SOCIAL MEDIA IN ENVIRONMENTAL EDUCATION:
towards collaborative learning and initial critical thinking

NATALIA ANDREA PUENTES PIÑEROS

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTY OF HUMANITIES

LANGUAGE DEPARTMENT

DEGREE IN SPANISH AND FOREIGN LANGUAGES

BOGOTÁ, D.C.

2022

SOCIAL MEDIA IN ENVIRONMENTAL EDUCATION:

Towards Collaborative Learning and Initial Critical Thinking

NATALIA ANDREA PUENTES PIÑEROS

This thesis is presented as a requirement to obtain the bachelor's degree in Spanish and Foreign Languages with emphasis in English and French.

Thesis director:
FRANCISCO PÉREZ-GÓMEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTY OF HUMANITIES

LENGUAGE DEPARTMENT

DEGREE IN SPAISH AND FOREIGN LANGUAGES

BOGOTÁ, D.C.

2022

Acceptance page

Note of acceptance

_____

_____

_____

_____

_____

_____

_____

President of the Jury

_____

Jury

_____

Jury

Bogotá D.C., mayo de 2022

Inscription

To my family, for always being by my side,
showing me unconditional love and supporting
me in my academic journey.

To my partner, for being my constant
support and encouragement
through the pursuit of this great achievement.

Acknowledgment

First and foremost, a special thanks to my mom and my dad for always believing in me and support me in all the ups and downs that this academic journey was. Also, for being the ideal companion to be able to achieve this blessed and very worthy victory in life. This, is mostly for them and their unconditional support.

To my partner, for being by my side in every step of the way guiding me and encouraging me to become better and stronger. Moreover, for being that ideal support that I needed in the hardest moments of this journey. Thank you above all for the constant joy and love with which you always supported me.

To my friends, for showing me the importance to have good laughs in between classes, for sharing the goofiness and the nerdiness that always characterized us.

And lastly, to all my teachers in the Universidad Pedagógica Nacional, for their guidance and orientation during my development process as a teacher. Thank you for the great example and education that allow me to be a great professional today. Special thanks to my thesis director, Francisco Perez-Gomez, for his constant disposition in the construction of this degree work.

Abstract

In Colombia, English teaching and learning is still promoted with a formal and grammatical approach focused on language proficiency (de Mejia, 2009), leaving aside the challenges that our current society presents; like creating interesting and useful content or considering the emerging mobile technologies and access to smartphones in class. Therefore, it is important for teachers to understand that students are nowadays immersed in a social dynamic and digital world, which they use to better comprehend the current social and ecological problems and the world that surrounds them. Thus, English classes should enhance those digital dynamics as well as magnify English use and learning in different areas and not just as grammar based. Hence, the use of social media to create environmental awareness appears as a means to create a socially collaborative learning environment and to enhance basic ecological critical thinking. This pedagogical proposal aims to develop environmental sensitivity in tenth graders beyond traditional linguistic skills, by considering the technological dynamics and cross- curricular strategies. Bearing in mind the above, content and language integrating learning (CLIL) approach plays an important role in the creation of the cross-curricular thinking and teaching, because it allows understanding English learning as a tool for communicating knowledge of the world and opinions on current problems, like environmental issues.

Key words: *Social media, collaborative learning, environmental education,initial critical thinking , CLIL.*

Resumen

En Colombia se sigue impulsando la enseñanza y el aprendizaje del inglés con un enfoque formal, gramatical y centrado en el dominio del idioma (de Mejía, 2009), dejando de lado los retos que presenta nuestra sociedad actual; como crear contenido interesante y útil o considerar

las tecnologías móviles emergentes y el acceso a teléfonos inteligentes en clase. Por lo tanto, es importante que los docentes entiendan que los estudiantes se encuentran hoy en día inmersos en un mundo social dinámico y digital, que utilizan para comprender mejor los problemas sociales y ambientales actuales del mundo que los rodea. Por lo tanto, las clases de inglés deberían acojer esas dinámicas digitales, así como magnificar el uso y el aprendizaje del inglés en diferentes áreas y no solo con base en la gramática. De manera tal que, el uso de las redes sociales para crear conciencia ambiental aparece como un medio para crear un entorno de aprendizaje socialmente colaborativo y para mejorar el pensamiento crítico ambiental básico. Esta propuesta pedagógica tiene como objetivo desarrollar la sensibilidad ambiental en los estudiantes de décimo grado más allá de las habilidades lingüísticas tradicionales, considerando las dinámicas tecnológicas y las estrategias transversales en la escuela. Teniendo en cuenta lo anterior, el enfoque de aprendizaje integrador de contenido y lengua (CLIL por sus siglas en inglés) juega un papel importante en la creación del pensamiento y la enseñanza transversales, porque permite entender el del inglés como una herramienta para comunicar conocimientos del mundo y opiniones sobre la actualidad, como los problemas ambientales.

Palabras clave: Redes sociales, aprendizaje colaborativo, educación ambiental, pensamiento crítico inicial, CLIL.

Abstrait

En Colombie, l'enseignement et l'apprentissage de l'anglais sont toujours promus avec une approche formelle et grammaticale axée sur la maîtrise de la langue (de Mejia, 2009), laissant de côté les défis que présente notre société actuelle ; comme créer du contenu intéressant et utile ou considérer les technologies mobiles émergentes et l'accès aux smartphones en classe. Il est donc important que les enseignants comprennent que les élèves sont aujourd'hui plongés dans une dynamique sociale et un monde technologique, qu'ils utilisent pour mieux appréhender les problèmes sociaux et d'environnement actuels dans monde qui les entoure. Ainsi, les cours d'anglais devraient renforcer ces dynamiques technologiques ainsi que magnifier l'utilisation et l'apprentissage de l'anglais dans différents domaines et pas seulement

en fonction de la grammaire. Par conséquent, l'utilisation des médias sociaux pour créer une conscience environnementale apparaît comme un moyen de créer un environnement d'apprentissage socialement collaboratif et d'améliorer la pensée critique écologique de base. Cette proposition pédagogique vise à développer la sensibilité environnementale des élèves de 10 grades des compétences linguistiques traditionnelles, en considérant les dynamiques technologiques et les stratégies transversales. Compte tenu de ce qui précède, l'approche de l'apprentissage intégrant le contenu et la langue (CLIL par ses sigles en anglais) joue un rôle important dans la création de la pensée et de l'enseignement interdisciplinaires, car elle permet de comprendre l'apprentissage de l'anglais comme un outil de communication des connaissances sur le monde et des opinions sur l'actualité, comme les questions environnementales.
Mots clés : Médias sociaux, apprentissage collaboratif, éducation à l'environnement, réflexion critique initiale, CLIL.

Table of content

Chapter I

Characterization and Problem Statement

English learning in Colombia throughout the years has been mainly focused and limited by the improvement of learners' language proficiency (Clavijo, 2016), where the English class makes a great emphasis on theoretically explaining, grammar, linguistics in a traditional and decontextualized manner. Similarly, most programs fail to address the challenges and teaching realities that an educator may face every day like the emerging mobile technologies and access to smartphones in classrooms. Therefore, language educators face an everyday challenge to provide more effective ways of learning in order to meet the changing needs of increasing numbers of EFL learners in today classrooms. Hence, it is very important to introduce relevant topics that articulate the content from other disciplines in the English curriculum, such as environmental issues, to create an authentic environment for foreign language learning while considering the current ubiquity of internet in classrooms. Moreover, as social media has become the main platform of information dissemination, and Internet-enhanced activities were making TikToks or surfing Instagram have become routines for citizens all over the world (Freitag,2019); it is important to integrate said activities in

English classes to enhance different views in language acquisition and interaction in a foreign language that trespass the common grammar knowledge.

Furthermore, a cross-curricular and multimodal classroom based on different environmentally friendly behaviors can improve students' environmental education, as well as their language accuracy, fluency, and communication competences in English. Hence, the analysis and understanding of everyday problems like recycling, manage waste or composting will promote an initial environmental awareness while improving students' language use simultaneously, not only in person but also using online resources like social media. Thus, a Content and Language Integrating Learning (CLIL) approach in 6th graders will enhance the way students interact with language in a more useful way and, it will make language learning more meaningful and connected with their likes and reality. In this manner, interacting and using mobile apps such as Facebook, TikTok and Instagram in an eco-projectbased class will allow students and teachers to create a collaborative learning environment in which language can generate attitudes and ecological behaviors like composting and recycling, while enhancing initial critical learning and share social experiences around environmental issues.

Participants

Colombia, as many other non-English-speaking countries around the globe, has strengthened the efforts to foster English language learning among its population. Therefore, the Ministry of Education (MEN) in 2004 created *The National Bilingual Program* with the aim of offering all students in Colombia the possibility to become bilingual in English and Spanish in order to become more competent, competitive and improve the quality of life (MEN,2006). As part of this policy, a document called *Estandares Basicos de competencias en lenguas extranjeras: Ingles* (Basic Standards of Foreign Language Competences: English) was created to establish the levels of language performance throughout the different stages of schooling. These standards were created by following the international standards of the

Common European Framework of Reference for Languages (CEFR). These levels have descriptors relating the areas of listening, reading, writing monologues and conversation that are also concerned with grammatical accuracy and sociolinguistic appropriacy (Mejia, 2006).

Bearing in mind the above, this pedagogical proposal aims to help 10th grade students at public schools in Bogotá to achieve these standards in a better way. Therefore, it must be considered that students in this grade must develop the B1 or independent user level of proficiency, according to what is stated in *The National Bilingual Program* (2006) and the CEFR (2001). Therefore, according to the CEFR (2001) standards, student should be able to: understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students can deal with most situations likely to arise whilst traveling or he/she can produce simple connected text on topics that are familiar or of personal interest. Moreover, he/she can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. (p.1)

This means that students can relate themselves in the foreign language in a medium range. Meaning that at this level, students are beyond the basics understanding of the language and vocabulary, but they are still not able to work or study exclusively in English.

Moreover, the technological resources started playing an important role in education, especially after the health problem of COVID-19, the CEFR has included two new scales following these categories: Firstly, regarding online conversation and discussion, and the second one, regarding goal-oriented online transactions and collaborations. Both of those scales are concerned with the use of other media and platforms that are found online in order to improve the social interaction and contributions to discussion that is needed in the development of language learning and, therefore, in classrooms.

Colombian Context

This pedagogical proposal is addressed to tenth grade students, teachers, and their educational public institutions with the aim of improving the process of teaching and learning

English by understanding and improving this learning without focusing on language grammar acquisition. Therefore, it is necessary to make a characterization in a general view that helps elucidate the cognitive development, the language acquisition that they should have, as well as pedagogical principles and guidelines in Colombia.

English language learning in the Colombian educative system is included in a group of basic standards of competences as stated before. Likewise, the Ministry of Education (2006) has created a document *Derechos Básicos de Aprendizaje: Inglés* (Basic learning rights: English) that provides a reference for the local territorial entities to launch curricular initiatives adapted to the needs of their Educational Institutions considering five different skills to develop (listening, reading, writing, monologs, and conversation). Therefore, students of 10th grade are expected to explain the ideas of an oral or written text about topics of their interest or that are familiar to them from their prior knowledge, inferences and interpretations, as well as distinguish general and specific information in texts of opinion and oral and written discussions on topics acquaintances. Also, students in this grade exchange opinions on situations of personal interest , school, or social and are able to hold spontaneous and simple conversations about topics that are of their knowledge or personal interest. Therefore, it is important to highlight two things when connecting this proposal with the Colombian context: firstly, the importance on creating content that relates to the preferences and likes of students in this grade (15-16 years), and secondly, the abilities that are hoped to be achieved in this grade. Hence, this pedagogical proposal is focused on learning English by means of comprehending environmental issues that have a close relation with students' everyday life; like recycling, composting, and creating a zero-waste environment, as well as the use of social media that permeates their way of living.

Statement of the Problem

According to *Estandares Basicos de competencias en lenguas extranjeras: Ingles* (Basic Standards of Foreign Language Competences: English) (MEN, 2006) students in 10th grade

must be able to develop the B1 or Independent user level of proficiency. In an ideal position, students in this grade should be able to understand and use English in interactions with English speakers on familiar topics. Also, people at a B1 level of English are able to read simple reports on familiar topics and write simple e-mails on subjects in their field, thus, they could express what their everyday life would look like in the target language and maintain a conversation in the foreign language when the subject is clear. However, a B1 level is not adequate to function fully in the workplace in English

Nevertheless, generally speaking, that is not the reality in Colombian public EFL classrooms where most of the students in 10th grade have trouble learning English mainly because English classes focus on reaching the standards that are proposed in the *The National bilingual program* and usually, they leave behind the current challenges that teaching and learning convey and the reality of students. Thus, these grammar focused classes had led to the non-creation of meaningful or useful English classes where the language is treated as a simple code acquisition, or a set of competences to fulfill as it is proposed in Colombian standards. Moreover, even though current teaching practices include in a great way ICTs, in our country, smartphones, social media, and the internet have been left aside by EFL teachers to innovatively shape their strategies and approaches thanks to the belief that these technologies could distract the student or that they do not create any significant knowledge. Therefore, it becomes harder for English classrooms to be a space capable of addressing the increasing multiplicity and integration of different modes of meaning- making, where the textual relates to the visual, the audio, the spatial, and the behavioral (Fandino, 2013), as it can be done with social media.

Therefore, language learning in our present world should be focused on the creation of content that connects English to the reality that students face outside of class -both online and in person- to create a meaningful and a critical environment in language teaching and learning

accordantly to the current reality of students. Consequently, studies carried out in the last decade have shown that association of content and language in an integrated learning environment can improve the language awareness of students. Furthermore, previous investigations indicate that environmental education with a CLIL approach can improve the language acquisition while increasing the use of the target language in everyday situation. Also, using social media as a means of learning has highlighted the meaningful content learning while also boosting the collaborative learning and the peer interaction. However, few studies have managed to incorporate both tools – social media and environmental education- in a combined manner to improve language learning and meaningful language acquisition.

In the light of the foregoing, it is crucial that future EFL classrooms, start to integrate globally known problems, like the environment issues, to create a content-based learning and ultimately, develop language strategies that can be useful in environmental sustainability and awareness. Moreover, mixing content learning and everyday tools that students use, like social media, can encourage interaction and the use of the target language in a more meaningful and thoughtful learning, leaving grammar as a secondary purpose. Thus, these apps as well as an environmental education with a CLIL approach may have a positive effect on students and teachers. Moreover, it might create a collaborative learning environment in which language can create attitudes, ecological behaviors, initial critical learning, and social experiences shared around contents that are both useful and meaningful for students.

Objectives

General objective

- To enhance collaborative learning and initial critical thinking in tenth graders in terms of environmental education by means of social media.

Specific objectives

- To promote communication in English as a foreign language on social media.
- To create a collaborative learning environment using social media and environmental education.

- To foster initial critical thinking related to environmental issues in English as a foreign language.

Chapter 2

Literature Review and Theoretical Framework

In this chapter, a series of research projects with a theoretical scope similar to the one in this study will be analyzed. To do so, three international and three national studies were read upon. Moreover, the criteria for selecting them were the constructs proposed in the pedagogical proposal: social media, environmental education and Content and Language Integrated learning (CLIL). Furthermore, this contextualization will help the understanding of the background and theory on each key element in the proposal, to create connections between them and find possible gaps that could be improved by the present proposal.

Literature Review

Different studies have been previously developed which are related to the following key concepts: Environmental education, social media and CLIL as they are the main concepts of this research; some of them are presented in the following pages. These studies are retrieved from Universidad Pedagógica Nacional data base, libraries, public data bases, and scientific articles.

Table 1

Research Studies on CLIL, Environmental education and social media.

Project/ Article	Institution	Researcher	Country	Published

EFL/ESL and Environmental Education: Towards an Eco-Applied Linguistic Awareness in Cameroon	University of Maroua	Carlous Muluh Nkwetisama	Cameroon	2011
Incorporating Environmental Education in English Language Teaching through Bloom's Revised Taxonomy	*Selçuk University*	*Prof. Dr. Defne Erdem Mete*	Turkey	2018
A pedagogical proposal towards environmental awareness trough a school newspaper	Universidad Pedagógica Nacional	Janna Gutierrez and Angie Aldana	Colombia	2020
The Use of Social Media for Academic Purposes in Student' Learning Process	Aleksander Moisiu University	Elda Tartari	Italy	2015
Fostering EFL learners' literacies through local inquiry in a multimodal experience	Universidad Distrital Francisco Joséde Caldas	July Rincón and Amparo Clavijo-Olarte	Colombia	2016
International Student Carbon Footprint challenge – social Media as a content and language integrated learning environment	University of Gothenburg	Geraldine Fauville, Annika Lantz-Andersson and Roger Säljö.	Sweden	2012

In recent years, studies of CLIL programs have increased exponentially, mainly because CLIL programs can adapt cross-curricular aspects, motivation in students, trans language and code change with the development of language acquisition (Coyle, 2007). In this specific case, it is evident how environmental education and social media take an important role in the impact of this approach in the search of improving strategies of teaching English as a Foreign Language. However, these two tools have always been utilized in the studies in a separate manner, working either in Environmental education or in social media as

means to content and language learning. Therefore, it becomes necessary to survey the literary review firstly taking into account the environmental education in CLIL and after, considering the social media or multimodal experiences in this learning environment.

Consequently, the environmental education in these studies have an integrating factor that is the search for critical thinking as a result or aim in the research. As evidence, Nkwetisama (2011), in his study *EFL/ESL and Environmental Education: Towards an EcoApplied Linguistic Awareness in Cameroon* examined the perception of the EFL teachers on environmental education, and its integration in language teaching in hopes of improving the didactics in class. By showing educators that teaching should not be limited to the improvement of leaners' language proficiency but also can create strategies for critical thinking in students when a cross-curricular approach is used. However, it was proven that teachers were not interested in promoting language acquisition through environmental awareness, because they themselves were not interested in the subject. Still, teachers in the research study could identify the benefits of a cross-curricular approach because it helped their students to become active learners in class and develop critical thinking (Nkwetisama, 2011).

Moreover, there have been research studies that focus this environmental education not only on the problems that the world is currently living but also on the improvement of language acquisition bearing in mind a specific skill. *Incorporating Environmental Education in English Language Teaching through Bloom's Revised Taxonomy* is a study held in Turkey which sought to raise awareness in students of environmental problems by conveying biological information when reading *Bloom's Revised Taxonomy*. The study aimed to read critically specific biological criteria, and then build understanding to improve language skills, which will allow students in the end to enable critical and sustainable ecological actions. This study made it possible to understand that authentic texts of diverse kinds should be used for

improving language skills and critical reading, since both cognitive and affective aspects of learning can be addressed with the help of literary texts (Mete, 2018).

A pedagogical proposal towards environmental awareness trough a school newspaper conducted by Aldana and Gutiérres (2020) was another research project that focused the environmental education to the improvement of the acquisition of a specific language skill (writing). This project was conducted in a public school in Colombia, which helped the understanding of the local environment where the present action research is going to be held. The researchers state that integrating thematic contents as well as basic language structures can help reach the standards proposed by *The National Bilingual Program* (MEN,2006). Moreover, this study proved that an interesting tool for children, as it is the case a newspaper, can greatly enhance the interest, sensitivity, peer interaction and acquisition of language skills, like reading and writing, while unifying curriculum contents of other classes (Aldana, & Gutiérrez, 2020). However, this project did not show any relation between critical language acquisition or critical thinking development as it was created only to enrich the environmental content knowledge and the creation of texts.

On the other hand, it can be seen that with the emerging mobile technologies and the integration of multimodal resources in today's classes, it becomes mandatory to create meaningful learning by adapting both cross contextual information and multimodal platforms. *The Use of Social Media for Academic Purposes in Student' Learning Process* is a study conducted by Tartari in Italy with the aim of showcasing the importance of e-learning programs that allow students to have better attitudes towards educational information. According to Tartar (2015), learning platforms can help students to complete tasks and develop language skills – like grammar, vocabulary knowledge, listening, writing, and reading-, also, it helps to learn foreign languages in a more interesting way. The study also emphasized that every foreign language teacher and every educator should consider how their

current paradigms of teaching could be improved on how they may be replaced by these prevalent web-learning tools that are changing today's education (Tartari, 2015).

Fostering EFL learners' literacies through local inquiry in a multimodal experience is a study by Rincón et al (2016) which gives an overview of the use of multimodal resources in a public school in Colombia. Thus, it gives a perspective of a local environment and the challenges that can be faced when working with public schools and technologies in Colombia. Moreover, this research aimed to transform the way students relate to the community in order to create locale knowledge and develop students' language and literacies. However, the authors were not worried by any particular language skill or language development, but they aimed to create a collaborative culturally- based learning online. Meaning that all the class interactions and presentations were a product of some e-learning project that allowed peer interaction, collaborative learning while simultaneously integrating language acquisition (Rincón, 2016).

Finally, the research *International Student Carbon Footprint challenge – social media as a content and language integrated learning environment* developed by Fauville et al (2012) in Sweden is the project that relates the most to this research, because it integrates both the e-learning as well as the environmental education. In this study, researchers used a specific social learning network for creating a collaborative educational community in which they could participate in the International Student Carbon Footprint challenge. Hence, the researchers aimed to create motivating content to improve communication, collaboration, and meaningful learning. As a result, they highlighted the collaborative learning, the peer interaction, and the level of meaning- making student acquired. Also, this project made clear the importance of creating critical thinking when teaching English, as it highlighted the critical environmental awareness students developed because of working with a subject that relates their everyday life and environmental issues (Fauville, 2012).

Doing a recap, all of these research works have in common the achievement of communicative goals through the collaborative based and autonomous project work, also highlighted the enthusiasm, appropriation of learning processes, and independence of students. Moreover, this literary review amplifies the importance of CLIL as a strategy and learning approach to create critical thinking, collaborative learning, and language accuracy. Nevertheless, this assessment shows that there is still a necessity to encourage and promote the foreign language learning through a cross-curricular content to improve the peer interaction and linguistic awareness in classrooms. Moreover, it shows the essential requirement of including the multimodal resources and e-learning friendly applications as means to improve the language acquisition and collaborative creation of knowledge, especially in modern times where there is a current ubiquity of internet in the classrooms and in the life of students. Additionally, most of these studies were conducted in regular shifts of schools and towards children, whereas this pedagogical proposal aims to help young and adults of V cycle (equivalent to 10^{th} grade) in the night shift of a Colombian public school.

Theoretical Framework

This section will present different theoretical concepts about the specific elements on which this study is focused.

Social Media as Means of Interaction

Social media emerging phenomenon has been one of the most remarkable developments in the last years in the Internet world. According to Ahlqvistet et al. (2008), social media is the combination of three main elements: Content or User created content (UCC), user communities, and Web 2.0. Firstly, the content is created by the user, and it may have various types; images, photos, videos, reviews, tags, music, to mention a few in a wide range of input choices that people might create and publish on the web. Secondly, there is an emphasis in

the user communities since the term is in its first word, social and the social nature of the activities that are made. Moreover, when a user creates, and uploads content are also usually expecting interaction from other users and expect other people doing the same thing. Thus, these applications allow people to communicate either directly or via media objects, encouraging interpersonal communication. Finally, the Web 2.0 alludes to application and digital technologies for content creation and sharing that let people participate on the internet easily. This term is used to name the whole phenomenon of social media, making specific reference to the technical aspect of it (Ahlqvistet et al; 2008). This definition is relevant to this project because it alludes to the concept of social media as the means of interaction, in which people create, share, and/or exchange information and ideas creating a community. Similarly, this pedagogical proposal aims to create a community of learning where the collaborative creation of content plays an important role.

Additionally, Kapoor et al; (2018) proposed a definition in which social media is made up of various user-driven platforms supported by internet-based technologies that facilitate the diffusion of specific content along with a constant interaction between the audience. This definition is relevant to this proposal as it shows the main reason for choosing this tool, because it is clear how social media is essentially a digital space created by and for people which provides an environment of communication, but also community (in this case of learning), where one's knowledge can be complemented and improved by the interactions that can occur. Therefore, the use of social media as a means of content creation and socialization will enhance the peer interaction and the collaborative learning while discussion topics related to the class. Therefore, in this proposal, using social media will allow maximizing the student exposure to the language in addition to providing authentic language learning, by means of contextualized information and the creation of multimedia resources. Therefore, it could be said that the content and activities that students will develop in the

classroom using these applications can entertain them while they involve them in learning English as a foreign language.

Moreover, as this tool is considered in an educational proposal it is important to highlight that social media is important in language learning as it affords language in a more situated and authentic community or social context beyond a classroom (Wong et al, 2017). This is critical for authentic language awareness where language is learned through socialization and utilization. Hence, social media platforms are considered a powerful tool for teaching and learning practices since its nature is of interactivity, socialization, and open discussion. Therefore, in this proposal, using social media will allow maximizing the student exposure to the language in addition to providing authentic language learning, by means of contextualized information and creation of multimedia resources. Thus, it could be claimed that the content and the activities that the pupils developed in the classroom using these applications can amuse them while engaging them in learning EFL.

Additionally, today's students are different in their interaction with media from those of previous generations, that is why schools must teach and nurture the collaborative and networking skills that students need in the social networking Web 2.0 world. (Rosenfeld, 2007, p. 6). Meaning that even though must classes practicum has some sort of ICTs interaction, it is important to relate that information to students everyday life, as nowadays, members of society not only view the content, but also have the power to change and shape it.

Environmental Education

Having defined social media, it is important to clarify the other tool that is going to be used in the development of this pedagogical proposal, and that is going to help to create a cross curricular content. As stated by Neal (2003), "the principles of environmental education

include the fundamental elements of sustainable development, having in mind the social aspects of the society and the relationship with specific biophysical problem creating solutions" (p. 23). Thus, environmental education is not only aimed to create a basic understanding of natural resources, protection of ecosystems and environmental problem, but also it is focused on the concept of sustainable development as models on the wise use of resources and the awareness of possible solution. Moreover, this ecological conscience helps community awareness that generates attitudes, values, and actions compatible with sustainable development and the conservation of natural resources (Neal, 2003).

Furthermore, Palmer (2003) affirmed that "the concept of environmental education is constantly evolving because it aims to understand the interdependence of life on earth, the effects of action and factors which foster sustainability in the people" (p.82). Therefore, it is concerned with developing people's awareness, values, and attitudes in their everyday life allowing them to be involved effectively in sustainable actions, like composting, zero waste, blueprint, recycling, among others. These definitions are important because they show that environmental education is achieved when there is an awareness-raising education imparted with real and daily practices that create an environmental culture. Additionally, it allows understanding that the redirection of pedagogy to promote student criteria regarding global issues lead educational institutions towards commitment and permanent search of support and resources in local and district entities to achieve an environmental culture.

Additionally, studies show that young children are motivated to explore the world around them, and developmentally appropriate engagement with quality science learning experiences can capitalize on this inclination. Therefore, science and environmental education becomes vital to help children to understand the world, collect and organize information, apply, and test ideas, and develop positive attitudes toward the world where they live (Eshach & Fried,

2005). Taking into account the previous information, Environmental Education is selected as a pedagogical tool bearing in mind that this type of education can enhance the opportunity of children to learn through their environment and what surrounds them. Hence, nature can provide a great tool to help students and teachers to extend the aims of language learning by focusing it on eco-applied language awareness.

Collaborative Learning: Towards a Community Learning.

The concept of collaborative learning has been widely studied in order to change the view on learning and redirect teaching practices where the educators' role was the center of the learning process and learning was individual. Therefore, the concept of collaborative learning aims to have a classroom where learners have chance to learn various social skills, based in several activities of community work and learners' interactions. Additionally, Johnson et al; (1994) state that classroom performance depends on the cooperative efforts of a group rather that individual and competitive attitudes of the learners. Moreover, research has found that cooperative learning strategies enhance students' academic achievement contrary to traditionally taught control groups (Slavin, 1991). Thus, it is clear that a view of learning as a social construction, where knowledge is acquired and negotiated through social interaction instead of being transmitted by the teacher, is essential in this pedagogical proposal, as it allows understanding the importance of peer interaction and highlights the use of social media as means of interaction.

In addition to the previous statements, the conception of the individual as a social being in the classroom has been studied for many years. Vygotsky (1978) affirmed that

> an essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in

> the action of interacting with people in his environment and in cooperation with his peers. (Vygotsky,1978, p. 83)

Therefore, it was crucial for the improvement of the developmental level of the student to work in a social environment, where the affinity between learners were core elements to make the learner improve the language acquisition and feel part of something (Vygotsky, 1978). Vygotsky's theory allows understand the language acquisition in a less structured and more natural, communicative approach as this pedagogical proposal is intended to, by making emphasis upon the importance of human interaction in foreign language learning.

Finally, it is noteworthy that in recent years collaborative learning has been used in the foreign learning as it mediates learning in accordance with context (including peers) and experience with others. Hence, it creates a classroom where heterogeneous group are created, providing them not only with the opportunity but the need for cooperation. Therefore, cooperative learning is suitable to promote a social construction of knowledge, mutual learning, and at the same time, personal and social development, students' interaction in the classroom, and language development (Contreras, J., & Chapetón, C.M. 2017) meaning that the work in groups will develop organically and it will enhance the comprehension of their realities and social development.

Nevertheless, one of the most relevant problems this practice might have is, how often students are tempted to use their mother tongue when working in group, which highlights the importance of the input that is going to be given, the type of interaction and appropriate foreign language use and sufficient language support as pre-task examples, references and knowledge of the task difficulty (Jacobs, 2004). Thus, it is important to understand the collaborative learning as a type of social learning which encompasses other benefits such as

increased empathy, a sense of belonging, and better communication skills, all of which are supported by a cooperative community that in turn increases a participant's self-esteem and consequently, further reduces inhibition and other negative affective factors that may plague learners. This will be important when developing the English class as most student do not participate as due to embarrassment of speaking grammatically wrong or with an accent. However, this problem its address in both the collaborative learning in class as well as the social media interaction that they are going to create, as it will give the students the opportunity to create safe environment of learning and of creation of vocabulary.

Initial Critical Thinking: Students' Expressing their own Opinions in English

One of the most important characteristics that differentiate humans from other species are the thinking skills. Nevertheless, thinking is not sufficient by itself in our current world. Humans are expected to improve their existing thinking ability to handle the world's increasing complexities. According to McPeck,1996 (cited by Ballard, 2002, p.2), critical thinking is a generic intellectual function, involving both a skill and an attitude of mind. Moreover, it is a process inherent in many daily decisions and in most major decision made by individuals and groups in all societies. However, it is also crucial to emphasize that thinking is always connected to a context. Hence, in an academical context critical thinking must first be situated withing the formal course of a particular discipline. Additionally, according to Kenyon et al, (2014) critical thinking education should include extensive practical guidance on how to structure and engage with one's environment to promote good reasoning (p.20). Therefore, it is important to include a wide range of reasons as well as solutions by teaching them the how and the why to adopt decision-making and evidencegathering practices and it will offer learners the opportunity to practice and experiment with specific knowledge creation.

According to Ballard (2002), when talking about critical thinking in a EFL classroom there is a need to clarify two common preconceptions and stereotypes from non-English backgrounds:

> Firstly, it is necessary to comprehend that, students are already very competent critical thinkers; they are not deficient in the skills of logical analysis nor in their attitudes of critical appraisal. But such generic capacities have always to be adapted when they are directed to a particular purpose and focused within a particular context. Secondly, it must be recognized that "logic" and "reason" take different shapes in different context and according to variations in values, assumptions, and rhetoric. (Ballard, 2002, p. 17)

This implies that, the students do not need to learn critical thinking because they already have that ability, but there is a necessity to give them a specific context in which they can conform and understand their reality and make critical opinions. Therefore, there is a singularity in each classroom, where each class has a reason and corresponds to a specific logic that becomes universal within their respective communities or class environments. Hence, the critical thinking is understood as inherent in students, however, it is necessary to give them a specific context in which they can create, convey, and adapt their thinking to make it critical in the classroom. Consequently, this action research project aimed to create an initial critical thinking in environmental education by highlighting both the ecological issues and the possible solutions to give students a thorough knowledge of the topic. Moreover, it will give them the resources and help to be able to express said inherent critical thinking in a foreign language. Moreover, different theories in autonomous learning describe that an autonomous learner shows resourcefulness, initiative, and persistence in his or her

selfdirected learning activity, meaning that autonomous learning represents an intentional activity in which learning is pursued based upon individual preferences (Ponton & Rhea. 2006).

Additionally, considering that this proposal is related with environmental education is worth mentioning that engaging science and environmental experiences in children allow for the development of scientific and critical thinking. Hence, supporting children as they develop scientific and critical thinking during their childhood years can lead children to easily transfer their thinking skills to other academic domains which may support their academic achievement and their sense of self-efficacy (Cabe, 2009). Moreover, Cabe (2009) states that the most effective way for young children to engage with and learn in a more critical manner is by inquiry-based instructional approaches, which implies establishing connections between their content and their own personal experiences. These understanding of the relation between critical thinking and environmental education plays an important role in this pedagogical proposal as it gives a clear relation between the tool that is going to be used and the objective expected from the proposal.

Content and Language Integrated Learning: CLIL

According to Marsh (2002), the acronym CLIL was created in the 90s and was adopted as an umbrella term to define "any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content" (cited by Rodriguez, 2011, p. 82). Also, the reason for its increasing use is the relation between both language and nonlanguage content in a continuous and equitable way, meaning that there is not a preference for one or the other. Thus, CLIL students can learn a specific subject or a cross-curricular information while using the target language they are learning. This allows them to

create different context for the information and to develop their intercultural and language skills while learning the curriculum content.

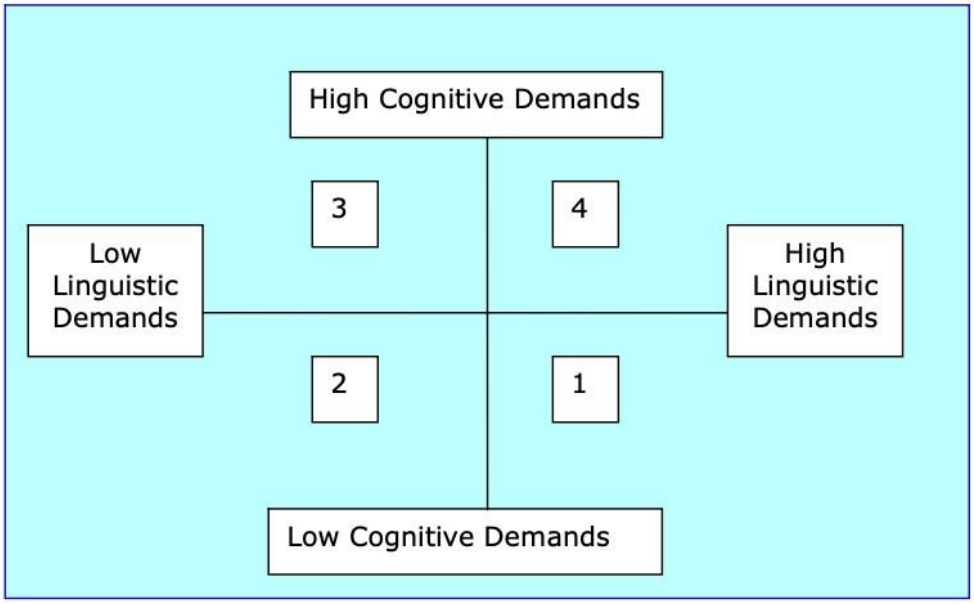
CLIL's approach main characteristics or defining principles are described by Coyle (2007, p.5) in her 4Cs framework, that seeks to assure quality in terms of guidance for: Content, communication, cognition, and culture. Firstly, content refers to the thematic of learning and the progression in the acquisition of knowledge, skills, and understanding. The second Cs: communication sets language as the mean for interaction allowing both learning and communication. Thus, the language learning goes beyond the grammar system, and aims to use the language in different situation developing a wide range of language skills. Thirdly, cognition refers to the constant challenge in which the learners must create their thinking and understanding skills. Hence, CLIL is not about transferring a specific knowledge, but allowing individual or groups to create their own thinking skills, language proficiency and interpersonal communication skills. Finally, the fourth, principle *culture* aims to create a wider view of the world and creation of citizenship, by the use of the language as means of foster international understanding. Therefore, it celebrates the pluricultural and plurilingual world by the interpretation of self and other awareness and the tolerance and understanding of the other through language learning (Coyle, 2007, p.5).

However, the relationship between language and cognition is complex even though is required for an effective learning as it involve cognitive challenge and feedback (Coyle, 2007, p.10). It is important to highlight that in CLIL settings, it is essential to ensure that both language and content are understood equally; ideally, it must be avoiding that language gets in the way of understanding or that contrary the content becomes so cognitive demanding that it will not be understanded. Coyle (2007, p. 9) developed a matrix for exploring the relationship between cognition and language. The following diagram (figure 1.) shows how

the activities in a CLIL classroom should be prepared to create an effective learning of both content with a cognitive demand and a high linguistic demand. The goal is that over time the CLIL journey allow students to be moving from quadrant 3 to 4 (Coyle, 2007, p. 9).

Scheme 2

Matrix for task and materials creation in a CLIL situation.



Note: Adapted from *Matrix for task and materials creation in a CLIL situation. Taken from Coyle, 2007.*

As one of the greatest challenges for CLIL teachers is to develop materials and tasks which are linguistically accessible whilst being cognitively demanding, this pedagogical proposal aims to create content that relates to students' everyday life or problems that they see in their normal day. Thus, this assessment of activities, task and material is completely specific to each classroom and learners' experience with language and subject. Moreover, it is important to recognize that the main reason to use a CLIL proposal is not to create a bilingual class but to enhance the interests in students and the comprehension of English as means of communication and way of seeing the world. Thus, students in CLIL classes are attributed

with significantlymore positive attitudes towards language learning. Indeed, CLIL classes seem toexert a positive influence on students' desire to learn and develop their competencesin the foreign language (Marsh 2000; Merisuo-Storm 2007 cited by M.C. Méndez García and V. Pavón Vázquez, 2012). Similarly, working in a CLIL class has shown the potential to boost risk-taking, problem-solving, vocabulary learning skills, grammatical awareness, linguistic spontaneity, and motivation as it is a more natural way to understand the foreign language and the discussion around a specific topic.

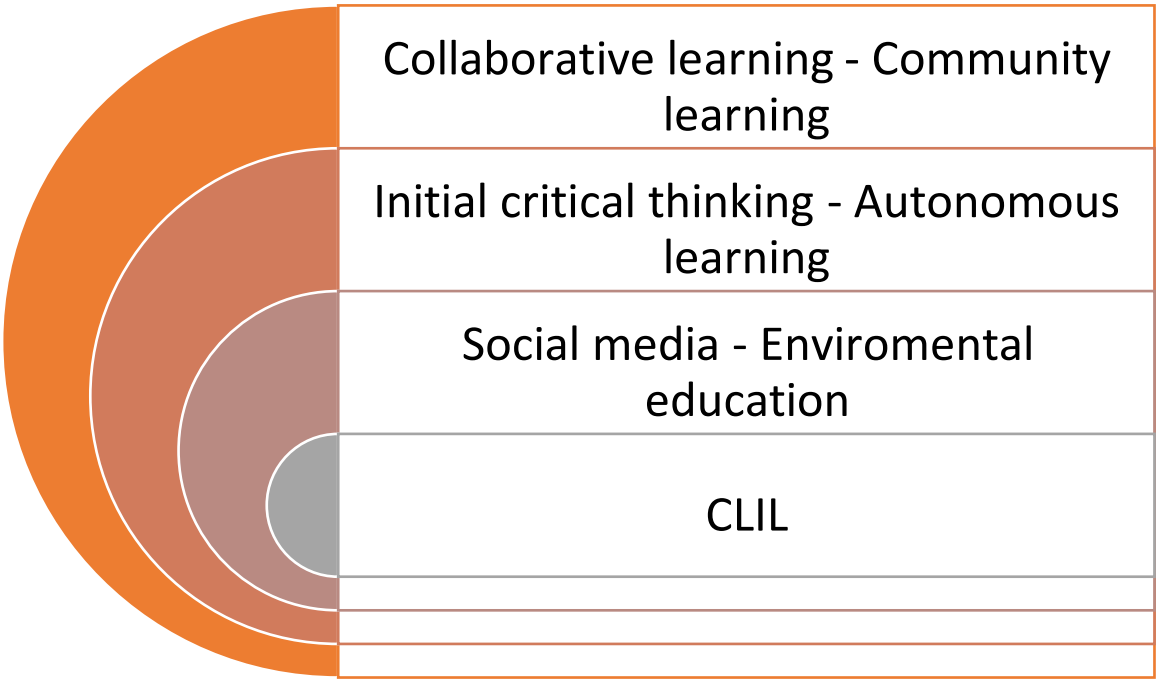
In this project using CLIL as base approach will be useful as it merges language learning with content. Therefore, even though the content is the starting point of the planning process in a CLIL classroom, there is also vital to have in mind the teaching aims and objectives as well as the learning outcomes. These will allow the balance of parallel teaching to satisfy both the language acquisition and the content learning. Moreover, the use of CLIL in this proposal as learning approach will allow peer interaction and language learning as a social construct, as well as initial critical thinking based in environmental education.

As it was shown, this chapter presented the multiple studies and concepts that support this pedagogical proposal. Likewise, the theoretical constructs were defined and characterized following various authors and theories and creating a correlation between them. Therefore, it is important to highlight the importance of each concept and how they interact between them, as all of them have a strict correlation in the creation of the pedagogical proposal. Thus, CLIL is highlighted as the main pedagogical construct from which the two paramount tools are developed, hence, social media and environmental education are thought specifically from the clil perspective, and from them likewise emerge the collaborative learning learning and the initial critical thinking as a result of using those tools and clil togethe. However, as the pedagogical proposal has a main concept of creation and reality problem solving, both tools

are intertwined in the *get involved* and *language focus* tasks in the pedagogical proposal. A more visual relation can be seen in the following scheme:

Scheme 3

Relationship between concepts and the project



Note: the different constructs articulated to make the basis of the pedagogical proposal.

Finally, it is important to mention that even though CLIL was the main pedagogical construct, some relation can be found to critical literacy but were not explored in this theoretical framework.

Chapter III

Pedagogical Proposal

This chapter aims at presenting a detailed account of the pedagogical implementation, that is, of its construction and development. In a first instance, it presents a discussion of the visions of language, learning and classroom that ideally will serve as the pedagogical background of the implementation. Finally, it explains the way the intervention will be implemented by describing the development of different stages, the topics, pedagogical objectives and learning outcomes.

Visions behind this Pedagogical Proposal

Taking into account that this pedagogical proposal is aimed to foster collaborative learning and initial critical thinking through CLIL approach, it was designed having in mind particular visions of language, curriculum, learning, and classroom.

Vision of Language

It is well known that teaching a language is a complex and dynamic process, where there is not a unique vision of it. Additionally, with the introduction of technology there has been created new ways of communication, learning and collaboration. According to Tudor (2001) language is "a medium by which we built up personal relationships, express our emotions, and explore our interests" (p. 65). For this author, language is underpinned in five main components: (1) feelings which includes personal appreciations; (2) Social relations that encourage collaboration and social discussions; (3) responsibility that includes and accepts

correction and criticism; (4) intellect that reference knowledge and understanding; and (5) self-actualization that enhance self-awareness in the learning process (Tudor, 2001, p. 49-71).

Through the understanding of language in this light, it is possible to explore language teaching and learning as a part of students' life and not as one sub-part of their lives which can be examined in isolation. Moreover, language empowers students to establish relations with the world that surrounds them and creates interpersonal relations in order to foster collaborative classroom interaction and critical awareness of oneself and the environment in which one is at, which is the main goal of this pedagogical proposal.

Vision of Curriculum

As this pedagogical proposal is based on a cross- curricular implementation as well as the integration of online resources, the curriculum is defined in the praxis, where teachers promote reflection, action, and encourage dialogue with students. Therefore, the curriculum is there to create a transformation in the education leaving behind the traditional concept of education where, as Freire (2002) states, the teacher attempts to transfer knowledge and the learner is considered an empty and passive receiver and their have no difference in the way of learning. Taking the previous statement into consideration, knowledge is not only a social construct created from all the people involved in the classroom, but also is associated and linked to authentic situations that are meaningful to participants who can and will question their reality in the search of transforming it. Moreover, considering the digital aspect of this proposal, it becomes paramount the dynamic interaction of action and reflection in student's reality when developing the curriculum in hopes of promoting active agents in the society and allowing them to develop their own voices in environmental problems that they see in their surroundings.

Vision of Learning

Considering that CLIL approach has its theoretical basis in content – and not language-, it is necessary to understand that language learning takes place when learners are involved in the content they are creating/learning. Thus, in this pedagogical proposal the vision of learning embraced is experimental, which implies that language learning is language use. Meaning that, learners are encouraged with learning activities to use and develop the language as well as understand a specific content. It implies that students are not only language learners but also complex human beings who interact and understand the world that surrounds them in a particular manner with a variety of cognitive, psychological, and experiential factors. Therefore, the use of both online and in present activities play an important role in this proposal, as it will inspire community engagement and inclusive learning environments through the use of emerging technologies, like social media.

Moreover, learning is also understood as means of communication which is based on five principles: (1) focus on communication and content rather than learning; (2) there is a multi-dimensional nature of communication, as it uses different platforms (online and in person); (3) the use of authentic material; (4) the use of communication strategies; and (5), the use of collaborative learning where peer interaction is promoted and enhance (Tudor, 2001, p.78). Hence, in this pedagogical proposal, the activities were planned in order to enhance interaction and promote effective communication among students throughout a specific content.

Vision of Classroom

The vision of classroom in this pedagogical proposal includes two types of classrooms having in mind the current social reality: Online classrooms in which platforms like social media plays the main role and in person classrooms. Thus, it is paramount to understand that

both classrooms will develop in a different manner, but they can consolidate and articulate the knowledge in a more cohesive manner. Additionally, both have the same vision focused on two important aspects: interaction, environment as a social reality. Taking into account those visions, the classroom becomes a place of communication and critical social setting, where language is not only a goal, but at the same time, it is a means of learning.

As this pedagogical proposal is focused on environmental issues, it understands the classroom as a place that promotes social construction of knowledge and the development of students' initial critical awareness. Therefore, it is expected that the classroom not only enhances the initial critical thinking based on the content learning, but also promotes the open communication of the students. In this vision, the students become active agents who question their reality to understand it and transform it, while being a student-centered classroom with interactive, collaborative, and engaging learning that encourages and respects the voices of everyone and promotes individual growth as an active, cooperative, and social being.

Instructional Design

Pursuing the collaborative learning and the initial critical thinking in social media while using English and building an environmentally aware classroom is this project main objective. Hence, this project implements a series of activities whiting a CLIL approach. Said activities are developed in four different cycles each one allowing different phases: planning, action, observation, and reflection; all of them to have in mind the information gathered, and the functionality of the activities developed in each cycle. In that way, it recognizes the possibility for improvement for the subsequent cycles.

With a content and language integration perspective in mind, and as shown in Table 1, the cycles of this pedagogical proposal are organized around topics and purposes that foster

environmental education, initial critical thinking, group work and classroom interaction while highlighting the collaborative learning throughout social media. These topics were articulated to the EFL abilities to reach of sixth graders described in the *Estandares Basicos de competencias en lenguas extranjeras: Ingles* (Basic Standards of Foreign Language Competences: English) (MEN, 2006) and were connected to most immediate environmental problems and solution that students can observe in their surroundings (i.e, pollution, composting, recycling, and gas emission).

Following Freire's (2002) views of education, this pedagogical proposal focuses on the students' reality and the ways in which pedagogy transforms that reality; based upon dialogue, education of questioning, reflection, and reality. The purpose thus, was to provide opportunities for learners to know, understand, transform, and share their knowledge and reality throughout the tools of social media, while developing language skills to express themselves.

Table 2

Pedagogical Intervention Chronogram.

Cycle	Session date	Allocated time	Lesson's name	Topic	Pedagogical objectives	EFL components	Type of learning

Exploratory cycle	Week 1 and week 2	30 min	Let's have a chat	Getting to know each other and creating the social media platforms	-Create an environment of empathy, collaboration and get to know each other. - Deciding on the social platforms to use as well as the handles. -Build teams and get to know them.	- Asking and giving personal information - Introducing oneself and other people - Oral diagnostic test	In person at school
	Week 2	20 min	How green are you?	Assessing previous knowledge	-Determine the previous knowledge of the students in three main elements: environment issues, social media and EFL	- Initial diagnostic test - Personal data handling authorization	In person
Cycle 1	Week 4	20 min	The green in me	What has generated all that garbage/ waste in Bogotá?	-How is our world affected by the waste -Classify the waste that we create in the day	-Describing types of waste, and where they come from -Comparing knowledge with personal live	In person at school

	Week 5	20 min synchronic 20 min Asynchronic			-Recognize how it affect us: Environmental impact nowadays: - Wastelands - Ocean - Climate change - Melting of the poles	-Creating environmental awareness - Observation and analysis of small action that change our world - Recognizing the recycling plan of the school.	Asynchronous: - Videos on social media. Synchronous: Information discussed in person.
Cycle 2	Week 6	15 min	Reuse, rethink, recycle	Recycling procedures, common mistakes and frequent asked questions	- Understanding the reuse and recycling of plastic process - Comprehension of the 3Rs of Managing Solid Waste: Reduce, Reuse and Recycle **Outcome: Infographic posted in social media and webpage of the projetc**	- Identify and describing the process of recycling - Talking about the process of recycling -Identifying and giving information about the 3Rs process	In person at school

	Week 7	20 min synchronic, additional time asynchronic			-To propose actions to contribute to the recycling process and improve the waste disposal at home and at school -Creation of a recycling station at home and use of the one at school	-Taking actions to contribute to the recycling at home - Identifying and describing the actions that one can take when disposing solid waste (at home and at school)	Synchronous: In person meeting to analyze proposals of change and creating a plan. Asynchronous : creation of the recycling station at home
	Week 8	20 min			**Outcome: Video creation for social media and socialization of the project in class** -To explain and describe classmates the learning experience, the video, and their personal view in the project	-Giving and receiving appropriate feedback in social media and in person -Expressing their opinions and feelings about this experience.	Asynchronous via social media, interacting and posting In person describing the experience

Cycle 3	Week 9	20 min in person	Life out of the garbage	Composting, what can we do with organic waste	- What is composting? Can it be done at home? What is the use ?	- Identify the use and how it works the composting process. - Creating questions of the use in real life, small apartment situation and manage of waste	In person
	Week 10	20 min in person, additional time asynchronous			-Creation of a micro-composting bin at home -Analysis of organic waste and how to separate it at home - Observation of the changes in an organic material over time	-Creation of timeline with observation of the micro composting bin - Describing the changes in waste in an analytical way	In person to explain and show the experiment/project. Asynchronous to analysis and observation of the micro-composting bin

	Week 11	1 hour			To reflect upon the Responsibilities with the environment. - To reflect on students' own Actions and changes towards a better organic waste disposal - To propose actions to contribute to the composting process in both school and at home	- Identifying and describing the actions that one can take when disposing organic waste • Identifying and describing the organic waste and the composting material • Talking actions to Contribute to proper organic waste disposal.	Synchronous incentivizing participation and outcomes of the project/experiment
	Week 12	**1 hour**			**Outcome: Video creation for social media and socialization of the project in class** **- To explain and describe classmates the learning experience,**	**-Giving and receiving appropriate feedback in social media and in person** **- Expressing their**	**Asynchronous via social media, interacting and posting**

					the video, and their personal view in the project	**opinions and feelings about this experience.**	

Note: This table shows the chronogram which was created for the potential pedagogical intervention.

The key moments of each cycle. Additionally, each cycle was developed in three main moments that helped us involve students' reality and were though to achieve the objectives of this pedagogical proposal. Moreover, the three main moments are related with the process of think, feel and create, which will help students to understand and get involved with the problematics that are work on to finally propose some changes based on what they learn and what they think might be important. Thus, the *think momen,* which is also the *pre-task,t* is related with the acquisition of vocabulary, helpful structures or specific uses of the language based on environmental issues or solutions. Later, the feel activity, related with the get involved, has a main objective of relating the issues, problems, situations developed previously with they own environment and what specific action they are creating nowadays, which allows the initial critical thinking to begin. Finally, the language focus task, related with the creativity and creation, is meant to allow students to propose different actions, changes, and attitudes they might improve to have a better relationship with the environment. Table 2 shows how these moments were developed in each cycle.

Table 3
The Cycles and the Central Moments

Cycles	Moments	Description

Cycle 1 - The green in me	**Think: Pre-task**	- Understand what the main environmental issues are - Understand the vocabulary of environmental problems
	Feel: Get involved task	- Relate said problems with their everyday life - Connect the vocabulary with specific experience they are seeing
	Create: Language focus	- Content creation of how they can see the environmental problems in their city (Bogotá) - Understand and use correctly the vocabulary learnt.
Cycle 2 - Reuse, rethink and recycle	**Think: Pre-task**	- Review and rethink themselves as people of change by acknowledging their everyday life environmental decisions. - Understand the vocabulary of recycling and the terminology used
	Feel: Get involved task	- Reuse something from their garbage bin and turn it into something useful. - Connect the vocabulary with specific experience they are seeing
	Create: Language focus	- Create a reel/ video where they explain the correct use of some recycled object that is misplaced. - Understand and use correctly the vocabulary learnt. - Proposing actions to contribute to the correct recycling process
	Think: Pre-task	- Comprehend how, when, and why to compost - Understand the vocabulary of composting and the terminology used

Feel: Get involved task	- Connect the vocabulary with specific experience they are seeing - Composting project where they create one and the debate about the results
Create: Language focus	- Understand and use correctly the vocabulary learnt - **S**how the changes in the micro-composting in a small video for Instagram and TikTok. - Proposing actions to contribute to the create a successful composting project

The previous layouts were designed, as a potential schedule of intervention, to be completed in 12 weeks or a school trimester. As there was no space for any real schedule stage, the calendar is subject to changes, variations, decreases or increases in time according to the institutions 'availability. However, it is important to maintain the order in the cycles as they create a progressive relationship with the explained content and the complexity of the topics as it is suggested in the CLIL method. Thus, institutions can readjust their calendar and this layout to complete/ achieve their academic goals, as long as the chronogram carries on with the material, aims, proposals, and procedures stated in this pedagogical proposal. Therefore, the material shall be described in the following chapter.

Chapter IV

Proposal Material Design and Theory Correlations

Teaching materials play a central role in teaching and learning, and as Garton and Graves (2014, p.11) assert: “Materials are fundamental to language learning and teaching (…) but materials cannot be viewed independently of their users”. This assertion presents two important characteristics of teaching materials that imply their relevance in teacher education; they are a fundamental part of language learning and teaching, and they are dependent on their users (both teachers and learners). Thus, when constructing the material for this pedagogical proposal there were important considerations to lead the content on the accurate aims. Firstly, it is considered both a synchronic and asynchronous practice, where students will have periods of learning and interacting online. That is the reason why all the content is going to be located in a website as well as in social media to allow students to access to the information whenever they might need and to create an environment of learning beyond school. The website next to the in-person class will allow to have a complete English experience.

Moreover, as according to the DANE, the 68% of the school population in Bogotá has had internet access, and the figures increased to 75% it is mainly to create tools that allow students to connect or create educational content beyond the classroom or the synchronic meetings both in the school or online platforms as (google or teams). Thus, the union of these two platforms (social networks, which are free in most current data plans and the website, which can be accessed at any time) create accessibility to the topics, projects and works that are developed in the proposal. Then, every member of the class has access to the service whenever they may need it.

Regarding the content, the pedagogical proposal consists in 12 lessons divided in three cycles that represent one main content to work and develop for 3 weeks; additionally, there is an exploratory cycle in which the proposal is going to be known by students, the assessment in previous knowledge in environmental education is going to be asked and the main social media platforms are going to be selected. Now, each lesson is divided in three parts, the content in context explanation, the understanding of the content in everyday life situations and finally the creation of own content for social media. This way, each class is going to develop language skills while working on specific content as CLIL approach proposes in both synchronic and asynchronous work. To counteract any potential restrictions, the implementation of this proposal offers clarity, simplicity, and everyday situations where students can relate and understand in a simpler manner. Moreover, the pattern of class development is repeated throughout the different cycles.

Each lesson will be available asynchronously and permanently on the project page, allowing easy access via associated links to the different explanations, experiences, activities, and social platforms (social media) to create an easy access for both students and teachers. Now, the type of files that each lesson contains can vary but are always accompanied with visual aids and description of the information that is contained or that is demanded from the student.

As said, the core of the proposal is to implement social media in environmental education with the purpose of improving initial critical thinking. Ergo, each cycle of the plan is created around a specific environmental issue that students in a EFL class may relate with their everyday life, making it easy to understand and develop according to each student thinking. Along the unit, there is a controlled curve of difficulty that provides learners with guidance at the beginning and leaves space for full creativity management as the lessons go on. Also, each topic plan is created in a way that students first understand and delve

theoretically in the subject, then they integrate that issue with their feelings or how it can affect them personally and finally. They create their own opinions, remarks, and possible solution to the problem that they face. Thus, the process requires students to constantly make accurate connections along the work and information that is given. At the end of the lessons, according to CLIL principles, there is room for a language reflection and acquisition, which is suitable for shared thinking, class discussion and collaborative learning.

An environmental class attempts to balance human needs and ecological well- being, as explained before, that way humans are viewed as embedded within environmental systems that occur in their everyday life and that they must make conscious decision that can be really simple or more complex. Thus, as a student in this type of environmental education program, they will understand the day-to-day linkages between social and ecological systems, and how this can bring together knowledge from many different perspectives and disciplines in a more critical manner. Motivation emerges from each learner and from the situations that somehow involve them daily as they develop their own opinion and knowledge in the environment. Moreover, students from tenth grade show a special desire to express themselves and their opinions, as well as the opinion from other mates. Henceforth, the target population is exposed to meaningful content; as a result, they might reproduce some chunks of language and utterances as well as analyze environmental issues, data and connect the local and the global through social media and their easy access to then, work collaboratively with others to find solutions to real-world environmental problems. All in all, environmental problems were thought as significant pieces of knowledge instead of isolated and non-familiar content, also all the information will be displayed in the web page of the project and the social media.

Cycle 1: The green in me

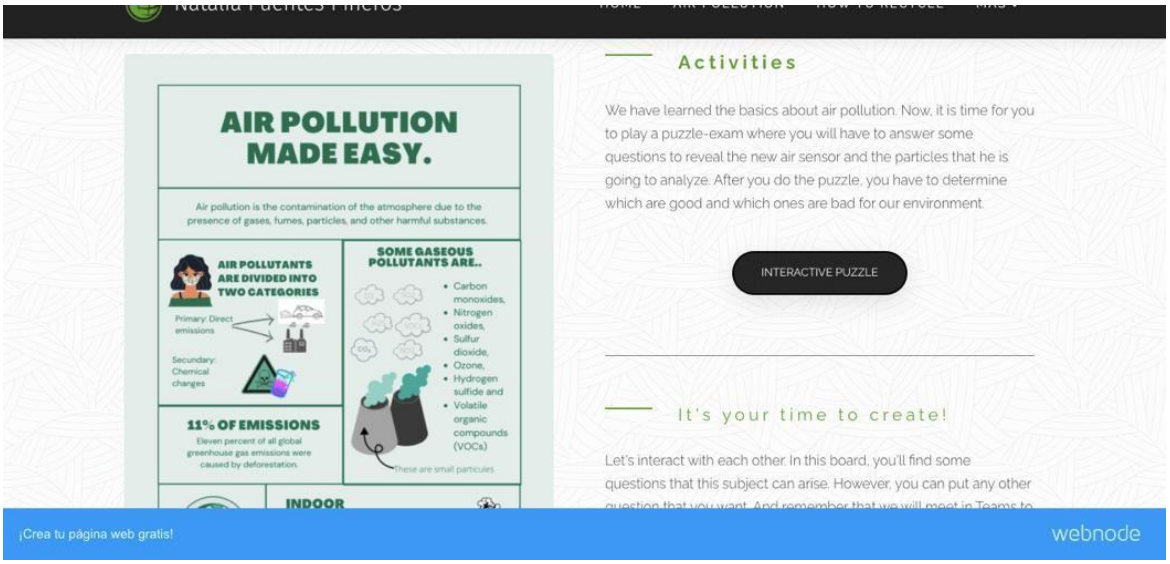
The first cycle is known as *"The green in me"*. This is thought to be the beginning unit as it sets the first insights and visions of the intended targets. To introduce the topic of

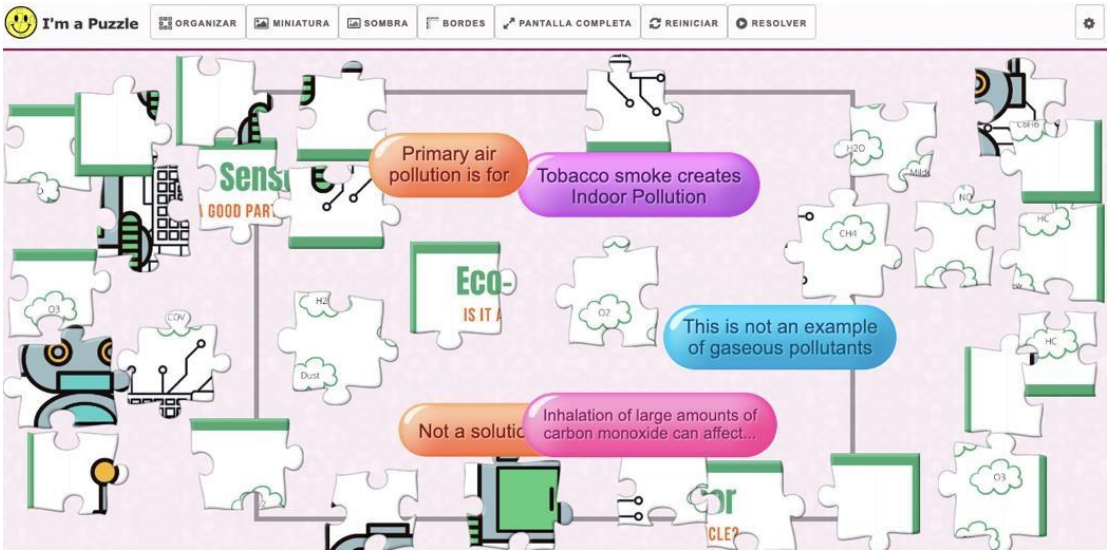
environmental education as a tool to embody initial critical thinking and awaken the interest among students the cycle will contain three main objectives: firstly, understand what the main environmental issues are, secondly relate said problems with their everyday life, and how they can see it in their city (Bogotá) and lastly, create social media post with useful information to spread.

Thus, the pre-task, involves the creation of vocabulary and basic information of air pollution in big cities stated with an infographic and a pollution puzzle-game. All this information can be achieved in asynchronous fashion by the students and teachers in the webpage created for the project (See Annex 1). In this there the infographic about pollution and main generator of pollutions can be achieved, as well as a game that search the integration of the knowledge as well as the interaction of the student in web 2.0; for this, students have to answer a quiz and then solve a puzzle, each student has three lives to get the answers right and the results of the quiz will be send to the teacher mail once they sign up.

Scheme 4

Pre-task 1

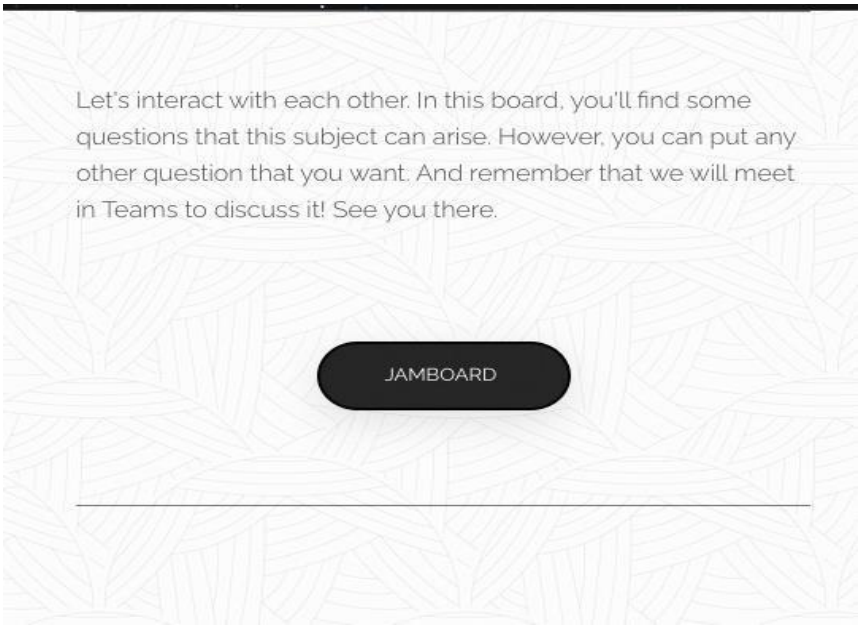


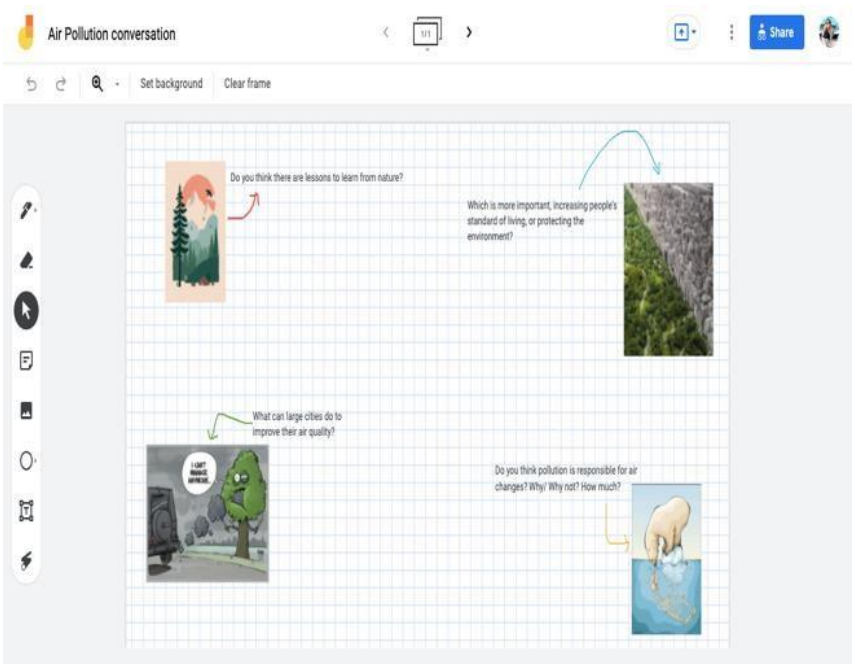


The *get involved task* is intended for students to create a brain dump of their previous knowledge where they explain and express the most important ecological problems in their everyday life. This space is created online so student can relate their previous knowledge with the other classmates encouraging general and personal insights, photos, and social media post related that they have seen related so far with this. As Jamboard is a platform of free access both student and teacher can create the content and it can be done synchronously as a debate online. Moreover, the Jamboard has some question to motivate students to write, and they can do it in a manner that the want (memes, images, text, drawings, poems, etc).

Scheme 5

Get involved task 1



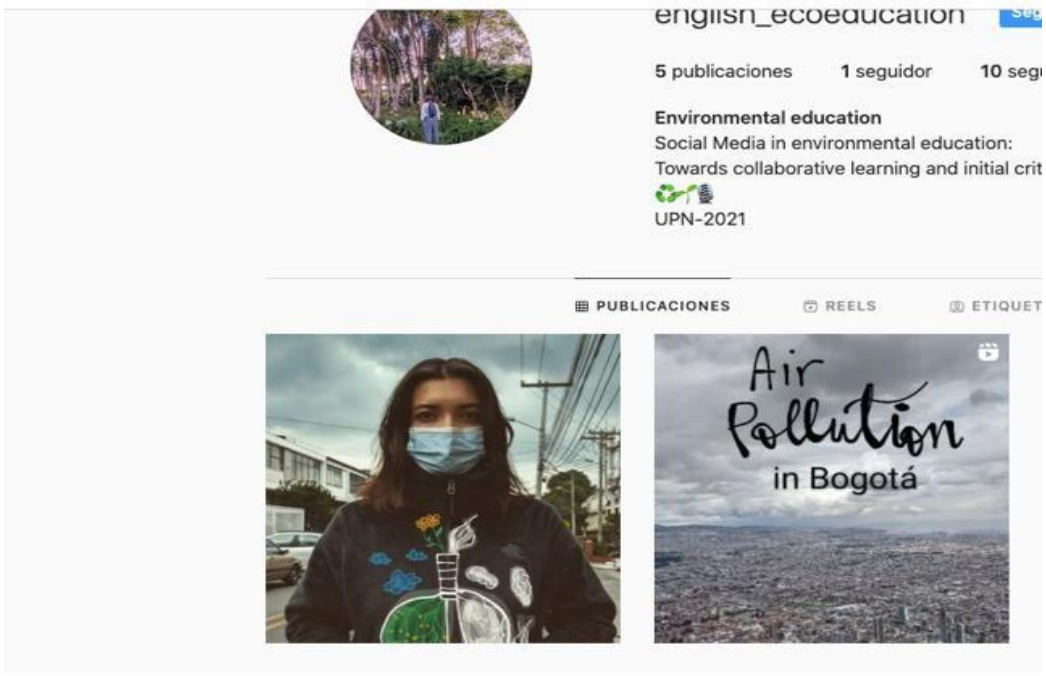


Finally, the *language focus task* revolves around the creation of their own information. Therefore, students will be asked to do a reel or TikTok (1 min video) of the main problem that they can see from air pollution, how it affects them or the general public. The idea is that students relate they everyday life with the vocabulary learn about air pollution, an example will be given in the web page and the Instagram of the project. Thus, as

the project state, student will integrate social media with environmental knowledge as it is air pollution; with photos and green screen students will have to construct an idea that is precise and concise about what they want to portray in the video.

Scheme 6

Language focus 1: Web page and Instagram post examples



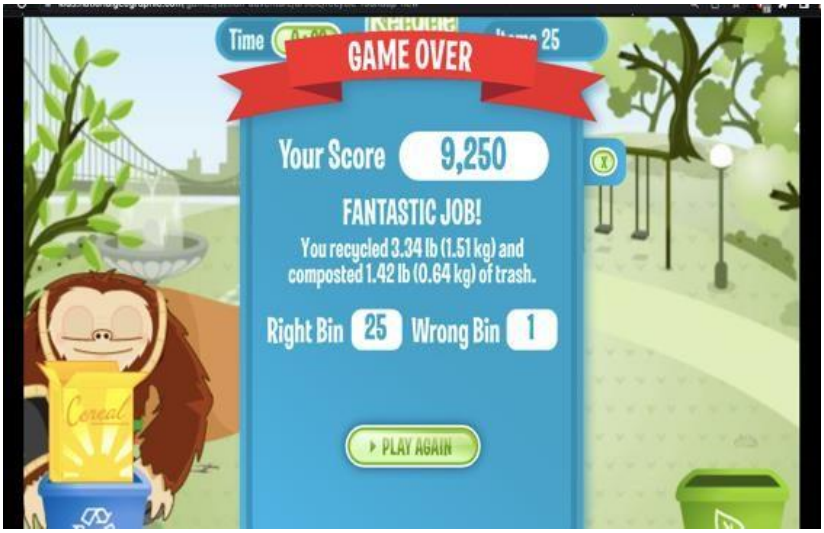
Cycle 2: Reuse, rethink and recycle

The second cycle is called *"Reuse, rethink, recycle".* In this cycle the main goal is to start the critical process with actions that are promoted in our everyday life and that are well

known by most of the students as it is recycling and proper manage waste in Bogotá. For this, *the pre-task* is related to the previous knowledge that students have about recycling and reusing materials. In this place students are encouraged to express all the positive doings in their ecological decisions and how they have performed in their everyday life. For this, several slides with the most common trash cans will be shown, and a game of memory will be played among students as it will be shown in the game webpage (see Annex 1). Following, students will be faced with another game, from National Geographic, where a monkey has to select from common products that are usually a waste in the schools and decide which trash cans, they should put it in; this game helps students to relate trash with their proper bin and gives a score for both students and teacher.

Scheme 7

Pre-task 2

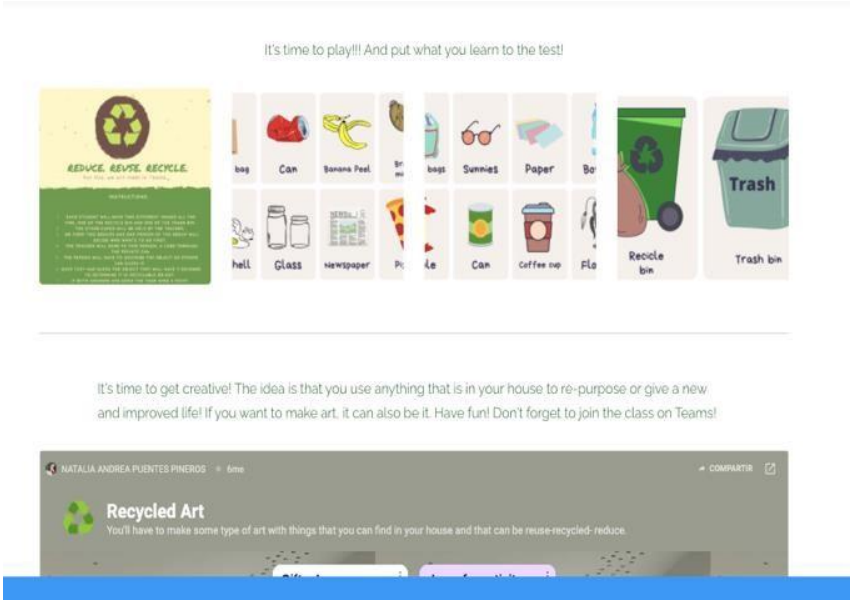


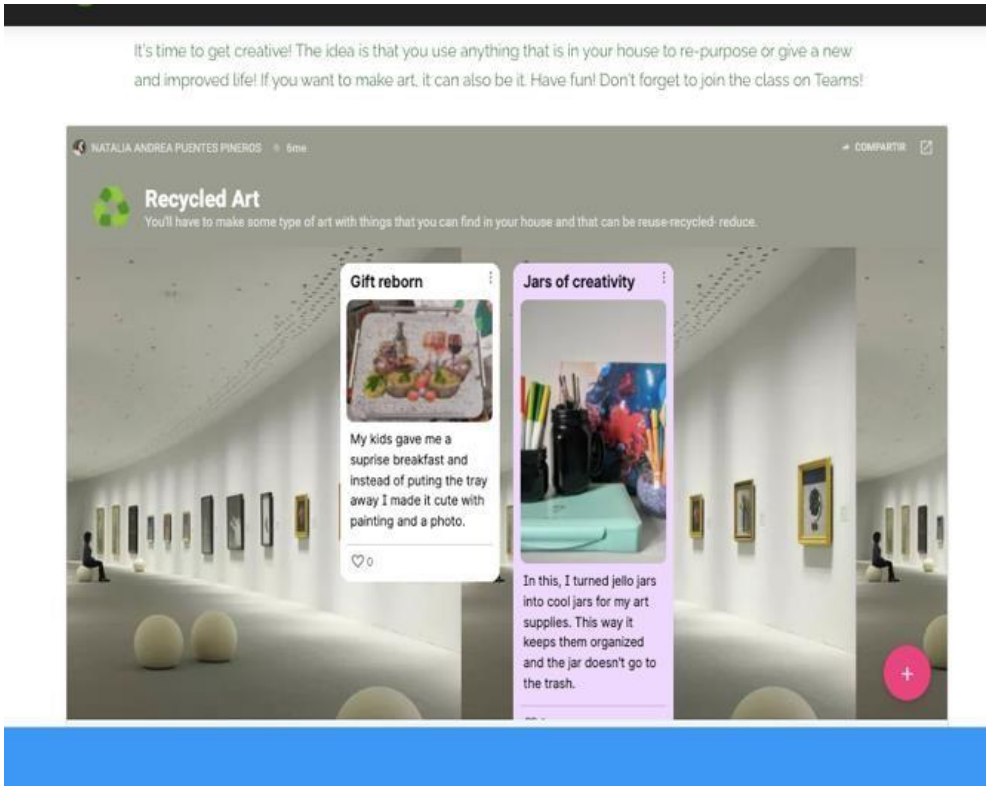
Next, the *get involved task* is related to their everyday reuse of products. For this, students create by themselves a new project from something they once considered trash.

Here, it is important to give guidelines to students of which products can be used and how each product must be useful, so it does not end up in the trash again. Thus, they will be asked to give a new life to a product that they were planning to trash (example: jam jars, table, clothes, etc), this is going to be shared in both social media and a padlet to create a gallery art of reused objects that can be shared and see for all the students. This interaction is important, as the pedagogical proposal searches the enhancement of the collaborative learning as each student has to explain how they created each project and why is a great way to reuse an item in the description and the comments other students will have to describe what they like the most and what would they change if they make it for them.

Scheme 8

Get involved task 2

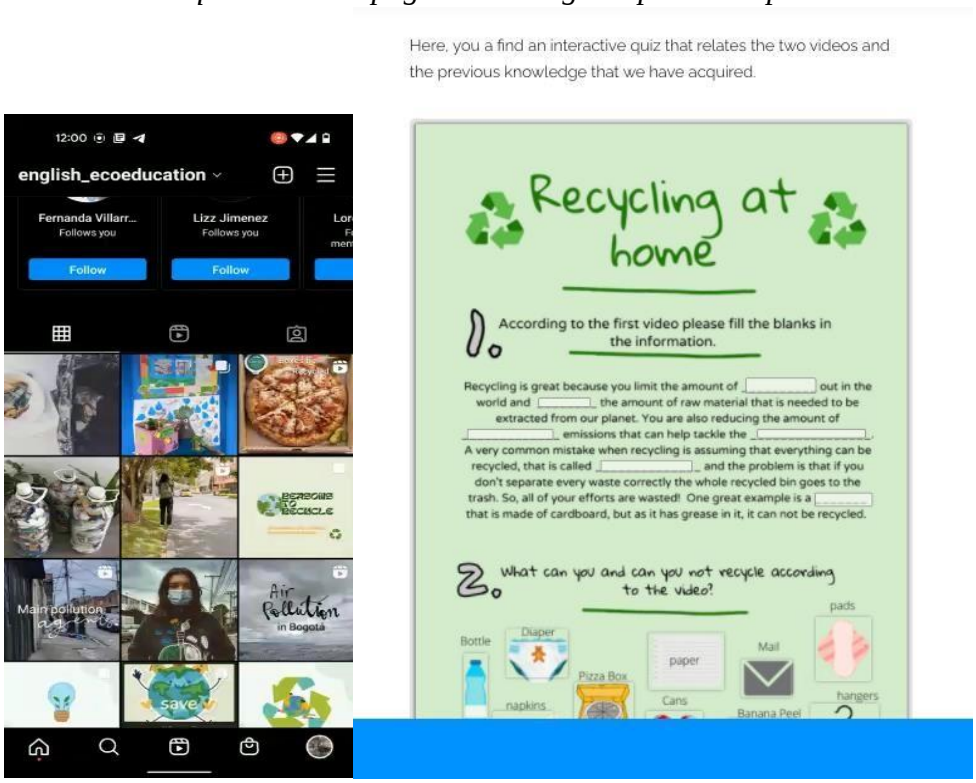


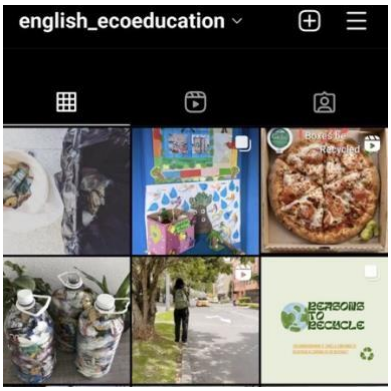


Finally, for *the language focus task*, students center on two main tasks, the first one an interactive quiz that relates all the knowledge shared so far; which can be retrieved from the web page (see Annex 1). This interactive quiz relates all the information given by the professor and stated in the webpage and social videos shown in class and the results can be sent to the teacher through email. Finally, they will create a reel/ video where they explain the correct use of either the white trash bag, the "botellas de amor"(Fundación Botellas de amor,2018) that can be used at home to improve recycling or the correct disposal of some material that is usually recycled in a bad way, for example pizza boxes, milk bags or liquid in bottles. This with the aim of improving speaking skills as well as correcting some common mistakes when recycling.

Scheme 9

Language focus 2: Interactive quiz and Web page and Instagram post examples





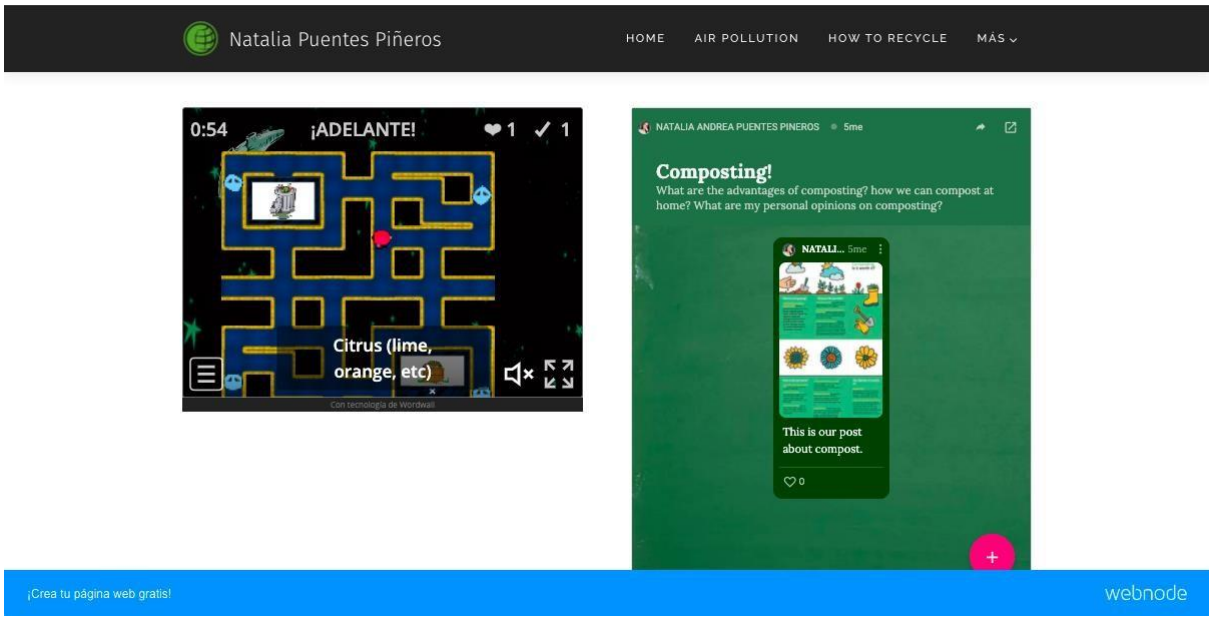
Cycle 3: Composting at home

The third cycle is one of the most complex and it is also project based it is meant to be done when student have a better grasp about the environmental problems, vocabulary, word formation, and critical awareness. It is called “composting at home” and as its name suggests the idea is that at the end of the 4 weeks of this cycle students have a better comprehension of how, when, and why to compost. For this, students and teacher have a broad presentation of the importance of composting and how to create it at home or at school. For the first part, t*he*

pre-task, scholars will be having to resolve a game of common mistakes when composting and what materials are not good for this work. After they will be asked to create a infographic of the basis, this will be shown in the padlet of the webpage.

Scheme 10

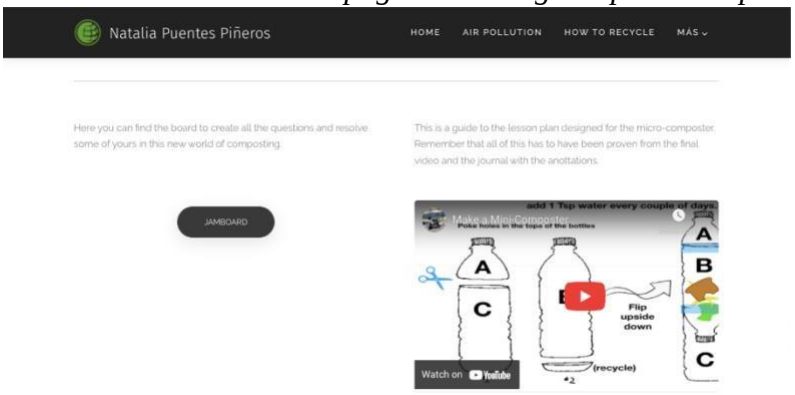
Pre-task 3: Game and infographic made by students example

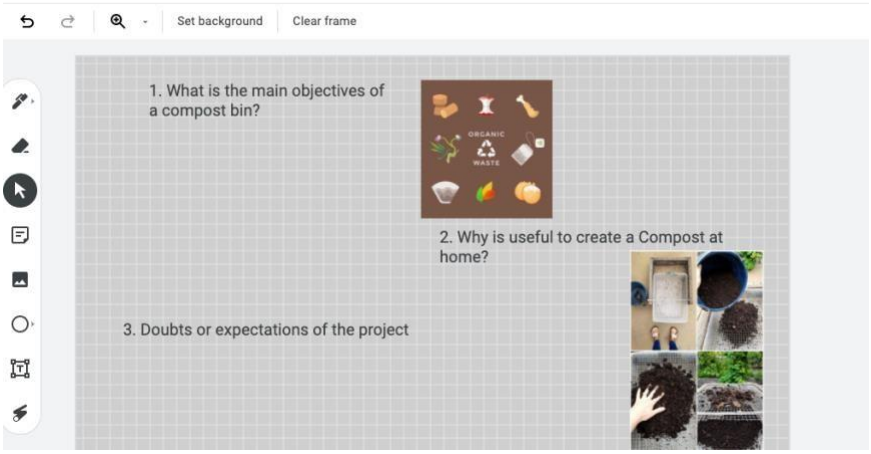


Next, in the *get involved task*, students will start the composting project. For this, first students will create a compost bin following simple instructions of the plan to create a microcomposter from organic materials and a plastic bottle. Additionally, and while the composter is germinating a jamboard in the web page is going to be the base of a debate between students where they can discuss the compost bin and what happens to any materials put inside. What questions do they have about composting and decomposition, etc. For this, a video explaining the project can be found and a lesson plan (see Annex 3).

Scheme 11

Get involved task 3: : Web page and Instagram post examples

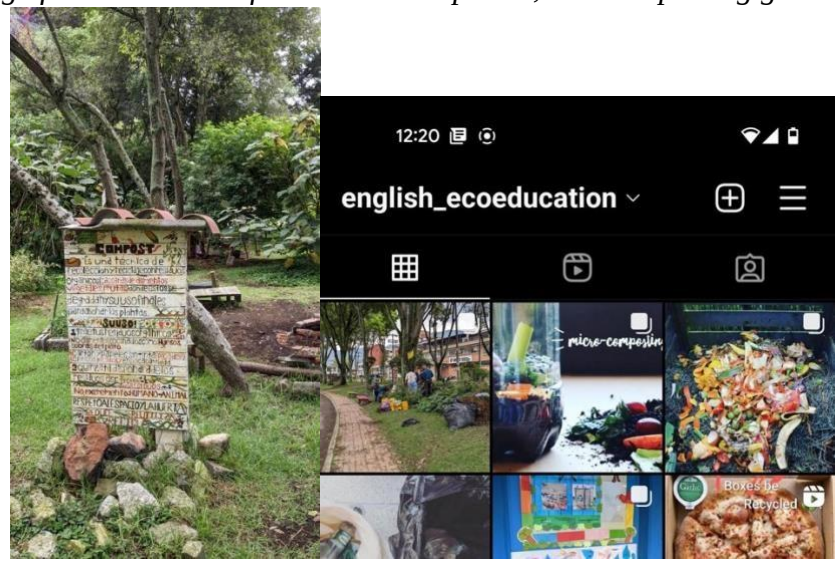




Lastly, in the *language focus task*, students are asked to prove and show the changes in the micro-composting in a small video for Instagram and TikTok. However, as it has only been in the making for 20-30 days it can be possible that not much has change, nevertheless, is important to encourage the discussion and argumentation in students as it is the basis of this project. Moreover, in cases where students are near a composting garden in their neighborhood, they can also do the project showing how the community created that project, and how they interact with them and how they helped in this garden.

Scheme 12

Language focus 3: Prove of the micro-composter, and composting gardens



Chapter V

Expected Impacts and Individual Processes

This chapter presents general and specifics expectations based on the four objectives stated at the beginning of this pedagogical proposal. Thus, as the main purpose of this proposal is to create a collaborative learning environment and initial critical thinking in EFL tenth graders, the general expectation is the acquisition of English as a foreign language in a meaningful and useful manner by means of the online interaction in social media in which content and language create ecological attitudes and behaviors with an environmental sustainability focus. This means, that students and teacher will be able to recognize, create and develop ecological solutions in the school and house to later being shared in social media having a specific contextualized environmental issue in mind. Therefore, it is expected from the students to comprehend, take actions, and analyze their environmental surroundings as well as creating related content to share in social media that shows and enhance their own opinions in the ecological issues. On the other hand, it is forecast for teachers to both understand the advantages of the use of social media in classroom as well as the importance of a cross-curricular approach when teaching in EFL classroom.

Considering the prior statements, the possible specific impacts of this pedagogical proposal are three. Firstly, the interaction and communication in English as a foreign language in social media, where every day apps like Instagram, Facebook and Tik-Tok are used not only as means of content creation, but also as means of peer interaction and as a place to express ideas and get to know other's opinion in a constructive way. Thus, social media becomes an online space in which students can relate what they are learning with they own opinions while learning to express and receive respectful opinions from others. Secondly and related with the stated before, this proposal expects to create a collaborative learning environment where students and the teacher can create and construct knowledge and environmental awareness using a cross-curricular approach and social media usage. Hence, it is anticipated that students and teacher work together to sear for understanding, meaning and

solutions regarding environmental education. Finally, this pedagogical proposal expects to foster initial critical thinking related to environmental issues in English as a foreign language. Thus, as mentioned before, students will be able to express and create an opinion regarding ecological issues in a contextualized and informed manner.

Lastly, for developing this pedagogical proposal, it should be taken into account that education and a pedagogical proposal are not conceived as a static practice, but rather dynamic. Thus, teachers should be constantly reflecting upon the practice, and how a subject can impact students. To encourage this, teachers should take school and students' practices within the specific community they cohabit in. These can be reflected in the instructional design, where it is expected for teacher to constantly reflect, observe, and act upon the in information gathered and the functionality of the activities developed in each cycle. In that way, it recognizes the possibility for improvement for the subsequent cycles.

The present pedagogical proposal attempts to improve students' collaborative learning and to develop initial critical thinking skills beyond the mechanics of the target language. Additionally, the inclusion of social media in environmental education as a tool seeks to pique students' interest in the English language as a practice. Learners are expected to find amusement, interest, creativity, and relatable environmental problems while they interact among themselves and the teacher. Thus, the collaborative learning implies that the understanding and development of a class is made not only by the teacher but as an integrated knowledge network in which all involved can express themselves, create knowledge and learn from others. Then, students are not only called to apply learned strategies to better comprehend texts, audios, or exams but also to develop daily-life practices within the target language. Moreover, considering the importance of social media networks and platforms 2.0, both teacher and students are expected to re-discover this technological tool with a learning aim and creation of language skills and domains within its selves.

The content of the proposal as such is made of 3 cycles and 12 weeks that are in charge of working on specific features and environmental problems to accomplish the whole intended process. Each cycle was created as a progressive introduction to an environmental issue that students face day to day and it has 3 main parts: the first one intended to develop the introduction and the understanding of the core of the content, the second one as the development of the initial critical thinking, in which students will get involved in the topic, in such a way that they are going to relate it to their day-to-day life and the possible actions and personal consequences that might have; finally, they will create a "product of change" in which they, based on their analysis, critical thoughts, and possible solutions, will contribute with something to the subject in an appropriate and academic way. all this can be evidenced in the social networks, the comments and the points of debate that would be made both in the social networks, the website, and the classroom.

In each cycle, learners start to master their own initial critical thinking and how they can express it in a foreign language. Thus, they are expected to achieve the following features: Recognition of abstract ideas, recognition of everyday uses of English, comprehension of didactic texts and text in social media, enhancement of metaphorical thinking, prediction of results, transition from hidden content to concrete statements, reading images and creation of images with environmental meaning, comparison among texts regarding their complexity and distribution, and intuition to find coherence. In this section, as the population is already capable of making such statements in the mother language, they are expected to have mastered all or some skills to analyze situations with sense and logic. At this point, there should be among learners a solid instinct of analysis, as this stage is more demanding than the previous one. The population ought to end up with skillful knowledge to be used in numerous contexts by the end of the current stage with lesson four, five and six, respectively.

Moreover, the use of social media and web pages 2.0 will guide learners to carry their own inferences, ideas, and opinions in a short but concrete manner in everyday ecological situations. Furthermore, students will not only improve their foreign language but also develop some sort of awareness on how to communicate properly their ideas in both concrete and abstract way. Additionally, they shall observe, recognize, and encourage their classmates' achievements and processes to widen both their own conception of the exercise as to create respectful comments of the others work. They will recognize social media, videos, and web pages as a useful tool for different purposes when it comes to dealing with initial critical thinking, collaborative learning, and improvement of the target language.

As it is a constant process of assessment and communication withing pairs and teacher, each cycle and activity will be more creative and will improve their quality. Moreover, as all the cycles have 3 parts as stated above, each student can perform and develop different skills withing the same subject. All in all, students are expected to develop any of the skills that were set along the lessons as well as have a joyful and thoughtful time with the content of the proposal. The minimum expectation on their process relies on how much they have surpassed their level in the categories, initial critical thinking, logical thinking, and problem-solving abilities.

Lastly, regarding the recommendations for possible future researchers who put this thesis into practice, it is recommended to start and develop the cycles as the knowledge and progress of the students is. Moreover, the proposal is planned for 4 consecutive months, nevertheless it is important to consider the disposition of the classroom and as each cycle has its own project can be worked separately and after the results can be determined by the specific group.

Organization and Analysis of the Results Obtained in the Validation of Experts

In order to know the opinion of the three selected experts and determine the feasibility of this pedagogical innovation proposal, a formal document was created (see annex 4) that consisted of the following parts: a cover letter, the definition of the phases and objectives of the proposal, an operationalization matrix and a certificate of validity.

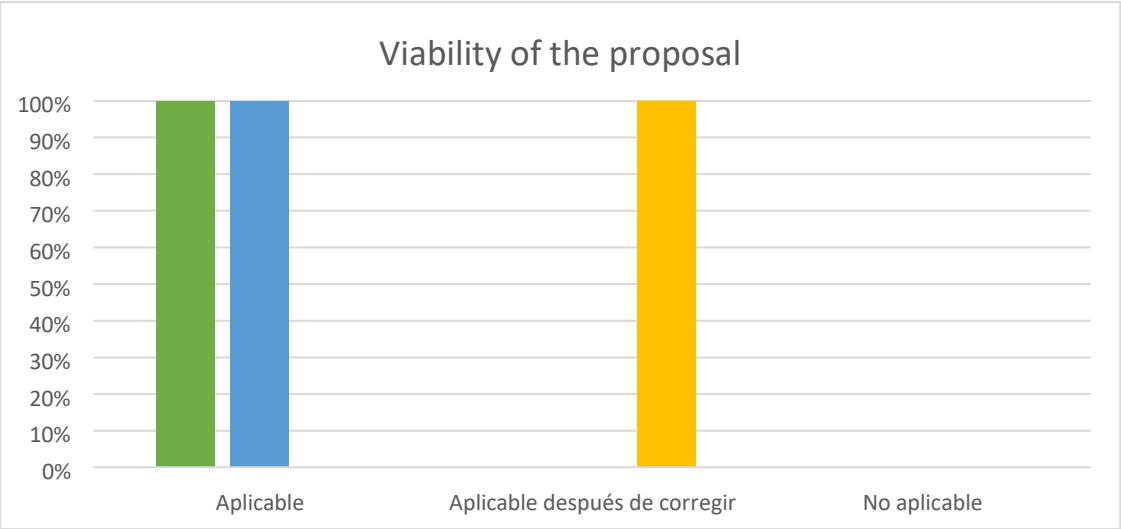
In the latter, a data matrix (Table 2.) is presented showing the activities with their respective objectives, the variable, and the phase to which they belonged. From this, the evaluators determined three aspects: clarity, pertinence, and relevance of each of the phases. The clarity sought to determine if the activities are understood without any difficulty, are concise, exact, and direct; the pertinence determined if the activity was suitable for the phase and variable in which it was found and if it could be applied with the students. Finally, the relevance established whether the activity was appropriate to achieve the general objective and the specific objectives of the innovation proposal.

Thus, based on the criteria mentioned above, the three cycles were evaluated in which each cycle was evaluated based on the three tasks, to have a total of 9 activities evaluated. The results issued by the experts on each of these phases and their corresponding activities are presented below. It is pertinent to mention that the matrices delivered by each of the experts are found in Annex 5.

Next, a tabulation is presented with the respective opinions of applicability and viability of the pedagogical innovation proposal. To determine this factor, the experts had three options: applicable, applicable after correction, and not applicable. The results were the following:

Table 2

Vialability of the proposal



Two of the experts determined that the proposal is 100% applicable. One of the experts' states that this is 100% applicable after correcting.

Analysis

For two of the experts, the innovation proposal is applicable, because it provides the elements to achieve the objectives of this degree work. This is due to the pedagogical model, the contributions of various authors, the cognitive characteristics of the population, the characteristics of environmental problems its importance and the use of social media as an important tool in nowadays social interactions and its contributions as an innovative teaching resource. However, for one of them, the proposal is applicable after correcting, because it is necessary to make clear the relationship between the activities and the objectives, the examples given in the project are too simple and there are not specific guidelines for them, which in a specific class can make that the results are contradictory as what the project poses. Moreover, the experts suggest explicitly highlighting the importance and the reason for using the CLIL as pedagogical model, as it is important to state that the use of English is as a foreign language and not a second language.

Also, it is necessary to mention that the experts establish some general suggestions about the pedagogical proposal: first, the relationship of the activities with the variables to be analyzed and the types of inferences that dynamize each of them must be made explicit. Secondly, the development of social networks, environmental transmedia, and greater freedom in project production by students are invited when encountering social media as multimodal text. Thirdly, it is clarified that, in terms of design and composition, it is a well presented and elaborated proposal. Thus, under this perspective, it is possible to affirm that the pedagogical innovation proposal is viable and can be applied with the established population. However, it is necessary to make some modifications to make the objectives to be achieved, the relevance of some activities and their relationship with the tools that are going to be used and the importance of the pedagogical model. However, these modifications do not prevent the fulfillment of the outlined objectives. This is due to the fact that two of the experts determined that the proposal is an applicable mechanism and corresponds to the mentioned parameters.

Chapter VI

Conclusions

According to the results obtained by the validation of experts, it is determined that a pedagogical proposal based on the environmental education in social media can enhance and develop a better collaborative learning and initial critical thinking in EFL 10th graders. Moreover, the three cycles create a coherence and scaffolding when talking about environmental education which will allow students' to improve their learning and communication in English based on a CLIL program. Also, the use of social media is a great tool to enhance social- collaborative work in which learners interact in a more natural and relevant way for them, also it allows to teach the better use of social media in a more academic manner.

It is also paramount to highlight the importance of environmental education as it is the core of the pedagogical proposal and as it is a subject current and important in students nowadays will increase their critical thinking and will foster the initial critical thinking in English as a foreign language. Additionally, environmental education provides a good mechanism for developing collaborative learning and critical thinking skills as they provide topics and problems that cut across the school curriculum and can be a great way to integrate knowledge from other classes, also, they provide real problems that can be studied, simulated and help resolved in a easy way when people work together; and, lastly, because said problems can be adjusted to the level of English that students have.

On the other hand, social media and the use of a Web Page is the great importance as it would facilitate students to be more enthusiastic and dynamic regarding what they are learning. Also, students' engagement, social media communication devices facilitate students to retrieve information and interact with others in real-time regarding sharing teaching

materials contents. Additionally, such sophisticated communication devices would prove to be more useful to those students who feel too shy in front of peers.

Moreover, the process of understanding communication and the creation of a language beyond grammar and based on the social, technological and critical experiences that the student lives day by day will allow a better approach to an education that puts the student in the foreground and that help him build a world from his own thoughts. For this reason, it is vital in this process to understand the media and ICTs beyond the technological tools of Microsoft Word, but rather to understand them from the daily relationship of social networks and the students' own interests.

Lastly, as CLIL is the pedagogical basis of this proposal, it is crucial to highlight the environment that such that this approach to the language generates, allowing an immersion, if not complete, more than partial and useful when learning the foreign language. This will generate an important relevance in the way they develop in it and how the learning of content and grammar is generated.

Chapter VI

Recommendations

In order to continue strengthening the learning of English as a foreign language in students just as having in mind the Environmental education in social media as primary tool, and based on the results obtained after expert judgment, the following is recommended: 1. Environmental education can contain all types of subjects not only the ones exposed here and should be selected according to the characteristics of the group that is going to be applied.

2. Recognize the value of communication, collaborative learning and interaction present in social networks. Grasping these a vital tool for communication today
3. It is important to recognize the interactions and means used for student communication outside of class, which will allow us to use technological means in a more purposeful way. Thus, in this proposal, both a web page and social networks and their form of interaction (Videos, photos, texts) are proposed, but later other ICT forms can be obtained, studied, and used.
4. CLIL classes must be understood and thought not from a bilingual perspective but with a view to bilingual understanding of it. In other words, it is in the students' approach to English and their interest in it that particular cross curricular subject that the participation and speech in the foreign language will be generated. Likewise, it is crucial to understand the relationships between colleagues and collaborative learning, a gradual process based on the understanding of what is being worked on.

References

Ahlqvist, Toni & Bäck, A. & Halonen, Minna & Heinonen, Sirkka. (2008). Social media roadmaps exploring the futures triggered by social media. Pp. 1-79. ISBN 978-951-

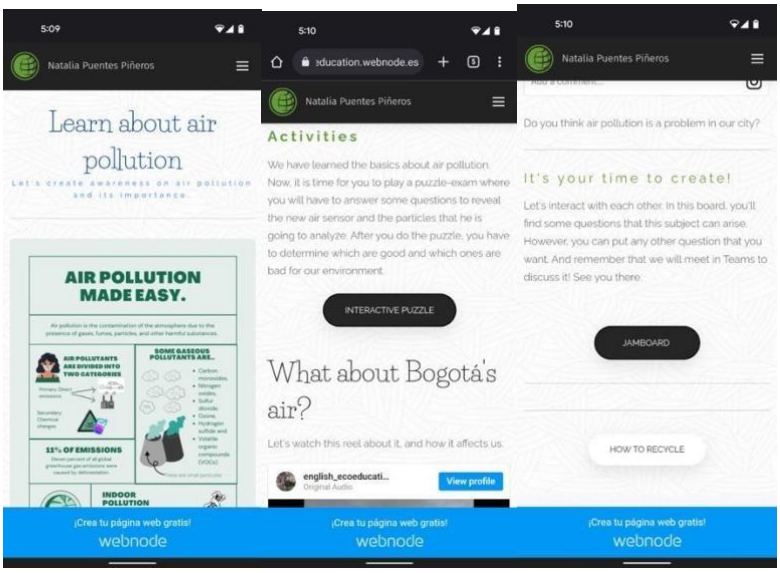
38-7247-2. http://www.vtt.fi/publications/index.jsp
Aldana, A. P. & Gutiérrez, J. A. (2020). A pedagogical proposal towards environmental awareness through a school newspaper [Universidad Pedagogica Nacional Undergraduate thesis]. http://hdl.handle.net/20.500.12209/12677.
Ballard, B. (2002). How critical is critical thinking? A generic issue for language in development. I*nternational Journal of Higher Education*. Vol. *7*, No. 4; 2018. http://www.sciedupress.com/journal/index.php/ijhe
Burns, A. (2010). Doing Action Research in Language Teaching: A Guide for Practitioners. NY: Routledge. Pp. 196. Reviewed by Trudie Aberdeen, PhD Candidate in Educational Psychology, the University of Alberta.
Cabe, K (2009). Teaching Science During the Early Childhood Years. *National Geographic Learning Journal / Cengage.* NGL.Cengage.com/School
CEFR. (2001). Common European Framework of Reference for Languages*: Learning, teaching, assessment: Companion Volume with New Descriptors. Language Policy Programme*. Council of Europe.
Clavijo, A. (2016). English teaching in the elementary school: Some critical issues. *Colombia : Colomb. Appl. Linguist. Journal.* Vol *18*, No 1. 2016. January-June https://doi.org/10.14483/calj.v18n1.aa00
Contreras, J., & Chapetón, C.M. (2017). *Transforming EFL Classroom Practices and Promoting Students' Empowerment: Collaborative Learning from a Dialogical Approach*. PROFILE Issues in Teachers' Professional Development, 19(2), 135-149. http://dx.doi.org/10.15446/profile.v19n2.57811. ISSN 1657-0790
Contreras, J., & Chapetón, C.M. (2016). Cooperative Learning with a Focus on the Social: A Pedagogical Proposal for the EFL Classroom. HOW, 23(2), 125-147. http://dx.doi.org/10.19183/how.23.2.321
Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. Qualitative Sociology, 13(1), 3-21. https://med-fom-familymedresearch.sites.olt.ubc.ca/files/2012/03/W10-Corbin-and-Strauss- grounded-theory.pdf
Coyle, D. (2007). Content and language integrated learning: towards a connected research agenda for CLIL pedagogies. *The International Journal of Bilingual Education and Bilingualism, 10: 543-562.* https://doi.org/10.2167/beb459.0
Eshach, H., & Fried M. N. (2005). Should science be taught in early childhood? *Journal of Science Education and Technology*, 14(3), 315-336. DOI:10.1007/s10956-005-71989
Fauville, Géraldine & Lantz-Andersson, Annika & Säljö, Roger. (2012). *International Student Carbon Footprint Challenge - Social Media as a Content and Language Integrated Learning Environment* [Undergraduate Thesis] University of Poland 10.14705/rpnet.2012.000030.
Freitag, M. F. (2019, February). Internet Use and Volunteering: Relationships and Differences Across Age and Applications. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations. , Volume 30 (Issue 1*), pp 87–97. 10.1007/s11266-018-0045-4
Fundación Botellas de amor. 2018. Llena una botella de amor. https://botellasdeamor.org/como-persona/
García, María & Pavón, Víctor. (2012). Investigating the coexistence of the mother tongue and the foreign language through teacher collaboration in CLIL contexts: Perceptions and practice of the teachers involved in the plurilingual programme in Andalusia. International Journal of Bilingual Education and Bilingualism. 15. 1-20.

10.1080/13670050.2012.670195.
Glaser, B. G., & Strauss, A. L. (2017). The discovery of grounded theory: Strategies for qualitative research. Routledge.Fandino, Y. (2013). 21st Century Skills and the English Foreign Language Classroom: A Call for More Awareness in Colombia. *GIST – Education and Learning Research Journal,* (7), 190 - 208. https://latinjournal.org/index.php/gist/article/view/622
Grundy,S. and Kemmis,S. (1981). Educational Action Research in Australia: The state of the Art. Paper presented at the Annual Meeting of the Australian Association for Research in Education, Adelaide as cited in Grundy,S. (1988). Three Modes Of Action Research in Kemmis,S. and McTaggert,R. (Ed). (1988). The Action Research Reader (3 ed) Geelong: Deakin University Press.
Hoepfl, M. C. (1997). Choosing qualitative research: A primer for technology education researchers. Journal of Technology Education, 9, p. 47-63. http://scholar.lib.vt.edu/ejournals/JTE/v9n1/pdf/hoepfl.pdf
Jacobs, G. M. (2004, September). Cooperative learning: Theory, principles, and techniques. Paper presented at the First International Online Conference on Second and Foreign Language Teaching and Research. https://eric.ed.gov/?id=ED573881
Johnson, D., Johnson R. & Holubec, E. (1994) Cooperative Learning in the Classroom. Virginia: Association for Supervision and Curriculum Development.
Kapoor et al, K. (2018). Advances in Social Media Research: Past, Present and Future. *Inf Syst Front, 20*, pp. 531–558.
Kemmis, S & McTaggert, R, (1990). The Action Research Planner Geelong: Deakin University Press
Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.
Language Policy Programme. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment: Companion Volume with New Descriptors. Council of Europe.
Marshall, C., & Rossman, G. (2016). Designing qualitative research. Sage Publications. https://books.google.es/books?hl=es&lr=&id=qTByBgAAQBAJ&oi=fnd&pg=PT8
McCutcheon,G., and Jurg, B., (1990). Alternative Perspectives on Action Research. Theory into Practice Volume 24, Number 3 Summer
Mejia, d. (2006). Bilingual education in Colombia: Towards a recognition of languages, cultures, and identities. (8) Section Theme review *Colombia: Colombian Applied Linguistics Journal. DOI:10.14483/22487085.176*
MEN. (2016). Derechos Básicos de Aprendizaje: Inglés Grados 6 a 11. Bogotá.
MEN. (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: inglés. Bogotá.
MEN. (2016). Pedagogical principles and guidelines: Suggested English Curriculum. Anexo 15. Bogotá.
MEN. (2017) Lineamientos generales y orientaciones para la educación formal de personas jóvenes y adultas en Colombia.
Merriam, S. B. (Ed.) (2007). Third update on adult learning theory. New Directions for Adult and Continuing Education, No. 119. San Francisco: Jossey-Bass.
Mete, P. D. (2018*).* Incorporating Environmental Education in English Language Teaching through Bloom's Revised Taxonomy. *Selçuk Üniversitesi Edebiyat Fakültesi Dergisi , (40)* , pp. 33-44 . DOI: 10.21497/sefad.514847
Nkwetisama, C. M. (2011, April). EFL/ESL and Environmental Education: Towards an EcoApplied Linguistic Awareness in Cameroon. *World Journal of Education, 1(1).* ISSN

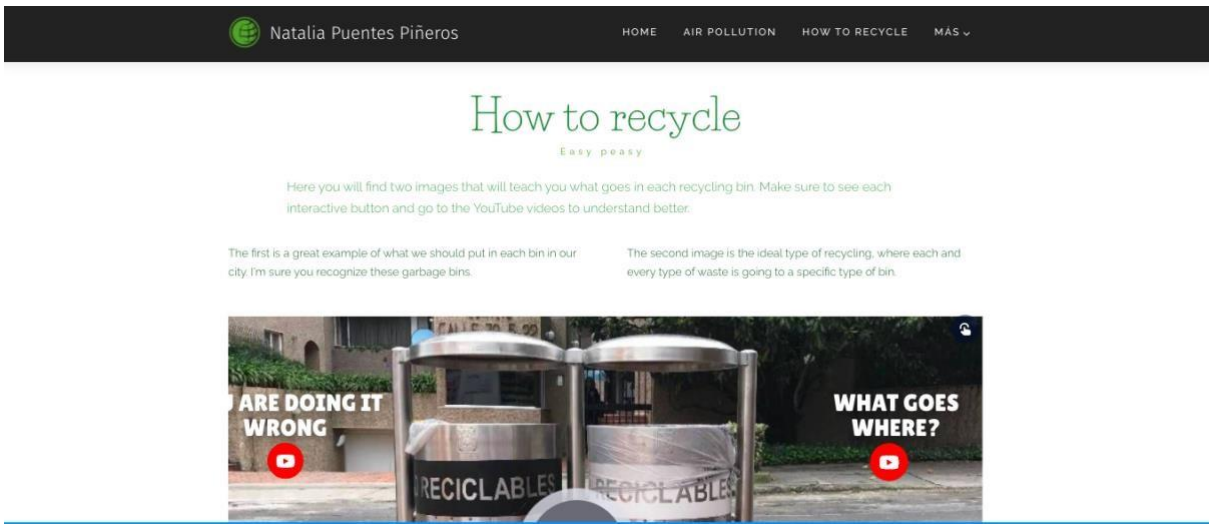
1925-0754 (Online). https://doi.org/10.5430/wje.v1n1p110
Palmer, J. (2003). Environmental education in the 21st century (pp. 3-24). New York : Routledge.
Palmer, J et al. (2003). The handbook of environmental education. New York: Routledge.
Patton, M. Q. (2002). Qualitative evaluation and research methods (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
Phillips, D, & Carr, K. (2010). Becoming a teacher through action research. Routledge. https://arifsuryopriyatmojo.files.wordpress.com/2014/03/becoming-a-teacher- through-action-research.pdf
Ponton, M. K., & Rhea, N. E. (2006). Autonomous learning from a social cognitive perspective. New Horizons in Adult Education and Human Resource Development, 20(2), 38-49. http://education.fiu.edu/newhorizons
Rapoport, R.N, (1970). Three Dilemmas in Action Research. Human Relations 23:6;499. as cited in McKernanJ. (1991). Curriculum Action Research. A Handbook of Methods and Resources for the Reflective Practitioner London: Kogan Page
Rincón, J & Clavijo Olarte, A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. *Colombian Applied Linguistics Journal, 18(2),* p. 67-82. https://doi.org/10.14483/calj.v18n2.10610
Rodriguez Bonces, M. (2011). CLIL: Colombia leading into content language learning. Íkala, Revista de Lenguaje y Cultura, 16(28), 79-89. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322011000200004&lng=en&tlng=en34322011000200004&lng=en&tlng=en.
Slavin, R. E. (1991). Student Team Learning: A Practical Guide to Cooperative Learning. Washington DC: National Education Association. https://eric.ed.gov/?id=ED339518
Sutton, J, & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. The Canadian journal of hospital pharmacy, 68(3), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456
Tartari, Elda. (2015). The Use of Social Media for Academic Purposes in Student' Learning Process. *Academic Journal of Interdisciplinary Studies*. 10.5901/ajis.2015.v4n2p393.
Thorne, S. (2000). Data analysis in qualitative research: Evidence-Based Nursing. 2000; Vol. 3. P. 68-70.
Tudor, I. (2001). The dynamics of the language classroom. Cambridge, UK: Cambridge University Press
Undurraga-Infante, C. ¿Cómo aprenden los adultos? Una mirada psicoeducativa. Santiago, Chile, 2004. P156.
Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.
Wolff, D. (2012). The European framework for CLIL teacher education. Bergische Univerität Wuppertal. Fachbreich A, Deutschland. Synergies Italie n 8. Pp 105-116. https://gerflint.fr/Base/Italie8/dieter_wolff.pdf
Wong et al, C. &. (2017). *Seamless Language learning: Second Language Learning with Social Media*. Media Education Research Journal , 09-2

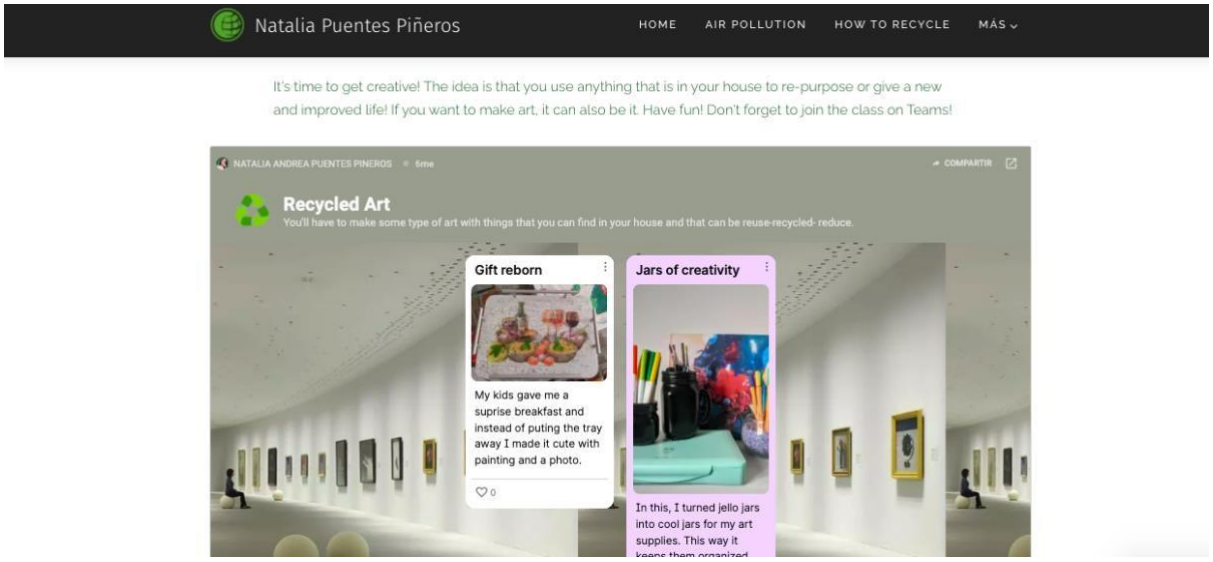
Annex 1

Web page of the project: https://social-media-in-environment-education.webnode.es/



Note : Web page from a mobile experience



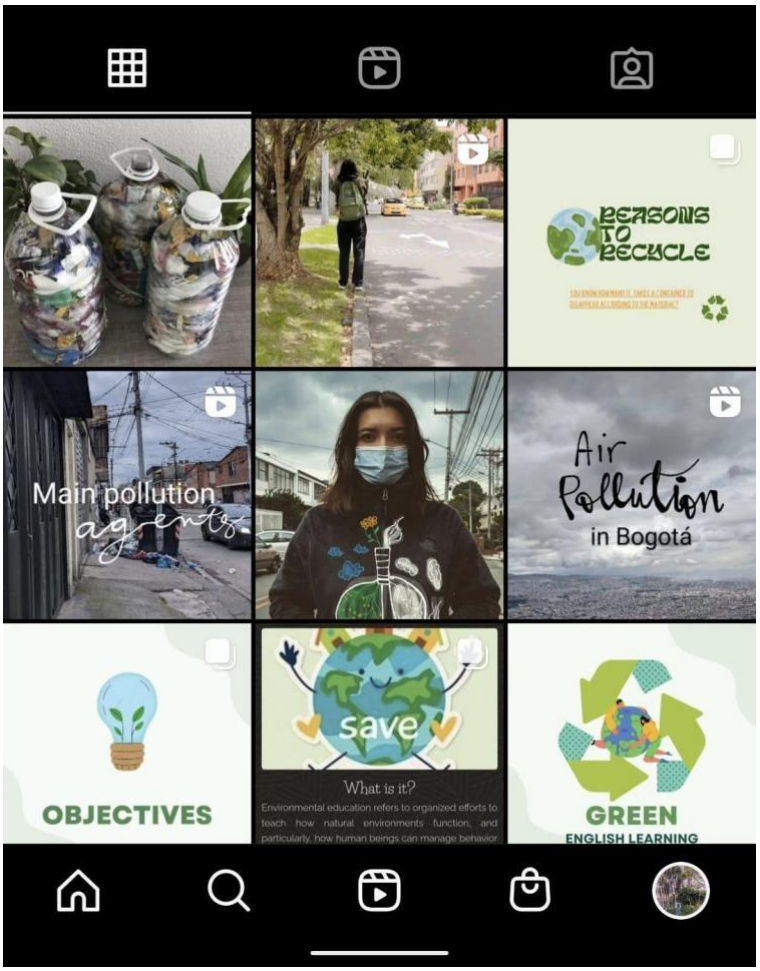


Note: Web Page from computer experience

Annex 2

Instagram page of the project:

https://www.instagram.com/english_ecoeducation/?utm_source=ig_embed&ig_rid=23f3f65b -61ee-458f-86d1-88165ebdb163



Annex 3

Lesson Plan Example

Centre:	Universidad Pedagógica Nacional		Professor number:	2017238041
Professor name:	Natalia Puentes			
Lesson number:	01	Level:	Sixth grade	A2
Lesson length:	Cycle 1 (3hours)	Lesson type:	Blended. 2 hours synchronous and 2 hours asynchronous. Individual work, teacher led	Composting
Date:				

Information about the class:

There are 30 students from sixth grade, between the ages of 8-11. They are having blending education, however not every week the students attend the same subjects in the school. Meaning that one week they go for math, biology and the next Spanish and English.

Main aim:

By the end of the lesson, students will explore the process of decomposition using a microcomposter made of two-liter plastic bottles.

Subsidiary aim:

By the end of the lesson, the students will understand the process of decomposition and why is it important. Also, they will be able to express the process using past simple **Personal aim:**

As teacher I hope that this lesson creates interest in the students in environmental problems, moreover, that they can see it in a more personal and real way.

Materials (referenced):
- Two-liter plastic bottles
- Organic materials
- Thermometer
- Kitchen scale
- Notebook for recording results
- Chart paper and colored pencils for graphing
- "Composting in the Classroom" worksheet
- Cellphone camara and computer

Assumptions:

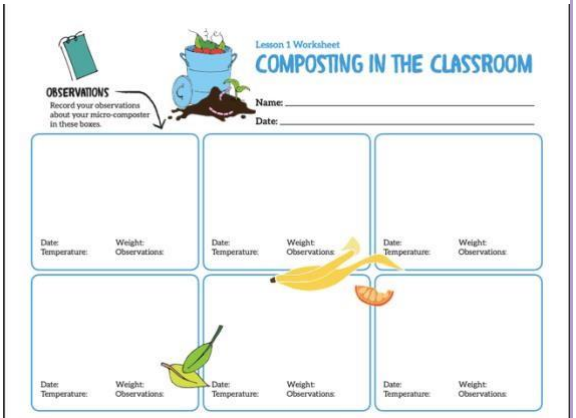
Students will know the vocabulary for food in English, the process of decomposition in Spanish, and have a participatory attitude.

Anticipated problems with materials, activities and tasks: **Solutions:**

Students could forget doing the annotation throughout the week. Send a reminder
Students may not participate in the activity. Create an interactive process in which they can participate.

Students might find vocabulary difficult to remember Create a class poster of vocabulary words and their definitions that is available for them in the class platform (Teams or Google classroom)

Skill / sub Tasks for skills development Preparing learners for tasks skill		
Listening	Students will focus on two different videos regarding compost and how it can be used in a school 1. https://www.youtube.com/watch?v=Q5s4n9r-JGU&ab_channel=SciShowKids 2. https://www.youtube.com/watch?v=McQYDcqc0Nk&ab_channel=AVAV	Review the vocabulary and introduce it in a real way. Engaging and introducing the topic assesing the previous knowledge and knowledge provide by the videos
Reading	Students will read a multimodal text (poster) that they will have available in their online platform at all times in case they need it.  	Questions about what can be some composting types and how to compost
Speaking	Students will use the vocabulary taught in class. Answering the question asked during the lesson and demonstrating their comprehension of the topic in a video of their own composting activity.	Answer the questions regarding their knowledge, share with their friends and the class how was their compost experience in a video, and comment on other's classmates experience.

Writing	Students will make a journal of the composting by annotating their observations in their worksheet.This  will help them later to create the video.	Modeling the writing that is expected in the worksheet.

Lesson timeline

Stage	Stage aim	Procedure	Interaction
Lead in	Engage: Introduce the topic. Recognize the vocabulary in a real situation, like in the videos. Make connections between that and their lives .	**Teacher:** What do students know about the process of composting? Prompt students by using images or video of compost bins. Write notes and questions on chart paper to refer back to throughout the project. **Student:** Discuss the compost bin and what happens to any materials put inside. What questions do you have about composting and decomposition? Use of YouTube video number 1 to help introduce topic	T-S

Topic base	Explore: Create your own micro-composting bin. Proposal of creating a mini compost bin, where students can observe the process while understanding it in a small scale	As this lesson is created in blended situation. Student must create the experiment in their own houses; however, the materials are easy to find and come from their own garbage. **Teacher**: Explains the experiment, the materials, how to assemble it. Cut the top off a plastic bottle, about three inches below the neck. Then cut a second bottle about four inches from the bottom. Place air holes in this second bottle. Note: This video will also have a video made by me and shared in the social media. To encourage students to film themselves and also to have as a reference when creating the experiment. **Student**: Assemble the micro-composter by turning the second bottle upside down and filling it with organic material (mixing food scraps, soil, paper scraps, etc.). Then place the inverted top of the first bottle into the bottom of the second bottle. Secure the pieces together with packing tape.	T-S
Topic raise	Recognize the process of decomposing. Create a journal using the worksheet to observe the process of decomposing.	**Student:** Now record the temperature and weight of organic material. Every other day, draw and label a picture of the organic material and record the temperature and weight of the bottle. They should also take photos of the process to create the video. Use the data collected and the vocabulary words to explain what happened to the materials in the mini composter.	S
Topic Raise	Elaborate: review and extend Create the opportunity to relate the knowledge and their live and why is important.	**Teacher:** Ask students to respond to questions about the lesson (samples below) in writing or through a class discussion. • How does what happens in a compost bin compare with what happens in nature? • Why doesn't Bogotá have	T-S
		green waste and composting programs? • Why would it be important for Us/them to collect organic materials separately from garbage? • How can we do it at home? **Student:** Think about why you think it's important to compost. Discuss your ideas as a class or write them on your own. Use YouTube video number 2 to demonstrate the way decomposing works in a long run. Because they might have not seen many changes	

Topic raise	Evaluate: check for understanding Students should explain in a video the process that they learn. This video should be short to be uploaded to TikTok or Instagram.	**Students:** In small groups, pairs or individual (this depends on the calendar and the blending situation) the students will create a video explaining how the process of decomposing work and what they learn. They should make use of the photos and observations they had in the worksheet.	S
Lead out	Collaborative learning	**Students:** They will watch and create positive and assertive comments about themselves, and other classmates works.	S-S

Lesson 1

MICRO-COMPOSTER IN A BOTTLE

Students will explore the process of decomposition using a micro-composter made of two-liter plastic bottles.

Grades: 1–6

Core Concepts: Reuse, Decomposition

Key Question: What is needed for decomposition to occur?

MATERIALS »

- Two-liter plastic bottles
- Organic materials
- Thermometer
- Kitchen scale
- Whiteboard and markers for recording results
- Chart paper and colored pencils for graphing
- "Composting in the Classroom" worksheet

1 ENGAGE: INTRODUCE THE TOPIC

Teacher: What do students know about the process of composting? Prompt students by using images or video of compost bins. Write notes and questions on chart paper to refer back to throughout the project.

Student: Discuss the compost bin and what happens to any materials put inside. What questions do you have about composting and decomposition?

2 EXPLORE: GO TO THE LAB

Teacher: Give your students a jump-start by preparing your bottles for the micro-compost bin. Cut the top off a plastic bottle, about three inches below the neck. Then cut a second bottle about four inches from the bottom. Place air holes in this second bottle—a thumbtack works great. Do this with several bottles so they are ready for student assembly and graphing.

Student: Assemble the micro-composter by turning the second bottle upside down and filling it with organic material (mixing food scraps, soil, paper scraps, etc.). Then place the inverted top of the first bottle into the bottom of the second bottle. Secure the pieces together with packing tape. Now record the temperature and weight of organic material. Every other day, draw and label a picture of the organic material and record the temperature and weight of the bottle. Once you have enough information, put it into graphs.

3 EXPLAIN: TAKE NOTES

Teacher: Use student observations and data from tracking the temperature and mass of the compost to explain the process of decomposition. Create a class poster of vocabulary words and their definitions.

Student: Use the data collected and the vocabulary words to explain what happened to the materials in the mini-composter.

4 ELABORATE: REVIEW AND EXTEND

Teacher: Ask students to respond to questions about the lesson (samples below) in writing or through a class discussion.

- How does what happens in a compost bin compare with what happens in nature?
- Why do cities and towns have green waste and composting programs?
- Why would it be important for them to collect organic materials separately from garbage?

Student: Think about why you think it's important to compost. Discuss your ideas as a class or write them on your own.

5 EVALUATE: CHECK FOR UNDERSTANDING

Teacher: Using the worksheet, have students draw a series of pictures with labels. Have them explain the decomposition process from their observations on the worksheet.

Student: Use the data and information from your notes for the final step in this project. Be sure to use the right vocabulary words.

Lesson 1 Worksheet

COMPOSTING IN THE CLASSROOM

Name: _____

Date: _____

OBSERVATIONS

Record your observations about your micro-composter in these boxes.

Date: Temperature: Weight: Observations:	Date: Temperature: Weight: Observations:	Date: Temperature: Weight: Observations:
Date: Temperature: Weight: Observations:	Date: Temperature: Weight: Observations:	Date: Temperature: Weight: Observations:

Annex 4

Mr(s):

Regards.

Subject: validation of instruments through expert judgment.

By means of this letter, I, Natalia Puentes Piñeros, student at the National Pedagogical University, of the Faculty of Humanities of the Department of Languages and of the degree in Spanish and foreign languages, request to validate the instrument with which my pedagogical innovation proposal would be developed. necessary to opt for the title of bachelor's degree in Spanish and foreign languages.

The name of my pedagogical innovation proposal is Social Media in Environmental Education: Towards Collaborative Learning and Initial Critical Thinking. Since it is essential to have the approval of specialized teachers to analyze the viability of the proposal, I have considered it convenient to turn to you for your well-known experience in educational issues and/or educational research.

The validation file that I send you contains:

1. Cover letter.
2. Definition of the phases and conceptual definition of the variables.
3. Operational matrix.
4. Certificate of validity of the content of the innovation proposal.

Expressing my feelings of respect and consideration, I say goodbye, but not before thanking you for the attention you give to this letter.

Sincerely,

Natalia Puentes Pineros
ID: 1010204002

Definition of phases/ work cycles

The activities of the phases will be carried out based on teaching in Content Integration and Foreign Language Learning, CLIL for its acronym in English. Where the teaching of the foreign language is done from a specific content, generating contextual knowledge. The core of the proposal is to implement social networks in environmental education with the purpose of improving initial critical thinking. Ergo, each cycle of the plan is built around a specific environmental issue that students in an EFL class can relate to in their everyday lives, making it easy to understand and develop according to each student's thinking. Throughout the unit, there is a controlled difficulty curve that provides guidance to students at the beginning and leaves room for full creative management as the lessons progress. In addition, each topic plan is created in a way that students first understand and delve into the topic theoretically, then integrate that topic with their feelings or how it may affect them personally.

Cycle 1: "The green in me"

This, being the initial unit, establishes the first ideas and visions of the objectives set out in the proposal. To introduce the topic of environmental education as a tool to shape initial critical thinking and arouse the interest of students, the cycle will have three main objectives: first, to understand what the main environmental problems are, second, to relate these problems to their daily lives, and how can they see it in your city (Bogotá) and, finally, create a publication on social networks with useful information to spread.

Cycle 2: "Reuse, rethink, recycle".

In this cycle, the idea is to start the critical process with actions that are promoted in our daily lives and that are well known by most students, such as recycling and proper management of waste in Bogotá. Therefore, students will show the proper way to use the bins both at school, on the street and in their own homes, thus students will be encouraged to express all the positive facts in their ecological decisions and how they have performed in their daily lives. . Then, they will be confronted with common products that are often a waste in schools and at home to make the decision of which trash cans they should put it in. All this should be published on social networks where through infographics, photos, videos show both reality and improvement options.

Cycle 3: "Life out of the garbage".

In this cycle, students will face the creation of a Compost Project to take the critical thinking process about waste to a higher level. For this reason, three main objectives are proposed: the first is to create an initial critical process of how the organic elements that come out of our waste can be used, how is the appropriate process to dispose of this garbage. Second, the construction of a micro-compost at home is proposed, where students will be guided in the process of observing how garbage can be converted into life from compost. Finally, a space for reflection is created on individual and collective responsibilities with the environment and what could be small actions and changes towards a better disposal of organic waste, which will be expressed and developed in social networks.

Variable Explanations

Based on what was previously stated in the cycles, and taking into account the objectives of the proposal, the expert jury is asked to evaluate it considering the clarity, pertinence and relevance of each cycle and how the implementation will be carried out. It is important to highlight that all the cycles must have a relationship between English, the development of critical awareness in environmental elements and finally, the implementation of social networks for collaborative learning.

General objective:

· Promote collaborative learning and initial critical thinking in tenth grade students in English as a foreign language from environmental education through social networks.

Specific objectives

· Promote communication in English as a foreign language in social networks.

· Create a collaborative learning environment using social networks and environmental education.

· Foster initial critical thinking related to environmental issues in English as a foreign language.

Certificate of validity of the content of the innovation proposal.

Cycles	Moments	Description

Cycle 1 - The green in me	**Think: Pre-task**	- Understand what the main environmental issues are
		- Understand the vocabulary of environmental problems
	Feel: Get involved task	- Relate said problems with their everyday life - Connect the vocabulary with specific experience they are seeing
	Create: Language focus	- Content creation of how they can see the environmental problems in their city (Bogotá) - Understand and use correctly the vocabulary learnt.
Cycle 2 - Reuse, rethink and recycle	**Think: Pre-task**	- Review and rethink themselves as people of change by acknowledging their everyday life environmental decisions. Understand - the vocabulary of recycling and the terminology used
	Feel: Get involved task	- Reuse something from their garbage bin and turn it into something useful. - Connect the vocabulary with specific experience they are seeing

	Create: Language focus	- Create a reel/ video where they explain the correct use of some recycled object that is misplaced.

		- Understand and use correctly the vocabulary learnt. - Proposing actions to contribute to the correct recycling process
	Think: Pre-task	- Comprehend how, when, and why to compost - Understand the vocabulary of composting and the terminology used
	Feel: Get involved task	- Connect the vocabulary with specific experience they are seeing - Composting project where they create one and the debate about the results
	Create: Language focus	- Understand and use correctly the vocabulary learnt - **S**how the changes in the micro-composting in a small video for Instagram and TikTok. - Proposing actions to contribute to the create a successful composting project

N°	Fase/activities	Clarity[1]		Pertinence[2]		Relevance[2]		Sugestions
	Cycle 1	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
1	Pre-task: Understanding of environmental problems							

[1] What is proposed in the activity is understood without any difficulty, it is concise, exact and direct. [2] The activity is suitable for the phase in which it is found and can be applied with the students.

[2] : the activity is appropriate to achieve the general objective and the specific objectives of the

2	Get Involved Task: Relationship these environmental problems with their habits and daily life.							
3	Focus on the language: Creation of elements in social networks that allow understanding these environmental elements in their daily life.							
	Cycle 2	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
7	Pre-task: Knowledge of the canecas, elements that are recyclable							
8	Get Involved Task: Adequate recycling in the different spaces that the student frequents.							
10	Focus on the language: Creation of didactic material in social networks							
	Cycle 3	Yes	**No**	Yes	**No**	Yes	**No**	
11	Pre-task: Start an initial critical process of how the organic elements that come out of our waste can be used							
12	Get Involved Task: Creation of the Micro-Compost project							
13	Focus on the language: Space for reflection on individual and collective responsibilities towards the environment							

Clarity:

Pertinence:

Relevance

innovation proposal.

Observations:

Applicability Opinion **Applicable [ ]** **Applicable after corrections [ ]** **No applicable [ ]**

Name and Last name of the jury:
Degree:
Date:
Signature:

.

Annex 5

Certificate of validity of the content of the innovation proposal.

N°	Phase/activities	Clarity[3]		Pertinence[5]		Relevance[4]		Suggestions
	Cycle 1	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
1	Pre-task: Understanding of environmental problems	x		x		x		
2	Get Involved Task: Relate these environmental problems with their habits and daily lives.	x		x		x		
3	Focus on the language: Creation of elements in social networks that allow understanding these environmental elements in their daily life.		x	x		x		Some criteria on what students will post should be given. For instance, whether they have to include the solution to the problem and/or how to better understand an environmental problem in particular.
	Cycle 2	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
7	Pre-task: Knowledge of the trash bins, elements that are recyclable	x		x		x		Local classification procedures may vary from the ones used in other countries. Contrasting them would be important.

[3] What is proposed in the activity is understood without any difficulty, it is concise, exact and direct. [5] The activity is suitable for the phase in which it is found and can be applied with the students.

[4] : the activity is appropriate to achieve the general objective and the specific objectives of the

8	Get Involved Task: Adequate recycling in the different spaces that the student frequents.	X		x		x		
10	Focus on the language:	x		x		x		

	Creation of didactic material in social networks							
	Cycle 3	Yes	**No**	Yes	**No**	Yes	**No**	
11	Pre-task: Start an initial critical process of how the organic elements that come out of our waste can be used	x		x		x		
12	Get Involved Task: Creation of the Micro-Compost project	x		x		x		Consider that making the micro compost could take longer than other projects or phases.
13	Focus on the language: Space for reflection on individual and collective responsibilities towards the environment	**x**		**x**		**x**		As this is the final phase of the last cycle, the space for reflection may encapsulate final thoughts and proposals from all the cycles.

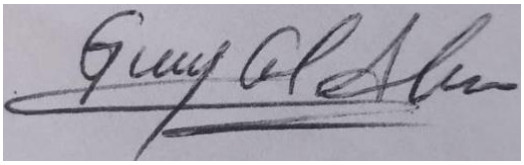
Observations: Carrying out the phase of making the micro compost might take longer than others. Consider this when stating the duration and execution of this cycle.
Monitoring the correct use of the language is a process that may go through all the cycles. Mentioning it might not be necessary or at least not as the title of the third phase in each cycle.
This project may lead learners to put into practice a set of real-world skills that will help them understand current matters and how they can approach them using English and social media.
Congratulations.

Applicability Opinion **Applicable** **[x]** **Applicable after corrections** **[ ]** **No applicable** **[ ]**

Name and Last name of the jury: Giovanny Gil **Degree**:
BA in Modern Languages

Clarity:
Pertinence:
Relevance
innovation proposal.

Date: April 13, 2022

Signature: 

Certificate of validity of the content of the innovation proposal.

N°	Phase/activities	Clarity[5]		Pertinence[8]		Relevance[6]		Suggestions
	Cycle 1	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
1	Pre-task: Understanding of environmental problems	x		x		x		
2	Get Involved Task: Relate these environmental problems with their habits and daily lives.	x		x		x		
3	Focus on the language: Creation of elements in social networks that allow understanding these environmental elements in their daily life.		x	x		x		Include more examples of common errors or guide them to more unusuall or helpful recycling problems
	Cycle 2	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
7	Pre-task: Knowledge of the trash bins, elements that are recyclable	x		x		x		Consider local clasification
8	Get Involved Task: Adequate recycling in the different spaces that the student frequents.	X		x		x		Give examples more structured, as if they can present something that is really useful
10	Focus on the language: Creation of didactic material in social networks	x		x		x		
	Cycle 3	Yes	**No**	Yes	**No**	Yes	**No**	

[5] What is proposed in the activity is understood without any difficulty, it is concise, exact and direct. [8] The activity is suitable for the phase in which it is found and can be applied with the students.

[6] : the activity is appropriate to achieve the general objective and the specific objectives of the

11	Pre-task: Start an initial critical process of how the organic elements that come out of our waste can be used	x		x		x		
12	Get Involved Task: Creation of the Micro-Compost project	x		x		x		Consider that making the micro compost could take longer than other projects or phases.
13	Focus on the language: Space for reflection on individual and	**x**		**x**		**x**		As this is the final phase of the last cycle, the space for reflection may encapsulate final thoughts and proposals from all the cycles.
	collective responsibilities towards the environment							

Observations: The project has been exposed by the author in a very clear way, it is a subject that involves very current items, important for the training of the students to whom it is directed and that is also a proposal that raises awareness and invites to execute aspects necessary for the new forms of human development.

Applicability Opinion **Applicable [x]** **Applicable after corrections [ ]** **No applicable [ ]**

Name and Last name of the jury: Alonso Rivera Libia Andrea
Degree: Especialista en planeación para la educación ambiental, Universidad Santo Tomás de Aquino. docente de la Secretaría de Educación del Distrito Capital. **Date: March 16, 2022**
Signature:

Certificate of validity of the content of the innovation proposal.

N°	**Phase/activities**	**Clarity[10]**		**Pertinence[11]**		**Relevance[12]**		**Suggestions**
	Cycle 1	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	
1	Pre-task: Understanding of environmental problems	x		x		x		

Clarity:
Pertinence:
Relevance
innovation proposal.

2	Get Involved Task: Relate these environmental problems with their habits and daily lives.		x	x		x		It might be really difficult for students to create these dialogues out of the blue. How are you going to create this knowledge?
3	Focus on the language: Creation of elements in social networks that allow understanding these environmental elements in their daily life.	x		x		x		It might be really difficult for students to create these dialogues out of the blue. How are you going to create this knowledge?
	Cycle 2	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	

[10] **Clarity:** What is proposed in the activity is understood without any difficulty, it is concise, exact and direct.

[11] **Pertinence:** The activity is suitable for the phase in which it is found and can be applied with the students. [12] **Relevance**: the activity is appropriate to achieve the general objective and the specific objectives of the innovation proposal.

7	Pre-task: Knowledge of the trash bins, elements that are recyclable		x	x		x		Consider local clasification and the classification of school. Give more current exampes like "Ernesto Frailejon"
8	Get Involved Task: Adequate recycling in the different spaces that the student frequents.	X		x		x		
10	Focus on the language: Creation of didactic material in social networks	x		x		x		
	Cycle 3	Yes	**No**	Yes	**No**	Yes	**No**	
11	Pre-task: Start an initial critical process of how the organic elements that come out of our waste can be used	x		x		x		
12	Get Involved Task: Creation of the Micro-Compost project	x		x		x		Times might be difficult here as seeing changes in the earth might take more than a moth. What can be done if they do it wrong ?
13	Focus on the language: Space for reflection on individual and collective responsibilities towards the environment	**x**		**x**		**x**		More reflection should be done, special when consider the critical thinking aspect

Observations: The project can be really useful and well thought. However it has some major incoherence according to the main objectives and the presentation of the project that need to be fixed before applying.

Applicability Opinion **Applicable [ ]** **Applicable after corrections [x]** **No applicable [ ]**

Name and Last name of the jury: Mauricio García
Degree: Licenciado en Ingles como lengua Extranjera. Docente de la Secretaría de Educación del Distrito Capital. **Date: April 4, 2022 Signature:**