

Antonio Nariño University



Faculty of Education

Didactic sequence videos to improve English skills through teaching recycling to fifth graders using the CLIL methodology.

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Presented by:

Laura Julieth Castaño Acosta

Discipline and Educational Adviser:

Freddy Alexander Cuellar Castellanos

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Abstract

This project proposes to improve students' English language skills for fifth graders, through proposing a learning material that integrates the Content and Language Integrated Learning (CLIL) methodology which allows teaching a subject in a foreign language, for this case it is chosen the content the teaching of the 3 R's of the recycling (reduce, reuse and recycle) of the subject of natural sciences in which it is integrated into the English language.

Special material and learning guides were designed to carry out the proposal that consisting of 7 (seven) videos of no more than 7 (seven) minutes, and the main purpose is to raise awareness from an early age and teach students how we can take care of the environment through recycling, the causes and effects of recycling and why recycling will conserve the earth. Also, each video has a specific vocabulary of the subject and some phrases of daily use "My green box" at the end of the video that will contribute to an expansion of the vocabulary.

Resumen

Este proyecto propone el mejoramiento de las habilidades comunicativas en inglés en estudiantes de quinto de primaria, a través de la propuesta de diseñar un material didáctico de aprendizaje que integre la metodología CLIL la cual permite enseñar una asignatura en un idioma extranjero, para este caso se escoge como contenido la enseñanza de las 3 R's del reciclaje (reducir, reusar y reciclar) de la asignatura de ciencias naturales en el que se integra en el idioma inglés.

Se diseñó un material especial y guías de aprendizaje que permitirán llevar a cabo la propuesta que consta, de 7 videos de no más de 7 minutos y que tiene como finalidad principalmente generar conciencia desde temprana edad y enseñar a los estudiantes cómo podemos cuidar el medio ambiente a través del reciclaje, las causas y los efectos del reciclaje y por qué el reciclaje conservará la tierra. También cada video cuenta con un vocabulario

específico del tema y unas frases de uso diario “My green box” al finalizar el video que contribuirán a ampliar el vocabulario.

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Table 1: Articulación estándares-Marco Común Europeo.

1. Introduction

Nowadays there are many different innovative tools, for this case the CLIL (Content and Language Integrated Learning) approach, integrates the content learning and language learning, both are important subjects for the learners, they are developed and integrated language at the same time as they learn the subject. 'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language' (Marsh, 1994)

According to what is said, the proposal has as its main objective to design a CLIL, video as a pedagogical tool that integrates natural sciences and English as a foreign language. This proposal aims to improve the learning process of students, facilitating new teaching-learning environments in which the students are the center of the process and, in addition, it awards the science teacher a new methodology in which the natural sciences are involved with the English language. Taking into account the importance of caring the environment while recycling, as a teacher we need to educate how we can help our earth by recycling and raise awareness in students for this reason it chooses to apply the 3R's of the recycling (Reduce, Reuse and Recycle).

(Botes, 2013) Said that these three strategies are organized in a specific order that correspond to the effectiveness of the environmental impact that can be achieved.

The "Reduce" This is the most desirable option when it comes to waste management and involves decreasing production at source thereby reducing the amount entering the waste

stream. Simply put, this strategy involves consuming or purchasing less and as a result having less to throw away”

The ““Reuse” This is the second most desirable option. Reuse involves using a product again for the same or alternative purpose rather than buy a new product and avoids the creation of waste. A simple example of reuse would be to reuse a glass jar for storing food items rather than discarding it.”

The “Recycle” This waste management option involves extracting the valuable material from a waste item and processing this into a new product. Discarded plastic PET bottles, for example, can be washed, cut into PET pellets and then used to manufacture new products such as shopping bags, fabric for clothing and fiber filling for pillows”

With these three strategies, it is intended that students from an early age become aware of taking care of the environment by sorting garbage while at the same time they learn English. It thought the idea of making a virtual learning object taking into account the era of technology and how students develop ICT with more domain and interest in it. This learning material will be done through of 7 didactic videos in which will teach everything about the 3 R's as its meaning, what it consists of, how it can be reduced, reused and recycled, how to make crafts with recycled objects and also to acquire new vocabulary.

2. Research Context

During the process of the teaching English practicum, it was possible to observe some language learning aspects and attitude about the environment in the fifth-grade students of Institucion Educativa Distrital (IED) Liceo Femenino Mercedes Nariño. The students had a basic contact with the English language in previous years, however, their contact with the environment was not good. For example, after break the yard was always full of garbage since there is no conscience to throw away the garbage despite having the right trash cans to

recycle and today, it is important work of the caring for the environment through recycling since the early ages because the students should be aware of the importance of caring about it, and this topic has been left aside. As a teacher, in English, I can take advantage to teach other important things that may be useful for the future of students. For that reason, I thought, what teaching material is relevant for students to become involved and to recognize the importance of reduce, reuse and recycling with the English language as a tool? The aim of the video as a pedagogic tool is to develop an English Language level integrate the care of the environment through recycling, using the three R's of the environment (3Rs): reduce, reuse, recycle in Elementary to Intermediate school including the Due to this, CLIL requires changes in the classroom, the teacher needs a different methodology that the students can understand them in another language and not only in a native language.

This didactic sequence not only aims to benefit students in English, science and ethics, but is also intended to be a tool for teachers of the three subjects that can adapt to any of the three classes at the rate of their preference. CLIL allows teachers to use the previous knowledge where the new learning becomes meaningful when it interacts with the notion of cognitive structure. On the other hand, teachers can work through an interdisciplinary approach, that is to say that our students can develop their knowledge guided for the didactic sequence, where an interdisciplinary working between content and the learning of a language is structured in detail, meeting the parameters proposed by CLIL.

3. Background Exploration

In the observations during the practicum it was evident that the students had a basic contact with the English language in previous years, however, they do not have enough knowledge about caring for the environment, that is, they are not capable of reporting concepts such as: What is recycling? What are the 3 Rs? How can you recycle? In addition, the students say

that in the school until recently a recycling plan was implemented but it has not been useful. With this you can understand the lack of general culture of not knowing how we can take care our environment. From this arises against the need to design a teaching material in which students can work and learn through content, videos such as "what is recycled" "how to recycle," "make crafts with recyclable materials" should be noted that this material is novel in the approach that will be carried out (CLIL) because in each activity allows the student to be part of the teaching process and at the same time interacting with the English language.

According to (McDougal, 2017) the language is an important element for the construction of the knowledge. Thus, the successful use of English in academic settings has become one of the greatest challenges for learner in higher education. Numerous pedagogical approaches and methodologies have search to address both language and content at the same time.

In a pilot study was done at a Spanish university to know the satisfaction of the student and teachers with the implementation of Content and Language Integrated Learning (CLIL) the study yielded important information, it was found that teachers were interested in improving their English spoken fluency. Most of the students found the experience positive, themselves reported about the specialized vocabulary and improvement of their listening and speaking skills.

The only negative aspect that the student found was the insufficient level of English by the teachers. To conclude, for the teachers it is necessary that they overcome their disinclination to a methodological training and the effect of CLIL be meaningful (Rodriguez, 2012)

On the other hand, it is important to take into account the technology age in with our students spend more time in front of a computer that in a book. According to (Custodio Espinar, 2016) CLIL has many advantages like interactive and autonomous learning in where the student is

the center of the process, but that has an increase in motivation when the ICT is integrated to contribute to the development of a new methodology in the classroom.

One case study in which the topic was “plants “choosing from the teacher because the content is easy to understand and give the opportunity to prepare visual and experimental scenario. The class was made up of 7 and 8 years old, their speaking and writing skills were not good but their understanding some important things.

The problem was the idea to teach the parts of the plant in another language when they did not know the parts of the plant in native language, for that reason the class got complicated despite this the teacher decided not to translate the language because it was felt that when using CLIL, it was important to create a target language atmosphere.

In conclusion the “Students enjoyed this way of learning. They were too young to realize that they were learning and improving an Additional Language. They were more focused on understanding concepts, enjoying activities and working with their classmates.” (Attard, 2016). In other words, the teacher decided to continue working with CLIL they think that is a different way to teach and the students focus their attention on the content without being aware that they are working on the language too.

To conclude, a positive point of view of CLIL is given as a tool to learn another language and the teachers themselves are facilitating the process, allowing students to enrich and create their own knowledge through direct contact with integrated content and language learning. This innovative pedagogical approach that in turn has been used in educational institutions around the world. The results confirm that CLIL is an appropriate tool to teach and learn specific content while improving or learning an additional language.

4. Theoretical Frameworks

4.1 Disciplinary framework

With respect to the disciplinary framework, the Communicative Language Teaching, Task-Based Language and Content and Language Integrated Learning approaches will be used in the development of this project.

4.1.1 Communicative Language Teaching

Communicative competence is a relevant aspect in this approach for that reason this approach makes people learn a language in a different way in which the learners could use the language in real situations communication is the best way to learn a language and it must be involved in classroom activities at the same time, learner develops fluency and know how to use the language according to the context.

“Communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.”

(Richards, 2006).

4.1.2 Task based Learning teaching

Task Based Learning Teaching (TBLT) has the advantage of getting students to use and to develop their skills at their current level, consists of developing the language lessons through several tasks, which permits a better language acquisition. In addition, it is important to mention the most relevant task components regarding with a language lesson, which, according to Shavelson and Stern (1981), should be taken into account in order to get expected results: content: the main subject and topic, materials: objects students can manipulate, activities: the tasks applied and developed, goals: the aim proposed by teacher

and social community: workgroup, work team. These elements were considered in the pedagogical proposal and the application of the workshops to the learners.

4.1.3 CLIL Content and Language Integrated Learning

'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language' (Marsh, 1994).

According to the CLIL methodology (Perez I. , 2016) there are five strategies for the use of the teacher.

1. Student-centered teaching, promoting cooperation (student-teacher)
2. Facilitate teaching takes into account the different types to learn and facilitate the comprehension of the content.
3. Interactive and autonomous learning through work in pair and groups
4. Use of multiple resources and materials, especially ICT
5. Learning focused on processes and tasks

Also, the CLIL approaches were considered that learning it is not just internal and cognitive but needs interaction between the students in which the knowledge is shared. CLIL propound increase interaction between students working in pairs and working in groups.

CLIL propounds to teachers a precise plan that must be taken into account when designing teaching materials and if this structure is applied, a well-made material will remain. Also, a CLIL approach which therefore should be used as guidance for creating and delivering successful lessons based upon a real CLIL focus and uses a suitable approach through active methods, co-operative classroom management, and emphasis on all types of communication.

These are the 4 Cs, a curricular model combining content, communication, cognition and culture.

Content: in traditional teaching the content of the subject should allow the acquisition of knowledge and skills which are prescribed by the subject curriculum, is the same with CLIL the teachers develop lessons and the students build their own knowledge. One of the main contributions of CLIL in the field of content is the opportunity to provide meaningful learning situations according to the context, in which the language is learned because it is relevant for the student.

Communication: with CLIL the change is evident because with this method the teachers speak much less so that the students use the language to communicate their opinions about the content of the lesson. Both speaking and writing are emphasized. Therefore, it is important that students learn to use language and use language to learn as well. Students should know the importance of working in groups and using the new vocabulary as much as possible.

Cognition: the teaching-learning process should be oriented towards developing students categorized in Bloom's Taxonomy as Lower Order Thinking Skills (LOTS). "According to the Taxonomy, students practicing LOTS, as in the questions above, learn to remember and understand information, and to explain it. They also learn to apply new information in a different situation." (Attard, 2016). Thinking skills categorized by Bloom as Higher Order Thinking Skills (HOTS), encourages students to investigate and evaluate new information and to use it to develop something new.

Culture: "CLIL teachers help students to relate what they learn to the world around them.

Students see that what they learn is not just a school subject, but something that relates

to ‘the real world’ the lessons and activities should provide students with a wide range of cultural references that foster cultural awareness, that is, make children aware of other cultures as well as their own. Thus, the culture dimension refers to encouraging students to understand themselves as citizens of the world, and in this way promoting international awareness and understanding.

The teachers, therefore, needs to think about:

What is the relevance of this lesson to the student’s daily life and surroundings?

How does it link to the Community or Culture surrounding the students?

Does it also link to other cultures?” (Attard, 2016).

4.2 Pedagogical framework

Scholars have determined that CLIL approach entails some relevant features as follows:

4.2.1 Scaffolding

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky’s sociocultural theory and his concept of the zone of proximal development (ZPD). “The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance” (Mishra, 2013).

The scaffolding facilitates the student to build on the previous knowledge the new information. (Walqui, 2006) says, “students learning academic subject matter in a new language face several challenges” besides, she presents a model of scaffolding that emphasizes the interactive social nature drawing on sociocultural theory, as well as the use of specific types of scaffolding to promote linguistic and academic development. The model

developed by her provide the scaffolding as a structure and process interlacing various levels of pedagogical support.

4.2.2 Meaningful learning

In the learning process students are considered the most important subject and the teacher just the facilitators. Meaningful learning proposed by Ausbel (1963) needs three important aspects:

Meaningful material: students construct meaningful concepts, which must be pertinent to the knowledge that will be obtained.

The learner must choose to learn meaningfully: The student must choose to learn in a meaningful way: students must choose and relate new knowledge to the previous knowledge.

Relevant prior knowledge: students construct mental images of language, to relate to new information and analyze new concepts they learn in different stages during acquisition.

According to Ausbel learning is meaningful when the teachers permit their students relate all what they know with the new information. For this reason, teachers' creativity provokes on them searching the appropriate methodology for giving to their students the necessary tools for complying with learning process.

4.2.3 Techniques for ELT

(Brown, Teaching by Principles: An Interactive Approach, 2004) defines *technique* as “Any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives.” (p.186) A technique involves several activities or tasks, as Brown mentioned before; it improves the learners' development in the English classes where they learn to recognize the importance of caring for the environment.

4.2.3.1 Activities

This concept refers anything that learners do in a classroom. This term includes a reasonably unified set of learner behaviors, limited time, and follow teacher's direction based on a particular objective. (Brown, 2004) (p.187). In addition, relevant aspects as role plays, drills, games, peer-editing, small group, information gap exercises and others strategies.

4.2.3.2 Video as technique for ELT

“Video is a popular and a motivating potential medium in schools. Using video in the language classroom helps the language teachers in many different ways. Video, for instance, brings the outside world into the language classroom, providing the class with many different topics and reasons to talk about. It can provide comprehensible input to the learners through contextualized models of language use. It also offers good opportunities to introduce native English speech into the language classroom” (Amado, 2002).

For that reason, should use videos because it is authentic, it is motivating and can be accessed from a variety of devices. Helping students realize they understand the video in English can encourage them to become part of their routine at home. And finally, the visual video clues provide scaffolding for the weakest students without reducing the challenge for the strongest students.

4.3 Legal Framework

4.3.1 Common European Framework of Reference

There is a framework for learning a specific language: The Common European Framework (CEFR) with the aim of ensuring a good education for language learners. This framework stipulates several guidelines such as:

“common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what

learners have to learn to do to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Europe., 2001).

The description of the Common Reference Levels is a part of the framework that are becoming increasing in the organization of language. The levels have been adopted as a language assessment scale in several European countries, “A global scale of six levels—A1, A2, B1, B2, C1, C2—with general descriptions of language competence for each level. Each descriptor is expressed in positive ‘can-do’ terms (even at the lowest level) and follows the order reception, production, interaction, mediation (= translation, interpretation)”. (Heyworth, 2006,)

Adopting the levels of the Common European Framework, they are showed the standards in the next table:

Niveles según el marco Común europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector Educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Higher Education	Nivel mínimo para docentes de inglés. Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		Nivel mínimo para los nuevos egresados de licenciaturas en idiomas
C2	Avanzado		

Table 1. Articulación estándares-Marco Común Europeo. Source: Estándares básicos de Lenguas (2006).

In Colombia the Ministerio de Educación Nacional (MEN) established as a curriculum some guidelines and published the Basic standards of competence in foreign language English (MEN, 2006), where they talk about the National program of Bilingualism, “Colombia Bilingüe 2014-2018 is the real program of the National Government aimed at strengthening

the teaching and learning of English in the country” (Universidad de Antioquia , 2018).This program pretends citizens will be able to communicate in English and they can insert the country in the processes of universal communication. Despite, this is a future goal and the time proposed by the MEN at first was 2019.

4.3.2 PRAE Educational Environmental Project

“The objective is to guide environmental education activities in the country, in different scenarios and levels of formal education, education for work and human development, and informal education; promoting the construction of region and territory, in the context of an ethical culture for the sustainable management of the environment” (CIER, 2016).

Their efforts are oriented towards “promoting the inclusion of environmental education as a transversal axis, in all scenarios and levels of education, namely: a) in the curricula of basic and secondary education, from the School Environmental Projects (PRAE); b) in higher education, from the training, research and extension processes; and c) in education for work and human development, and informal education, through the Citizen Projects of Environmental Education (PROCEDA)”. (CIER, 2016).

5. Didactic Sequence Design

The idea at the beginning of the project was to design a didactic unit about the caring of the environment, recycling using the CLIL methodology then, it thinks of the idea to design some didactic videos with the same methodology because CLIL allows integrate other subjects, and the part of the technology allows the teacher and the student to understand more and be easy to learn taking into account the age of the technology is becoming more present in daily life. The goal of the didactic videos is mainly to arise awareness to the children begin to care more the environment through the 3 R’s of the recycling, that they learn the meanings of

Reduce, Reuse and Recycle , how to recycle, how to classify the garbage in the colored cans and make crafts with recyclable objects, all this in English language where they will learn vocabulary and everyday phrases with this they can improve the English language skills while they learn the importance of starting to take care of the planet for a better future.

The didactic videos are presented with the CLIL methodology in which their content establishes to learn the importance of taking care of the environment through the 3 R's of the recycling in English language.

The project consists of 7 (seven) didactic videos made with the PowToon tool with a duration between 3 to 6 minutes; the importance of short duration didactic videos is formulated so that the teacher could have a better management of the time of his class and also be able to answer questions that arise during the class.

“Isabel Pérez Torres is a PhD in English Philology from the University of Pomegranate. She has extensive teaching experience in teaching secondary, as in the university environment. She has received multiple awards international institutions for their teaching and research work. In the last 18 years she has developed a great job as a teacher trainer, especially in the fields of integrated content and language learning (CLIL) and in the teaching of languages assisted by the technologies of information and communication (ICT)” (Perez I. , 2018)

It also has numerous publications in both fields and offers the following template to plan different aspects in sequence. This template has many advantages:

“- In the first place, it helps to reflect on the practice that you want to carry out and allows you to generate ideas, anticipate problems and solutions, etc.

- It is useful to inform, share and discuss the work that is being carried out by the other bilingual teachers or linguistic assistants.

- It will also be a useful document when we evaluate how an activity has worked in practice in the classroom and for future modifications and improvements of the approach.

- We also believe that it is useful to guide possible substitutes and teachers who join for the first time” (Perez I. , ESL My workshops , 2018)

As a was applied in each CLIL didactic sequence videos that allows to plan and pose the different elements for each video and each activity. It describes the subject, the objective, the language and the structures to be worked on, the cultural context and how the final activity will be evaluated.

6. Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 1

Course / Level: Fifth Grade

1. Learning goals	To know the meaning 3 R’s (reduce, reuse and recycle). To understand the importance to take care of the environment.
2. Subject Content	Meaning 3 R’s reduce, reuse, and recycle. How can you apply what you learned in class in everyday life?
	3. Language Content / Communication
Vocabulary	Nouns: reduce, reuse and recycle. Verbs: like, want.

Structures	WH questions Present simple.
Language skills	Listening and speaking skills.
4. Contextual (cultural) element	To learn how we can take care our planet through of 3 R's.
5. Cognitive (thinking) processes	The students should remember a concept then they can understand it and apply it, analyze the video then they will make a synthesis to be able to talk about the topic and give their own opinions.
6. (a) Task(s)	Answer comprehension questions from the video and prepare an oral presentation to give their personal opinion.
6. (b) Activities	Before you watch 1)Match the correct word with the image While you watch 2)Draw a line from each word to the correct meaning After you watch 3)Ask your partner give and write your opinion. How do you take care of your planet?
	7. Methodology

Organization and class distribution / timing	<p>The methodology will be active and participatory.</p> <p>In the first video the final work will be in pairs in which there will be some questions and each student will give their opinion. Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video: 2:27</p>
Resources / Materials	<p>Audiovisual tool in which the video can be transmitted.</p>
Key Competences	<p>Perhaps, what the cultural part implies is how our culture takes care of our planet through the e3 Rs. of recycling knowing the meaning of reduce, reuse and recycle.</p>
8. Evaluation (criteria and instruments)	<p>In the first video speaking skills will be evaluated when the students give their opinion in conversation activities, what they think about their planet and how they help to take care of it.</p>

Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 2

Course / Level: Fifth Grade

1. Learning goals	To learn to classify garbage in the correct trash cans. To Identify the trash cans colors.
2. Subject Content	Classify the garbage in the correct trash cans, the corresponding color to throw away each type of garbage.
	3. Language Content / Communication
Vocabulary	Nouns: reduce, reuse and recycle, trash cans colors (blue, grey and green) to each type of garbage (plastic, glass, paper, cardboard and organic waste). Verbs: like, want, classify.
Structures	WH questions. Present simple.
Language skills	Speaking and listening skills.

4. Contextual (cultural) element	The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans.
5. Cognitive (thinking) processes	The students should remember a concept then they can understand it and apply it, analyze the video then they will make a synthesis to be able to talk about the topic and give their own opinions.
6. (a) Task(s)	Answer comprehension questions from the video and prepare an oral presentation to give their personal opinion.
6. (b) Activities	<p>Before you watch</p> <p>1) Match the correct word with the image</p> <p>While you watch</p> <p>2) What objects we can throw away in the trash can? Mach the object with the correct trash can</p> <p>After you watch</p> <p>3) Select the best option.</p> <p>How do you work 3R's in your school?</p> <p>A) Classify garbage</p>

	<p>B) Throw the garbage</p> <p>C) Not work in my school 3 R's</p> <p>4) Ask your partner give and write your opinion.</p> <p>Do you divide the garbage in the correct trash can?</p>
	7. Methodology
Organization and class distribution / timing	<p>The methodology will be active and participatory.</p> <p>In the second video the final work will be in pairs in which there will be some questions and each student will give their opinion.</p> <p>Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video:3:23</p>
Resources / Materials	Audiovisual tool in which the video can be transmitted.
Key Competences	<p>In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to their colors.</p>

8. Evaluation (criteria and instruments)	In the second video, speaking skills and participation will be evaluated when asking previous knowledge questions such as colors in conversation activities about what they have learned in class, given their opinion about, if in their school are garbage classification problems.
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Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 3

Course / Level: Fifth Grade

1. Learning goals	To identify what kind of objects we can reduce, reuse and recycle.
2. Subject Content	How we can reduce, reuse and recycle different kinds of garbage.
3. Language Content / Communication	
Vocabulary	<p>Nouns: reduce, reuse and recycle, trash cans colors (blue, grey and green) to each type of garbage (plastic, glass, paper, cardboard and organic waste).</p> <p>Verbs: like, want, classify, know.</p>
Structures	WH questions

	Present simple.
Language skills	Speaking and listening skills.
4. Contextual (cultural) element	The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans identifying what kind of objects we can reduce, reuse and recycle.
5. Cognitive (thinking) processes	The students should do an analysis of the video, then do a synthesis to be able to talk in conversation activities about what they have learned in class, what they think about their planet and how they help to take care of it.
6. (a) Task(s)	Answer comprehension questions from the video and prepare an oral presentation to give their personal opinion.
6. (b) Activities	<p>Before you watch</p> <p>1) Match the correct word with the image</p> <p>While you watch</p> <p>2) Listen the video a draw a line from each word to the correct meaning.</p> <p>Avoid unnecessary use of paper or cardboard</p> <p>Find a new use for something</p>

	<p>Is changing old products into new ones After you watch</p> <p>3)Ask your partner give and write your opinion.</p> <p>Do you classify the waste?</p>
	7. Methodology
Organization and class distribution / timing	<p>The methodology will be active and participatory.</p> <p>In the third video the final work will be in pairs in which there will be some questions and each student will give their opinion. Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video: 2:44</p>
Resources / Materials	Audiovisual tool in which the video can be transmitted.
Key Competences	<p>In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to their colors.</p>

8. Evaluation (criteria and instruments)	In the third video, speaking skills and participation will be evaluated when asking previous knowledge questions such as colors and other questions about how they classify the waste.
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Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 4

Course / Level: Fifth Grade

1. Learning goals	To recognize and learn the different vocabulary about 3 R's. Identify and say your friend your favorite word
2. Subject Content	Learn the vocabulary that has been learned during the unit and others that will be used in the following videos.
3. Language Content / Communication	
Vocabulary	Nouns: reduce, reuse, recycle, plastic, glass, paper, cardboard, organic waste, bottle, glass, cut paste, clean, throw garbage, pick up, canvas bag, earth, light, water, plants, box. Verbs: like, want, classify, know.
Structures	WH questions.

	<p>Present simple.</p> <p>Past simple.</p>
Language skills	Listen and speaking skills.
4. Contextual (cultural) element	The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans identifying what kind of objects we can reduce, reuse and recycle. Also, they learn different vocabulary that will help them for the next videos.
5. Cognitive (thinking) processes	The students should remember a concept then they can understand it and apply it, analyze the video then they will make a synthesis to be able to talk about the topic and give their own opinions. Also, they try to say the words with good pronunciation.
6. (a) Task(s)	Answer comprehension questions from the video and prepare an oral presentation to give personal opinion.
6. (b) Activities	<p>Before you watch</p> <p>1)Write the name in the correct image.</p> <p>Earth- light – box- pick up the garbage- plastic bottle- glass bottle.</p> <p>While you watch</p>

	<p>2) Listen the video and write the most difficult words for you After you watch</p> <p>3) Complete the text with the next words.</p> <p>Earth - organic waste - trash - garbage</p>
	7. Methodology
Organization and class distribution / timing	<p>The methodology will be active and participatory.</p> <p>In the fourth video the final task will be individually, in which there will be some questions about vocabulary and each student will say their answer with correct pronunciation. Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video:4:37</p>
Resources / Materials	<p>Audiovisual tool in which the video can be transmitted, white paper and markers.</p>
Key Competences	<p>In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to their colors.</p>

8. Evaluation (criteria and instruments)	In the fourth video, at the beginning of the video speaking skills and participation will be evaluated when asking previous knowledge questions such as colors and other questions about how them classify the waste. Also, at the final part of the video will be evaluated the vocabulary given in the video with correct pronunciation.
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Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 5

Course / Level: Fifth Grade

1. Learning goals	To remembering vocabulary about 3 R's (reduce, reuse and recycle)
2. Subject Content	To learn the vocabulary that has been learned during the unit and others that will be used in the following videos.
3. Language Content / Communication	
Vocabulary	<p>Nouns: reduce, reuse, recycle, plastic, glass, paper, cardboard, organic waste, bottle, glass, cut paste, clean, throw garbage, pick up, canvas bag, earth, light, water, plants, box.</p> <p>Verbs: like, want, classify, know.</p>

Structures	WH questions Present simple.
Language skills	Listening, speaking and writing skills.
4. Contextual (cultural) element	The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans identifying what kind of objects we can reduce, reuse and recycle. Also, they learn different vocabulary that will help them for the next videos.
5. Cognitive (thinking) processes	The students should execute analysis of the video, then do a synthesis to can talk about the topic and give their own opinions. Also, they try to remembering the words and say with good pronunciation then write it. The students repeat each word for later when the teacher asking give and correct answer.
6. (a) Task(s)	Answer comprehension questions from the video and prepare an oral presentation to give your personal opinion.
6. (b) Activities	Before you watch 1)Write and draw the before words in the correct place: Reduce, reuse and recycle. While you watch

	<p>2)Check X the words that you heard in the video.</p> <p>After you watch</p> <p>3)Write T (true) or F (False) WHERE CAN YOU PUT THE NEXT WORDS?</p> <p>EXAMPLE</p> <p>You can put PAPER in REUSE? TRUE</p> <ul style="list-style-type: none"> • You can put bottle in reuse? _____ • You can put water in recycle? _____ • You can put box in reuse? _____ • You can put trash cans in reduce? _____
	<p>7. Methodology</p>
<p>Organization and class distribution / timing</p>	<p>The methodology will be active and participatory.</p> <p>In the fifth video the final work will be in groups of 3 maximum 4 students, in which there will be some questions about vocabulary and each student will write their answer. Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video:3:42</p>

Resources / Materials	Audiovisual tool in which the video can be transmitted, white paper and market.
Key Competences	In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to their colors and decrease the amount of garbage trying to reduce, reuse and recycle the different kinds of garbage mentioned in the video.
8. Evaluation (criteria and instruments)	In the fifth video will be evaluated speaking, listening and writing skills, in which each group will put the words they think are right for reduce reuse and recycle. In the video, the correct answers will be given instantly and be an independent evaluation of each group.

Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 6

Course / Level: Fifth Grade

1. Learning goals	To make a recycle object.
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2. Subject Content	Following the instruction to make a recyclable turtle piggy.
	3. Language Content / Communication
Vocabulary	Nouns: plastic, cardboard, bottle, glass, cut, paste, turtle piggy, draw. Verbs: like, want, classify, know, make.
Structures	WH questions Present simple.
Language skills	Speaking and listening skills.
4. Contextual (cultural) element	The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans identifying what kind of objects we can reduce, reuse and recycle. Also, they learn different vocabulary that will help them and how we can make different things con recyclable materials.
5. Cognitive (thinking) processes	The students should follow instructions to make some recyclable crafts. Also, they try to remembering the steps and different vocabulary with correct pronunciation.
6. (a) Task(s)	Make some recyclable objects and learn about the importance of recycle.

<p>6. (b) Activities</p>	<p>Follow the steps to make a turtle plastic piggy with a recycle bottle.</p> <p>Conversation activities about what they have learned in class, what is the turtle name and different vocabulary about how we can make crafts with recyclable materials.</p>
<p>7. Methodology</p>	
<p>Organization and class distribution / timing</p>	<p>The methodology will be active and participatory</p> <p>In the sixth video the students will be working independently, each student should follow steps to make recyclable turtle with plastic bottle and present their turtle to his/her classmate. Also, the video includes a phrase that is used in everyday life which they will have to take into account and use whenever possible.</p> <p>Time of the video:2:16</p>
<p>Resources / Materials</p>	<p>Audiovisual tool in which the video can be transmitted, bottom of the bottle, recyclable cardboard, scissors, market.</p>
<p>Key Competences</p>	<p>In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to</p>

	<p>their colors and decrease the amount of garbage trying to reduce, reuse and recycle the different kinds of garbage mentioned. Also, the students learn how we can make different recycle objects and decrease the environmental pollution.</p>
<p>8. Evaluation (criteria and instruments)</p>	<p>In the sixth video listening skills will be evaluated at the moment in which each student follows the instruction to make a recyclable turtle, then will be evaluated speaking skills at the moment in which each student present the turtle to his /her classmate.</p>

Didactic sequence videos

Subject: Science

Teacher: Laura Castaño

Title of the Video: Video 7

Course / Level: Fifth Grade

<p>1. Learning goals</p>	<p>To evaluated the process.</p>
<p>2. Subject Content</p>	<p>Will be evaluated all content of the videos.</p>
	<p>3. Language Content / Communication</p>
<p>Vocabulary</p>	<p>Nouns: reduce, reuse and recycle, the trash cans colors (blue, grey and green) to each type of garbage (plastic, glass, paper, cardboard and organic waste), bottle, glass, cut paste, clean, throw garbage,</p>

	<p>pick up, canvas bag, earth, light, water, plants, box, bottom bottle, turtle piggy,</p> <p>Verbs: like, want, classify, know, make, draw.</p>
Structures	<p>WH questions</p> <p>Present simple.</p>
Language skills	<p>Listening, reading, speaking and writing skills will be evaluated.</p> <p>The evaluated question will be about all content in each video of the unit.</p>
4. Contextual (cultural) element	<p>The students learn how we can take care our planet through of 3 R's and how they should throw the garbage in the correct trash cans identifying what kind of objects we can reduce, reuse and recycle. Also, they learn different vocabulary that will help them and how we can make different things con recyclable materials.</p>
5. Cognitive (thinking) processes	<p>The students should execute analysis of the video then do the evaluation choosing the answer that consider correct.</p>
6. (a) Task(s)	<p>Answer questions from the video about all learned in the unit.</p>
6. (b) Activities	<p>Choose the answer that consider correct.</p>
	7. Methodology

Organization and class distribution / timing	<p>In the seventh video the evaluation will be in pairs in which there will be answer 10 (ten) questions about all learned in the unit. The estimated time for each question is 3 minutes.</p> <p>Time of the video:4:02</p>
Resources / Materials	<p>Audiovisual tool in which the video can be transmitted, paper, pencil.</p>
Key Competences	<p>In the cultural part, the goal is for each student to learn and understand the importance of taking care of the planet through the 3 R's of recycling knowing the meaning of reduce, reuse and recycle. On the other hand, the students will learn to classify garbage by throwing it into the appropriate trash cans according to their colors and decrease the amount of garbage trying to reduce, reuse and recycle the different kinds of garbage mentioned. Also, the students learn how we can make different recycle objects and decrease the environmental pollution.</p>
8. Evaluation (criteria and instruments)	<p>In the seventh video the evaluation will be in pairs in which there will be answer 10 (ten) questions about all learned in the unit.</p> <p>The evaluation will be multiple choice, the student chooses the answer that consider correct. Also, the speaking skill will be evaluated at the moment in each couple share their opinions always</p>

	talk in English and using the different vocabulary learned in the unit.
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In conclusion the previous templates serve to better develop the objectives you want to achieve with each video and define each methodological aspect that will be used in each activity.

According to CLIL methodology, “the use of multiple resources and materials, especially TIC, provides a richer and more varied context. On the other hand, this use also promotes the student's interactivity and autonomy. This aspect is carried out mainly by the:

- Use of digital resources and especially the Web: texts, podcasts, videos, etc.” (Perez I. , 2016)

For that reason, make the decision to make some instructional videos taking into account the technology time and the facility to include the student to work in front a computer.

The CLIL evaluation is an integral part of learning, the teacher decides the criteria for language evaluation. It is useful to focus on the areas of the language you have covered in class, so a grid is established for the evaluation, so that students know what is going to verify.

Respecting the autonomy of teachers in this process, it is positive to take into account the process carried out by the students, a process that deserves to be evaluated, and taking into account the cultural component, and that the change of attitude or conscience in young people, in this context of caring for the planet, is evaluated as an additional achievement.

7. Material evaluation

Following the guidelines proposed by the committee of degree works, the evaluation of the teaching material was made through the validation carried out by expert peers.

For these two evaluators are sought, consequently, their contributions are the following:

Edilberto González Flórez

Master in Applied Linguistics to the Teaching of English as a Foreign Language, Bachelor in Basic Education with Emphasis in Humanities and Languages. Libre University. Professor of Education Faculty University Antonio Nariño. Bogotá.

He was chosen according to his studies and his career because being important have a point of view of a teacher that work with Linguistics Applied to the Teaching of English. His observation about the didactic sequence videos was the next.

The didactic material is "relevant" since it makes use of the social and cultural context, as well as the visual, technological tools necessary to facilitate the understanding of the subject. Although the video is not delimited in a timely manner the population to which it is addressed, its convenience in primary basic education is inferred.

Richard Fernández

Teacher of English and Coordinator of Coexistence in a District Educational Institution, Bachelor in Languages. Specialization Program in Education and Education Projection and Master in Education, with 17 years of teaching experience at all educational levels, from Preschool to University Studies. adult education, deepening and extension. He was chosen according to his studies and his career because being important have a point of view of a teacher that work in the public sector. His observation about the didactic sequence videos was the next.

It is a good material and although the pronunciation is good, it is necessary to work a little more on it, the presentation is well thought out with transversal contents and perhaps serving the PRAE project, which makes it relevant in an educational context for children and adolescents who it is supposed to be the target population of the videos.

To conclude the material evaluation, the expected results were obtained and the material would be ready to be applied to the population to which it is addressed "elementary school" and could be beneficial not only for the students, but also for the teachers, since they can have a better tool that would provide important elements that are useful for their learning process.

8. Recommendations

Nowadays, it is observed that teachers focus their classes on the teaching of the traditional and structured method. This type of teaching has created a lack of interest in students to learn and use language for communicative purposes.

Although some teachers complain about students' lack of interest in language learning, they do nothing to change that, and a possible alternative would be to design and implement materials and activities with the CLIL approach.

Language teachers must not only worry about teaching their class and complete the requirements of the curriculum but also improve the English language and include innovative models and teaching methods in order to improve skills by looking for tools to improve their academic levels.

The creation of this project helped me grow both professionally and personally and enrich my cultural identity by the theme that I have chosen "to learn to care for the environment" a

theme that has been left out by society but, in the end, is equal to important to teach math or a language.

Many times, we think about the best way to teach without taking into account the impact that we can generate on our students choosing innovative ways to teach, taking into account this the decision is made to work with the CLIL approach that for its advantages is already new apart it is decided to add something even more innovative as they are the ICT since at this time students like and are facilitated to learn through technological means.

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10. Anexo

Guidebook. 3R'S OF ENVIROMENT (Reduce, Reuse and recycle).