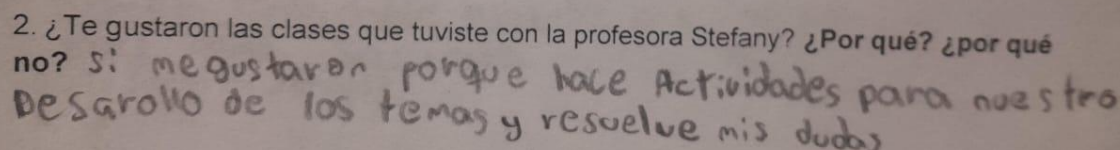
Category 3: Students' Motivation in the classroom

Students' motivation in the EFL classroom was another relevant factor that took place during the pedagogical intervention and the application of the lesson plans. Some students just demonstrated frustration and lack of interest because they claimed they did not understand English. To solve that limitation, teamwork was a strategy to increase the

motivation as well as interaction, the tone of voice, careful instructions and guidance from the teacher.

3.1 Motivating activities for students

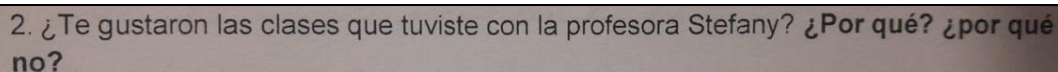
The motivation is a factor that was important in the research project because, as Jiao et al, (2022) quoted by Jalalzai et al. (2023) mentioned, motivation can influence in a significant way the level of enthusiasm and perseverance. Therefore, it can be mentioned that based on the author and according to the answers of the questionnaire, students liked the activities because those ones involved exercises of drawing and decoration, which was a factor for making students generate motivation to participate in class, and get involved in the topics as well as encourage them to enjoy the language.



2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no? si me gustaron porque hace actividades para nuestro desarrollo de los temas y resuelve mis dudas

Figure#10. Students' questionnaire.

"si me gustaron porque hace actividades para nuestro desarrollo de los temas y resuelve mis dudas."

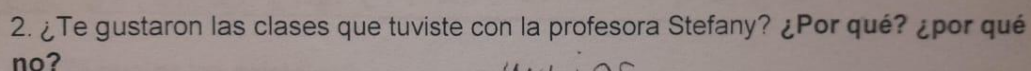


2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?

porque me enseñó a hablar inglés

Figure #11. Students' questionnaire.

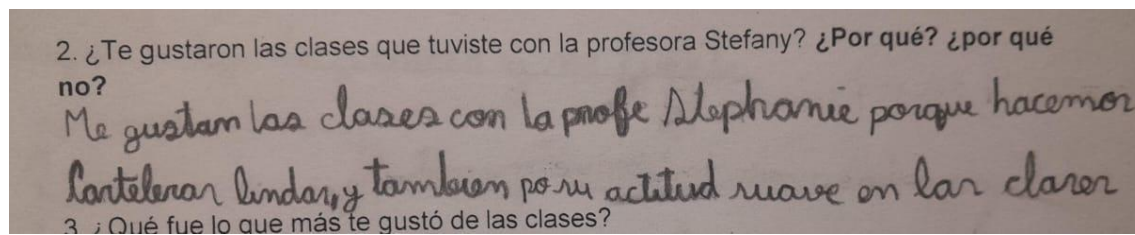
"porque me enseñó a hablar inglés"



2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?

si por que hacemos dibujos

Figure #12. Students' questionnaire.
 "si porque hacemos dibujos."



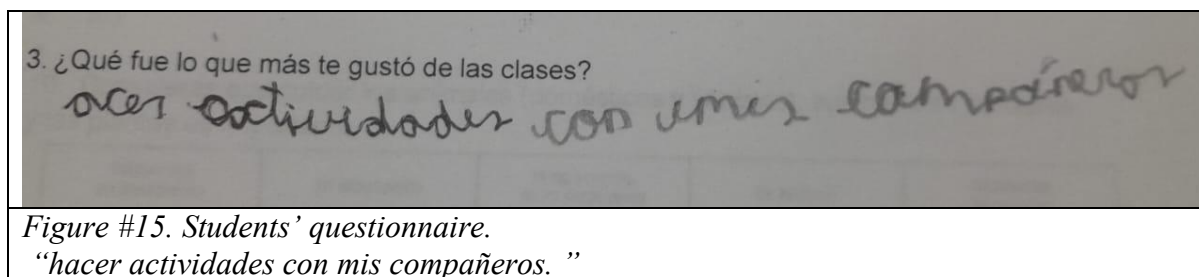
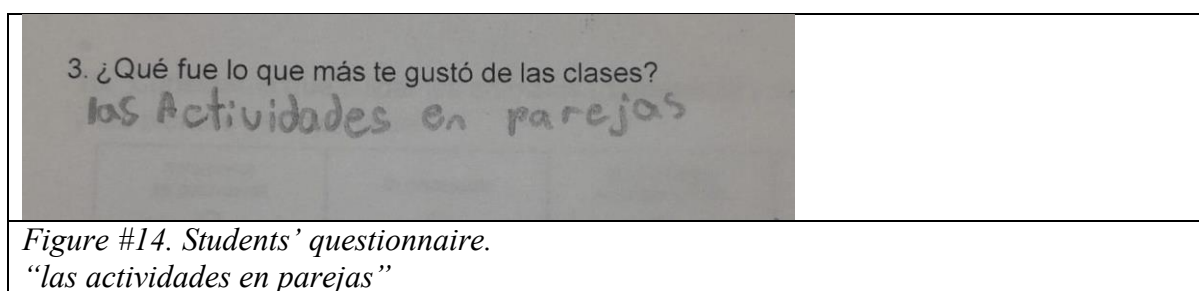
2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?
 Me gustan las clases con la profe Stephanie porque hacemos cartelera lindas, y también por su actitud suave en las clases
 3. ¿Qué fue lo que más te gustó de las clases?

Figure #13. Students' questionnaire.
 "me gustaron las clases con la profe Stephanie porque hacemos cartelera lindas y también por su actitud suave en las clases."

Additionally, the environment inside the classroom is a relevant factor to have a successful students' learning process. (Golkova & Hubackova, 2014). Which means that the treatment of students is important for their development and learning process. Therefore, according to the comment of the *figure 13*, it can be inferred that, to promote rapport in the English classroom is a strategy to promote motivation among them. Furthermore, it is important to mention that some students expressed at the beginning of the classes and during the pedagogical interventions, that they did not understand English; therefore, they were not able to do the activities properly. However, in the different input activities, those students who claimed that issue showed good development, and at the end of the intervention, it was shown that they were more confident in English. Moreover, in the questionnaires, students mentioned that the activities were fun, interesting and they learned. Therefore, the intrinsic motivation is focused on learners' experiences or interests that they have towards an activity (Syah, 2017); it can be inferred that the kind of activities developed was a factor to enhance students' motivation to learn English because students expressed interest during the activities proposed by the pre-service teacher.

3.2 Teamwork as a factor that promoted students' comfort

Teamwork was an element that students liked about the classes because as Jalalzai et al. (2023) claimed, “collaborative learning environments create a positive and conducive atmosphere for language acquisition.” (p. 507). According to the interview with the teacher, she mentioned that students liked to work in groups and draw, an affirmation that was proved in the questionnaire's answers, because students claimed that they liked to work on couples or groups (*figure 14, 15*). Furthermore, it was expressed that something that was not good about the classes was the fact that the person with whom the participant worked in the activity, could not attend the class and as consequence, that fourth grader needed to work alone.



Regarding the previous artifacts, it can be concluded that fourth-grade students liked to work in groups and consequently students felt motivated to do the activities and participate in class. Therefore, according to the extrinsic motivation idea, that refers to outside factors, like a good environment or a good teacher (Syah, 2017); it was evidenced that teamwork made students more comfortable at the moment of doing exercises in English, because they could develop a positive atmosphere in the classroom.

In the activity of the eco-friendly house, the practitioner conformed the groups and a particular couple disagreed to work together, however, once the teacher asked them the reasons for not to work together; they said that it was because they had never worked together. Nevertheless, they tried it and they started the activity. Once the class was almost over, the teacher asked them how the

experience of working together was and they said that it was great, because they shared ideas and complemented each other. [Field note # 17. October 30th. 2024]

CHAPTER VI: FINDINGS

In this chapter, the summary of the previous analysis is presented considering the categories established which are: fourth graders motivation; improvement in writing and speaking skills; and reflection and awareness of the United Nations Sustainable Development Goals

Reflection and Awareness of the United Nations Sustainable Development Goals.

Regarding this category and following Facione (2015) who mentioned that critical thinking is not only memorization, it could be concluded that, in the first place, students were able to be aware of their food habits at home and at school. The majority of them concluded that they had good healthy habits; however, there were students who did not. Furthermore, those students were aware of that and pointed out that they needed to change those bad habits and become healthier. In second place, regarding the protection of animals, students became aware of the current situation that animals live in and, additionally, they mentioned their relevance for nature, and the entire humanity. In addition to that, students claimed that it was necessary to protect the habitat of animals because like animals, those places were important.

In the third place, climate change was another topic that promoted students' reflection. In this case, students got interested in that theme and liked it. Therefore, to contribute to solving that current problem, through the proposal they did regarding the eco-friendly houses they were aware of the possible ways of helping the planet thanks to the technologies that those houses implement. Moreover, students mentioned actions they used to do or can start to do at home. Finally, some of them were encouraging others to apply some of those techniques.

Lastly, talking about sports, students demonstrated progress to be strong critical thinkers, due to the evolution they made at the moment of reflecting about the benefits that sports have for our health. At the beginning of the pedagogical interventions, students did not have clear ideas or further information to mention the benefits of doing sports. However, once they asked for information and questioned about that, students had clear ideas about the benefits of practicing sports at the end of the intervention. The previous aspects showed that as Facione (2015) pointed out, fourth graders were able to change from being “weak critical thinkers” to “strong critical thinkers.”

Fourth Graders Improvement in Writing and Speaking Skills.

Regarding the writing component, students presented some struggles with the correct spelling of words, which means that some of them used to confuse letters that had the same sound, or add extra letters to words. In the same line, some students did not differentiate the pronunciation of the words and the proper way to write them. Consequently, they wrote the word as they heard it, not using the correct spelling. However, at the end of the pedagogical intervention, those students showed improvement, so they were able to differentiate the pronunciation of some words and the correct way of writing them.

In the students’ speaking process, some of the participants had difficulties with the pronunciation of words, mainly new words presented in class. Moreover, some fourth graders found it difficult or did not feel comfortable enough to talk in English due to the use of Spanish in the classroom, and the fear of failing. To deal with those limitations, it was implemented the strategy of repeating words to achieve good pronunciation of the words. Additionally, as Srinivas (2017) mentioned, teamwork provoked students to contribute more in the development of the activity and have good results of that exercise. Thus, teamwork and

reading aloud were other strategies implemented to facilitate interaction among students and improve fluency.

Students' Motivation in the Classroom.

The motivation in the classroom was an important element that affected students' learning process. Therefore, it was found that according to the questionnaires applied, the activities that were developed along with the lessons were an element that motivated students to participate in the classes and motivated them to learn and practice English. Thus, another element that motivated students was the classroom management and interaction that the pre-service teacher had with them, because the practitioner had rapport and used to talk with a soft tone of voice with them in the classes.

According to Srinivas (2017), the main idea of collaborative work is to allow students to do activities in groups for them to share ideas among themselves. Thus, another important element was teamwork in the classroom, because students claimed that one thing that they really liked about the classes were the activities in which they had the opportunity to work in couples or in groups. Information that has coherence with the answer the teacher gave in the interview. Moreover, working in groups allowed students to create a positive environment in the classroom and they overcame the fear of making mistakes or errors, because among themselves they did corrections and continued working in their speaking process.

CHAPTER VII: CONCLUSIONS AND IMPLICATIONS

In this chapter, the analysis regarding the specific objectives of the research is presented. To remember, the general objective of the study was to implement the Sustainable Development Goals to improve the English productive skills and critical thinking in fourth graders students.

The first specific objective was to identify the Sustainable Development Goals and the relevance they have in Colombia and the world by using English. It is important to mention that it was not possible to present and use all the goals proposed in the agenda by the United Nations due to the time limitations that were confronted in the process of the pedagogical intervention. However, according to the English topics established in the school of this year to fourth grade, some specific goals were selected. GOAL 3: Good Health and Well-being, GOAL 13: Climate Action, GOAL 14: Life Below Water and GOAL 15: Life on Land. It was seen that before starting with the lessons, 16 out of 24 students did not know the SDGs. Thus, once the classes finished, they had knowledge about them. Furthermore, time was not enough to present more information about the importance that the SDGs have around the world.

The second specific objective was to foster critical thinking and reflection through the implementation of the Sustainable Development Goals. It was demonstrated that before the pedagogical intervention, some students were interested in the topics and were aware of them but they did not have enough information or proposed solutions to solve the problems regarding the environment, flora, fauna and food habits. However, at the end of the lessons, students were able to support the ideas they said, and they aimed to bring possible solutions to environmental problems that could be helpful. For instance, solutions to preserve the planet or reduce the consequences of climate change.

The third specific objective was to analyze the impact of the Sustainable Development Goals in the English productive skill of students. It was found that students had some struggles with their speaking skills regarding the unknown vocabulary or the pronunciation, limitations that were solved using strategies to improve the speaking skills. Additionally, it was noticed that the topics presented in the pedagogical intervention were interesting to them, and according to them, they learned new things like vocabulary and information related to the Sustainable Development Goals. Moreover, students improved their writing skills after the interventions, therefore, they did not write the words as they sounded and they were able to differentiate the pronunciation and the correct spelling of some words.

Implications

By the implementation of the Sustainable Developments Goals in the English Classroom, for teachers it is important to know about the SDGs, because the topics that are presented are related to the current situation of the country and the world, but additionally, it helps to generate awareness about different social problematics that students can live in their surroundings. Moreover, those topics can be integrated in the classroom to discuss, analyse them and try to give solutions. Therefore, a way to achieve the integration of the topics and the language is through the CLIL approach, because in this approach the learner learns a specific content at the same time that learns and acquires a second language, which facilitates the presentation and discussion of the SDGs or any other social problematic inside the English classroom.

Additionally, the topics can be easily related to the themes of the class, because the diversity that the SDGs have; therefore, it is possible to select some of them according to the topics of the classes. In the same way, the SDGs give the opportunity to take into account

students' likes regarding the diversity of topics; thus, it is possible to create and implement dynamic activities for students, which enhance and foster their English learning process and help to develop their four skills inside and outside the classroom.

Limitations

Regarding the limitations, it is important to mention that there were many activities proposed by the Instituto Pedagógico School, which did not allow the development of certain classes; some examples are activities like swimming classes, the national emergency drill of 2024, final projects and exams, some readings proposed by the Ministry of Information and Communications Technology regarding grooming and cyber dependence, among others. Therefore, it was not possible to implement all the lesson plans and collect additional data to get more detailed results for this research project.

Another limitation was the access to digital resources, because of the reduced amount of computers for primary school students and the times and days set to have access to those resources. That is why; fourth graders had the opportunity to go to the bilingual room for just one hour each fifteen days. Therefore, the activities related to the digital resources were reduced and some of them were not able to be developed in the pedagogical interventions.

Further research

This study achieved the main objective of improving the English Productive skills and critical thinking of students through the implementation of the United Nations Sustainable Development Goals. Nevertheless, this project was centered mainly on those two aspects. Therefore, it will be relevant to study the SDGs and their influence in other aspects of the English classroom. Furthermore, to present and explain these goals to schools' teachers with the aim of finding a way to relate the goals to the curriculum or the creation of lesson

plans in the institutions to contribute to the achievement of the agenda proposed by the United Nations. In addition to that, to generate reflection on the world and Colombian situation over the lenses of the SDGs. Finally, it is necessary to do research projects that include topics related to social issues in the English classroom that involve students with the purpose of creating or finding possible solutions.

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Annexes

Annex one. Field notes format.

| | | |
|-------------------------|----------------------------------|-----------|
| Class number: Grade: | Teacher: Pre-service teacher: | |
| Hour: | Description: | Comments: |

| Hour | Description | Comments |
|------|---|---|
| 8:57 | Main T. arrived and roll the list. Then she started to do a chart of Personal pronouns. | |
| 8:59 | Once she had the chart, she presented some ES to S understand how to replace the proper name with a personal pronoun. E.g. The school → It. When students copied the E.6 and complete some other E.6. (Juana → she) (Gabriel → He). | |
| 9:20 | Main T started to do a listening activity related to physical descriptions. So, S needed to complete a copy based on they listen to in the recording. While the MT was doing that activity, the pre-service T was helping S and observing the S activity. | Students write the words while doing the exercise, some students were writing the words as those one as they sound. They do not recognise the difference of sound. Once the first hour finished, how to write and how you say it. |
| 9:30 | The P.S.T started the pedagogical intervention, where the warm up was to give each S a placard of an object, animal or person. That placard need to be located in the categorie that represent | |

Annex two. Questionnaire.

Cuestionario para los estudiantes

- ¿Conocías las Metas de Desarrollo Sostenible? Marca con una x la respuesta que elijas.
 - Sí
 - No
- ¿Te gustaron las clases que tuviste con la profesora Stefany? **¿Por qué? ¿por qué no?**
- ¿Qué fue lo que más te gustó de las clases?
- ¿Qué fue lo que menos te gustó de las clases?
- Consideras que es importante cuidar tu salud y la de los demás.

| | | | | |
|---|--|--|-------------------------------------|--|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input type="radio"/> |
|---|--|--|-------------------------------------|--|

¿Por qué?

-
- ¿Practicas algún deporte? **¿Cuál?**
 - Sí

- No

7. Hacer deporte es importante para cuidar tu cuerpo y tu salud.

| | | | | |
|--|--|---|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input type="radio"/> |
|--|--|---|-------------------------------------|---|

¿Por qué?

8. Comer saludable es importante y beneficia la salud de las personas

| | | | | |
|--|--|---|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input type="radio"/> |
|--|--|---|-------------------------------------|---|

¿Por qué?

9. ¿Te gustan los animales?

- Sí
- No

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

| | | | | |
|--|--|---|-------------------------------------|---|
| Totalmente en desacuerdo <input type="radio"/> | En desacuerdo <input type="radio"/> | Ni de acuerdo, ni en desacuerdo <input type="radio"/> | De acuerdo <input type="radio"/> | Totalmente de acuerdo <input type="radio"/> |
|--|--|---|-------------------------------------|---|

¿Por qué?

11. ¿Te gusta reciclar?

- Sí
- No

¿Por qué? ¿Por qué no?

12. ¿Crees que mejoraste tu nivel de inglés durante el desarrollo de las clases?

¿Por qué? ¿Por qué no?

13- ¿Cuál es la habilidad o aspecto en inglés que más se te facilitó durante las sesiones con la profesora Stefany (escucha, escritura, lectura y habla, pronunciación y gramática)?

14 - ¿Cuál es la habilidad o aspecto en inglés que más se te dificultó durante las sesiones con la profesora Stefany (escucha, escritura, lectura y habla, pronunciación y gramática)?

Annex three. Interview for the teacher.

Entrevista

1. ¿Es el inglés su principal área de conocimiento?
2. ¿Qué lo motivó a ser docente de inglés?
3. ¿Qué es lo más fácil/difícil de ser docente de inglés?
4. ¿Cuál ha sido su experiencia más agradable como docente de inglés?

5. ¿Conoce la Organización de las Naciones Unidas?
6. ¿Conoce los 17 objetivos y metas de desarrollo sostenible?
7. ¿Cuáles de los 17 objetivos le parecen más oportunos para relacionarlos en la clase?
 - Fin de la pobreza
 - Hambre cero
 - Salud y bienestar
 - Buena educación/ educación de calidad
 - Igualdad de género
 - Agua limpia y saneamiento
 - Energía asequible y no contaminante
 - Trabajo decente y crecimiento económico
 - Reducción de las desigualdades
 - Ciudades y comunidades sostenibles
 - Producción y consumo responsables
 - Clima
 - Vida en el agua
 - Vida de ecosistemas terrestres
 - Paz y justicia
 - Alianza para lograr los objetivos
8. ¿Considera que es importante relacionar algunas problemáticas sociales con los temas de la clase? ¿por qué?
9. ¿Tiene la institución algún proyecto establecido en el PEI?
10. ¿La institución le brinda herramientas para la realización de sus clases? ¿cuáles?
11. ¿Relaciona problemáticas sociales con las temáticas de la clase? ¿por qué?
12. ¿Utiliza alguna forma de expresión artística en sus clases? ¿por qué?
13. ¿El plan de estudio es adecuado y realista con el nivel de los estudiantes? ¿por qué?
14. ¿Existe algún modelo pedagógico que sea de su preferencia? ¿cuál?
15. ¿Sigue en sus clases un plan de trabajo previamente establecido? ¿por qué?
16. ¿Utiliza estrategias de enseñanza y aprendizaje en sus clases? ¿cuáles?
17. ¿Fomenta la reflexión en sus estudiantes? ¿de qué manera?
18. ¿De qué manera relacionaría algunos de los 17 objetivos de desarrollo sostenible con los temas de su clase?
19. ¿Con qué tipo de actividades se sienten cómodos sus estudiantes?
20. ¿Logra identificar algún gusto en común que tienen sus estudiantes al realizar una actividad?

21. ¿Identifica alguna problemática en sus estudiantes que esté relacionada con los objetivos de desarrollo sostenible? ¿cuál?
22. ¿Están los estudiantes en algún proyecto relacionado con el ambiente? ¿cuál?
23. ¿Cómo es su relación con sus estudiantes dentro y fuera del aula?

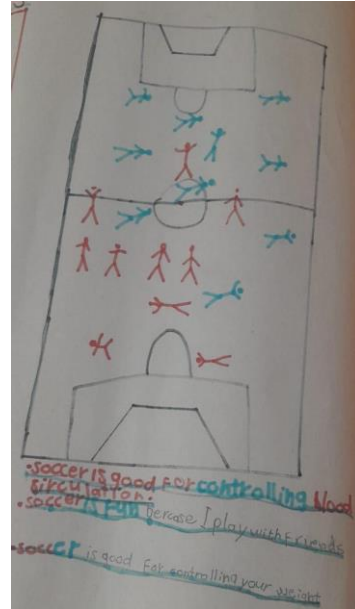
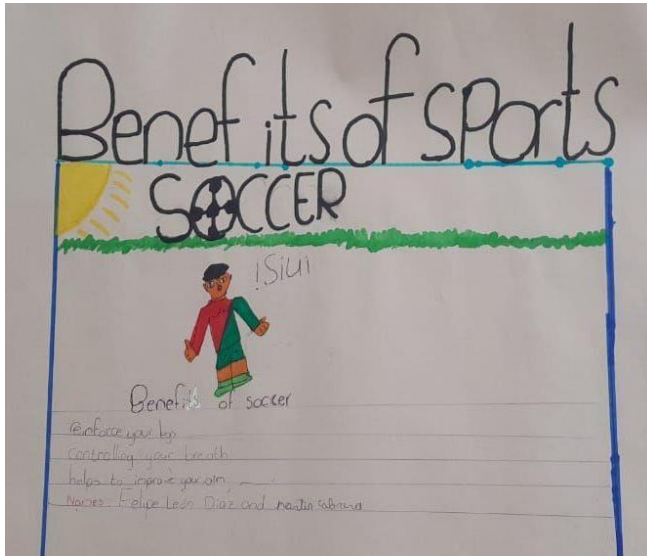
Annex four. Students' artifacts.

| Always | Frequently | Usually | Sometimes | Occasionally | Rarely | Never |
|----------|------------|------------|--------------|--------------|--------------|-----------|
| Rice | Ice cream | Pizza | Cucumbr | Chips | Cotton candy | yuca |
| Banana | Chocolate | Hamburger | Sea horse | brucly | Cake | Porre |
| beans | sandwich | Hot dog | Pork meat | Crab | Candies | Sushi |
| soup | Tomatoe | burrito | Meat | Ham | Sausages | Shellfish |
| potatoes | Lettuce | Sachipapas | Shooll Lunch | Cheese | squid | Star fish |

Artifact#1: students' chart of the adverbs of frequency. Lesson plan 14.

| Always | Frequently | Usually | Sometimes | Occasionally | Rarely | Never |
|-----------|---------------|----------|-----------|--------------|--------------|-----------|
| Cheese | Banana | Popcorn | Onion | Hamburger | Cotton candy | Sushi |
| Rice | Mandrina | Sandwich | Llam | Hot dog | | Sea Horse |
| Tomatoe | Straw Berries | Cucumber | Cake | | | Star fish |
| Water | Potatoes | | | | | Crab |
| Chocolate | Yucca | | | | | Swiss |
| | | | | | | Chard |

Artifact#2: students' chart of the adverbs of frequency. Lesson plan 14.



Artifact#3. Benefits of sports activity. Lesson plan 4.

“Benefits of sports: Reinforce your legs, control your breath, help to improve your aim.”

Artifact#4. Benefits of sports activity. Lesson plan 4.

“Soccer is good for controlling blood circulation. Soccer is fun because I play with friends. Soccer is good for controlling your weight.”



Artifact#5. Benefits of sports activity. Lesson plan number 4.

“Benefits of swimming: be strong, control your breathing”

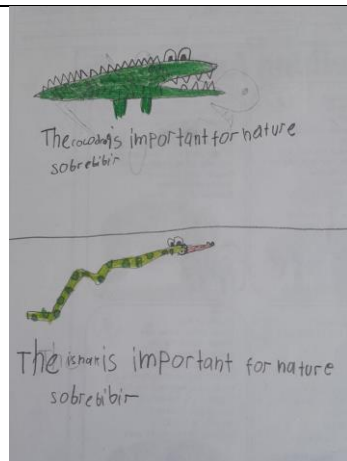
“The tiger is important for nature because it maintains the pyramidal food” “The tiger lives in Asia, India, Russia and the tiger has small eyes, the...”

1. giraffes are taller than elephants
 2. giraffes are slower than tiger
 3. giraffes are uglier than Bird
 4. giraffes are thinner than Gorilla
 5. giraffes are more intelligent than Hippo
 ③ It is important to protect giraffes habitat because they keep ecosystem in balance

*Artifact#9: Activity about animal habitat.
 Lesson plan 7. August 21th.*

*“giraffes are taller than elephants
 giraffes are slower than tigers
 giraffes are uglier than birds
 giraffes are thinner than gorillas
 giraffes are more intelligent than hippos”*

“It is important to protect giraffes’ habitat because they keep the ecosystem in balance.”



Artifact#10. Activity about animals. Lesson plan 1.

"The crocodile is important for nature sobrevivir"

The snake is important for nature sobrevivir"

Annex five. Audio recordings transcription.

4.1 Audio- recording about food habits.

T: Do you eat healthy? Do you eat healthy? Do you eat healthy? ¿Comes saludable?

S4: Usually.

T: Tell me the whole sentence.

S4: Ya te lo dije.

T: Pero no te escuché bien. I usually...

S3: Teacher, yo, yo, yo.

S4: I usually eat healthy.

T: Give me five. Very good.

S3: I frequently eat healthy.

T: Very good.

T: You. Do you eat healthy?

Non audible ya lo tengo todo.

T: I do not think so.

T: Do you eat healthy?

S5: ¿comes saludable?

S: Sí.

T: answer with the whole sentence.

S5: Eusually

S5&T: Usually (at the same time)

T: Sometimes, never

S5: A veces, no. La primera es sí, la segunda es no.

S7: I... Pérate profe.

S8: Pérate... Eso non audible.

S7: Sí ya sé. Estoy mirando eso de arriba..

S8: profe te gusta mucho el azul y el rojo, ¿no? Mira dos cosas rojas y dos cosas azules.

S7: Espérate me acuerdo.

S8: Espérate me acuerdo.

T: go ahead.

Non audible.

T: But in English. In English. Tell me in English. Dimelo en inglés.

S8: I frequently, Cómo se dice esa palabra

T: healthy.

S8: I frequently eat healthy. Good. Give me five.

T: Okay. Hello honey. Do you usually eat healthy?

S9: ¿Qué?
 T: ¿Comen saludablemente?
 S9: Ehh. Sí.

4.2 Second audio- recording about food habits.

T: Now, do you eat healthy? ¿comes saludable?
 S10: Sí.
 T: ¿cómo me responderías?
 S10: Algunas veces.
 T: ¿Entonces cómo me responderías?
 S10: I sometimes eat healthy.
 S: Teacherrrr.
 T: Yes?
 Non audible
 T: do you eat healthy?
 S11: I usually eat, eat healthy,
 T: Healthy
 S11: Healthy.
 T: And you?
 S6: I, I rarely, rarely.. Ay se me olvidó.
 T: Rarely
 S6 : Rarely do not eat healthy.
 T: Great. Very good.
 T: Okay, here. Do you eat healthy? ¿comen saludable?
 S12: Sí.
 T: ¿cómo me responderías? La primera en azul.
 S12: Usually eat healthy.
 T: Great. Very good.
 T: Hello!
 S13 Hello!
 T: Do you eat healthy? ¿comes saludable?
 S13: Ummm. So so.
 T: Okay ¿cómo me responderías?
 S13: I rarely
 T: Eat
 S13: Eat
 T: healthy
 S13: Healthy
 T: Great very good. Very good.

4.3 Audio recording about eco-friendly house activity.

T: What is that? The roof?
 S1: Sí. Yes teacher.

T: And this one?

S1: Compost and recycle

T: And here? Windows?

S1: Las windows de...

T: Ah, energy windows. Great. Why did you do it like that?

S1: Pues se nos fueron ocurriendo ideas

T: Y, ¿les gusta este tipo de actividades?

S1: Yes.

T: Why? ¿Por qué te gustan este tipo de actividades?

S1: Pues, primero porque dibujamos. Y segundo, porque lo podemos aplicar en la vida real

T: And do you have any of those things at home?

S1: Sí. No hacemos compost porque no tenemos plantas, pero reciclaje sí. También creo que el edificio tiene... non audible.

T: Do you know if it has solar panels?

S1: No, creo que el edificio tenga solar panels.

T: Do you have any of those elements in your house? You can start to apply now

It is not difficult to recycle.

S2: a veces se mezcla la basura

S1: Mira, nosotros tenemos 2 bolsas una para el reciclaje y la otra para la basura, pues orgánica y todo eso. Algunas cosas las reciclamos nosotros mismos y otras las cogemos para los recicladores.

T: Great. Give me five. It is great that you apply that at home.

Annex six. Consent form.

| | | | |
|---|--|-------------|---------------|
|  | FORMATO | | |
| | AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD | | |
| <small>Resolución 787 de 18 de mayo 2018</small> | | | |
| FOR009GSI | Fecha de Aprobación: 18-06-2018 | Versión: 01 | Página 2 de 2 |

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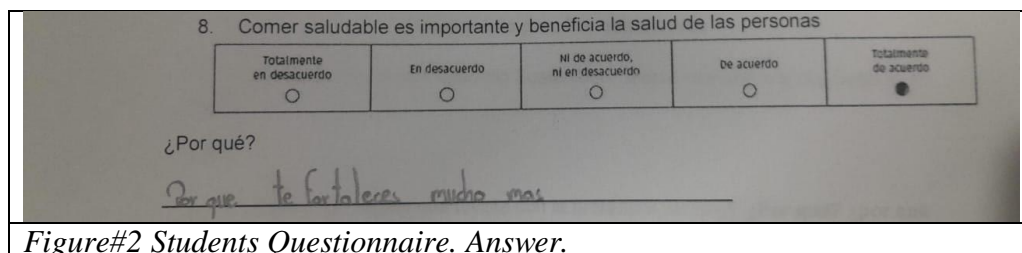
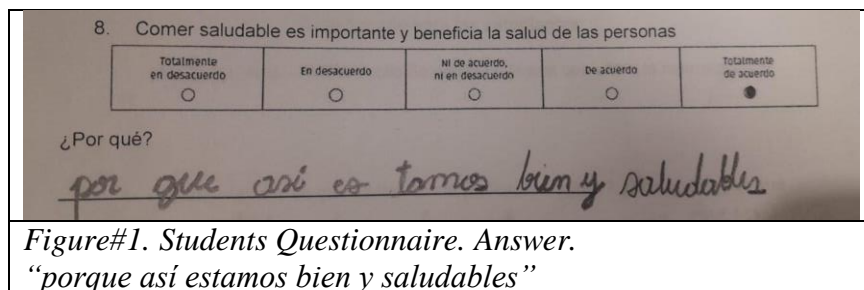
Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar mis datos personales de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA
Nombre: _____
Identificación: _____

Annex seven. Figures.



“porque te fortaleces mucho más”

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

por que si no cuidamos la salud nos podemos enfermar

Figure#3 Students Questionnaire. Answer.

“porque si no cuidamos la salud nos podemos enfermar”

7. Hacer deporte es importante para cuidar tu cuerpo y tu salud.

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

Por que los musculos crecen y te haces mas fuerte

Figure#4. Students Questionnaire. Answers.

“Porque los músculos crecen y te haces más fuerte ”

7. Hacer deporte es importante para cuidar tu cuerpo y tu salud.

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

El deporte es importante para la salud

Figure#5. Students Questionnaire. Answers.

“El deporte es importante para la salud”

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

| | | | | |
|--------------------------|-----------------------|---------------------------------|-----------------------|----------------------------------|
| Totalmente en desacuerdo | En desacuerdo | Ni de acuerdo, ni en desacuerdo | De acuerdo | Totalmente de acuerdo |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

¿Por qué?

Porque son seres vivos y uno no quiere que se mueran

Figure#6. Students' questionnaire. Answer.

“Porque son seres vivos y uno no quiere que se mueran.”

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

Totamente en desacuerdo En desacuerdo Ni de acuerdo, ni en desacuerdo De acuerdo Totalmente de acuerdo

¿Por qué?
 Por que la fauna y flora son importantes para cuidar el mundo

*Figure#7. Students' questionnaire. Answers.
 "Porque la fauna y flora son importantes para cuidar el mundo"*

10. Consideras que cuidar los animales (domésticos y salvajes), sus hábitats naturales y las plantas es importante.

Totamente en desacuerdo En desacuerdo Ni de acuerdo, ni en desacuerdo De acuerdo Totalmente de acuerdo


¿Por qué?
 Porque se podrian extinguir

*Figure#8. Students' questionnaire. Answers.
 "Porque se podrian extinguir."*

ECO-FRIENDLY HOUSES

What's an eco-friendly house?

An eco-friendly house is a house that **respects and takes care of the environment** instead of polluting the land, air and water. An eco-house **reduces energy consumption and waste**.



It provides its **own energy** requirements, it **deals with its own waste products** without environmental damage, it **saves water, reduces rubbish** and **provides most of the food and water** requirements of its occupants.

Which technologies and methods do eco-friendly houses have?

The technologies can be classified into 3 groups:

| ENERGY | PREVENTING WASTE OF LIGHT & HEAT | SAVING WATER & REDUCING RUBBISH |
|--|--|--|
| <ul style="list-style-type: none"> renewable energy sources solar panels solar water heating radiant floor heating | <ul style="list-style-type: none"> energy efficient windows wall insulation green roof efficient light bulbs | <ul style="list-style-type: none"> growing your own food composting recycling rainwater collection |

Figure #9. Example of readings to read aloud. Lessonplan16.

2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no? si me gustaron porque hace actividades para nuestro desarrollo de los temas y resuelve mis dudas

*Figure#10. Students' questionnaire.
 "si me gustaron porque hace actividades para nuestro desarrollo de los temas y resuelve mis dudas."*

2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?

porque me enseñó a hablar inglés

Figure #11. Students' questionnaire.
"porque me enseñó a hablar inglés"

2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?

si por que hacemos dibujos

Figure #12. Students' questionnaire.
"si porque hacemos dibujos."

2. ¿Te gustaron las clases que tuviste con la profesora Stefany? ¿Por qué? ¿por qué no?

Me gustan las clases con la profe Stephanie porque hacemos cartelera lindas, y tambien por su actitud suave en las clases

3. ¿Qué fue lo que más te gustó de las clases?

Figure #13. Students' questionnaire.
"me gustaron las clases con la profe Stephanie porque hacemos cartelera lindas y también por su actitud suave en las clases."

3. ¿Qué fue lo que más te gustó de las clases?

las Actividades en parejas

Figure #14. Students' questionnaire.
"las actividades en parejas"

3. ¿Qué fue lo que más te gustó de las clases?

hacer actividades con mis compañeros

Figure #15. Students' questionnaire.
"hacer actividades con mis compañeros."

