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"Mankind will only work to solve the World issues, when their own soles are on the brink of extinction too. "

Yaisniel Gámez, 2018

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Abstract

Environmental Education is concerned with those aspects of human behavior which are more directly related to man's interaction with bio-physical environment and his ability to understand this interaction. This Thesis assesses the need for Environmental Education in Elementary school. It focuses on enhancing the students' Environmental Education in terms of knowledge, motivation and attitudes; emphasizing the essential role teachers play in transmitting the knowledge, skills, attitudes and values, so as to restore or at least mitigate the irreversible damage being caused to the environment. The proposal strengthens civic education as a component of Environmental Education through an Environmental Interest Group for 5th grade students, class A at "Ramón Pando Ferrer" Elementary School.

Résumé :

L'Éducation Environnementale est concernée avec ces aspects de la conduite humaine, qui sont plus directement liés à l'interaction de l'homme avec l'environnement biophysique et sa capacité pour comprendre cette interaction. Cette thèse évalue le besoin de l'Éducation Environnementale dans l'école élémentaire. Elle vise à améliorer l'Éducation Environnementale des élèves, en termes de connaissance, motivation, attitudes ; tandis que souligne le rôle fondamental qui jouent les professeurs à l'heure de transmettre les connaissances, habiletés, attitudes, et valeurs nécessaires, pour rétablir ou au moins réduire le dommage irréversible produit à l'environnement. La proposition renforce l'éducation civique en tant qu'un composant de l'Éducation Environnementale à travers d'un Club Environnementaliste pour élèves à la cinquième année dans l'école élémentaire "Ramón Pando Ferrer".

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INTRODUCTION

Nowadays environmental issues are too big to be managed by individual persons or individual countries, in other words, it is an international problem. People are witnesses of completely desolate, spoiled territories and very changeable climate. As a result, the world desires to unify efforts of each country and every person in a fight with global problems of the environment.

As countries around the world face complex environmental and social issues, there is a growing recognition that education has a key role to play. It is critical that we help students understand how our individual and collective behavior affects the environment, and how environmentally responsible lifestyles can contribute to healthy, sustainable Eco proposals. Environmental Education is a vital tool that helps young people understand the Nature and complexity of environmental challenges and builds their capacity to take appropriate action.

In Cuba the Environmental Education has become essential, not only through the teaching learning process, but also through educational activities that favor environmental education. Therefore, teachers are the ones in charge of developing pro-environmental behaviors through the strengthening of the students' civic education.

In Santa Clara, at "Ramon Pando Ferrer" Elementary school, where the author of this paper teaches, some empirical methods such as: Participant observation, Interview, Survey, Analysis of Documents were implemented for the development of the present research. The latter, allowed the author to find out that the aims of the English subject in 5th grade showed that students are not only addressed to the learning of this foreign language but also to strengthen students' attitudes through the study of the different linguistic contents and topics. However, these topics have not been clearly stated in the aims of the subject in 5th grade. Hence it was proved that the strategy for Environmental Education is not centered on the students' civic education. Furthermore, a revision of the 5th grade workbook showed that just 17 lessons out of 40 treat environmental issues explicitly, thus it was confirmed that students from the 5th grade members of an Environmental Interest Group at "Ramón Pando Ferrer" Elementary School lack good manners relating to their peers, communication and even the use of obscene and violent language, being their interpersonal relationships considerably inadequate.

Among the main causes of these difficulties, it was found the students' poor Environmental Education expressed through the lack of explicit information about this topic in the program of the subject and the methodological guidelines for 5th grade, and the negative influence of their classmates, friends, teachers and the community in general in terms of Environmental education. In addition, the students have little knowledge about their rights, social manners and laws, responsibilities, opportunities and behaviors in their communities, in relation to the environment what hinders their development as a group and individuals.

Several specialists have carried out some researches on Environmental Education in the different educational levels such as: Abreu, 2002; Marimón, 2004; Marrero, 2007; Abad, 2012; Meson, 2013; Utria, 2013; Gutierrez, 2014; Yanes, 2015 and Berges, 2015. Although the latter, proposed a system of activities to contribute to the Environmental Education for sustainable development of 6th-grade students at "Ramón Pando Ferrer", school where the author of this paper teaches; it was corroborated that neither his research nor the ones before, have been devoted to strengthening civic education through English lessons.

Such problematic situation led the author to state the following **scientific problem**:

How to contribute to strengthen civic education for 5th grade students, class A at "Ramón Pando Ferrer" Elementary School?

Object of research:

Strengthening of civic education through an Environmental Interest Group for 5th grade students, class A at "Ramón Pando Ferrer" Elementary School.

Objective:

To build up a proposal of activities that contributes to strengthen civic education through an Environmental Interest Group in English Language for 5th grade students at "Ramón Pando Ferrer" Elementary School.

Scientific questions:

1. What are the weaknesses and strengths for 5th grade students' members of an Environmental Interest Group regarding the civic education at "Ramón Pando Ferrer" Elementary School?

2. What theoretical and methodological bases back up the strengthening of the Environmental Education focusing on civic education as one of its components?
3. What changes may be introduced in teaching learning process of English that might contribute to strengthen civic education through an Environmental Interest Group for 5th grade students, class A at “Ramón Pando Ferrer” Elementary School?
4. What went well and what did not go well during the application of a preliminary proposal of activities to contribute to strengthen civic education through an Environmental Interest Group for 5th grade students, class A at “Ramón Pando Ferrer” Elementary School?
5. What transformations occur in the subjects of research after the building up process of the final proposal?
6. What final scientific result emerges from the building up process of the final proposal?

Scientific tasks:

1. Assessment of the Interest Group students’ weaknesses and strengths regarding the civic education in English language at “Ramón Pando Ferrer” Elementary School.
2. Establishment of the theoretical and methodological bases that back up the Environmental Education focusing on civic education as one of its components.
3. Introduction of the initial proposal of activities to contribute to strengthen the civic education through an Environmental Interest Group in English Language of 5th grade students.
4. Evaluation of what went well and what did not go well during the application of a preliminary proposal of activities to contribute to strengthen civic education through an Environmental Interest Group for 5th grade students, class A at “Ramón Pando Ferrer” Elementary School.
5. Evaluation of the results obtained from the implementation of the proposal.
6. Proposal of the final scientific result that emerged from the building up process.

SCIENTIFIC METHODS

This Major Paper is based on the dialectic-materialistic scientific methods and follows mostly a qualitative approach, specifically the action-research method to find a solution to the scientific problem.

From the theoretical level:

- **Analytic-Synthetic:** It was used in the process of the methodological theoretical information obtained from the different consulted sources as well as in the analysis of the resulting data obtained from the administration of different empirical instruments.
- **Inductive-Deductive:** It was used in the establishment of general and particular theoretical considerations expressed by different specialists on the topic object of research and in the analysis and interpretation of the data obtained through the different instruments administered, during the building up process of the final scientific results.
- **Historical-logical:** It allowed the historic study of Environmental Education in the teaching learning process worldwide, as well as the analysis of the poor treatment the civic education has had at school so far.
- **Systemic approach:** To explain and guarantee the internal structure of the research process.
- **From the Empirical level:**

Analysis of Documents, Participant observation, Interview, teacher's diary, and Triangulation: These methods were administered to corroborate the problematic situation stated in the introduction.

From the mathematical level:

Percentage analysis

Frequency charts

SUBJECT OF RESEARCH

The students are quite motivated with the Environmental Interest Group, since teaching conventional rules are broken and they are given the chance to learn in a different way. Their interest for learning the English language is visible. Although they certainly like participating in the activities, this usually represents an issue, because they misbehave. Furthermore, they have little knowledge

about their rights, social manners and laws, responsibilities, opportunities and behaviors in their communities, in relation to the environment. Although they know that protecting the environment is a must, they show little respect towards the same.

Discussion

1 Needs Assessment related to the students' civic education

Seeking to corroborate the problematic situation described in the introduction of this research, several empirical methods were administered to the subjects of research following some categories and sub-categories which were suggested by the discussion group in order to obtain as much information as possible about the students' weaknesses and strengths regarding their environmental education.

1.1 Characteristic of the subjects of research.

The subjects of this research belong to 5th grade, class A, at "Ramón Pando Ferrer" Elementary School. They are generally keen to talk about themselves, using their own lives experiences as main topics in the classroom. Hence, the teacher knows exactly in what aspects they need or do not to be educated or oriented. The imitation and repetition of foreign sounds is fun for them, which makes learning easier. They display an enthusiasm for learning; they always express their love for the English lessons. They also show a curiosity about the world around them, what usually makes them get distracted. They often learn more indirectly. They tend to remember words or phrases they ask at random rather than the ones in the lessons, such characteristic hinders their progress. They have a need for individual attention and approval from the teacher, what gets the latter into trouble, because it is impossible to assist every single student at the same time.

1.2 Empirical methods

Empirical methods were used to gather enough information about the topic, to help the author of this paper with the investigation.

- Analysis of documents: It was used to know the treatment given to the Environmental Education and the actions suggested for the strengthening of civic education as a component of the former, within the syllabus of the English subject of 5th graders' TV lessons and workbook.
- Participant observation: Several participant observations were carried out to evaluate the students' strengths and weaknesses regarding their knowledge and behaviors related to civic education.

- Interview: It was administered to the students in order to find out the main causes of their strengths and weaknesses regarding their knowledge and behavior related to civic education.
- Pedagogical test: It was given to the students to find out about their knowledge on civic education topics.
- Teacher's diary: Through the use of this method, the author recorded what happened in his classes and wrote down his reflections about the students' behaviors. It included reflections about the results obtained through other empirical methods.
- Triangulation: It was used as a means to identify regularities about the problem studied, through the data obtained in the administration of different empirical methods and then to design a proposal of activities which could meet the students' needs.

1.3. Analysis of the results.

The following categories and subcategories were taken into account:

Categories/	Subcategories
Categories	Subcategories
Cognitive	Definition of Environment. Definition of civic education Identification and understanding of the main civic education misbehaviors at school. Identification of wrong civic education practices. Importance of being civically educated. Assessment of the influence of human civic education actions on the society.
Affective	Accepting or rejecting inappropriate environmental practices. Feeling of pleasure or displeasure to take part in actions for the solutions of environmental issues. Feeling towards being civically educated. Degree of satisfaction displayed in the active and spontaneous participation when exchanging ideas and viewpoints.
Attitudinal	Self-recognition of being civically educated. Involvement in the solution of civic education misbehaviors Defensive attitude towards the manifestation of doing irresponsible civic duties.

Analysis of documents:

The analysis of documents (Annex 1) allowed the author to find out about the treatment given to theme under research in the syllabus of the English subject for 5th graders. A detailed analysis confirmed that the syllabus has among others, the objective of strengthening students' Environmental Education, and it includes actions to strengthen the students' civic education as well. The English workbook offer some potentialities to deal with civic education topics.

Seeking to corroborate whether the objective mentioned above was backed up by any other subject, it was confirmed that the syllabus of Civics is in charge of strengthening students' civic education. Hopefully, it was confirmed that the subject copes with both, students' environmental and civic education as well. A further analysis of the contents of this subject will be carried out.

To sum up, though the English syllabus, students' workbook and the subject of Civics include objectives and actions to strengthen the students' civic education, the students are not really aware of the importance of putting into practice the knowledge acquired effectively, what represents a hindrance in the development of children's civic education.

Through several participant observations (Annex 2), the teacher could get familiar with his students' weaknesses and strengths on civic education.

Three categories and their corresponding sub categories were taken into account to evaluate those students' strengths and weaknesses: the cognitive, the affective and the attitudinal.

Cognitive Category:

To get more information about this category, a pedagogical test was administered.:

The Pedagogical test, (Annex 4) also corroborated the weaknesses and strengths already stated. The results are:

- The students answered that the environment is only the things one finds in Nature, but they do not view the relationships among these things as part of the concept as well.
- The students identified the main civic education issues in the center and in their communities.
- Wrong civic education practices were also identified
- They were aware of the Importance of having good civic education habits and behaviors.

As a result of all the negative attitudes displayed by the students, the author of this paper considered essential to administer them an Interview to find out causes of their misbehaviors

- All the students think that the environment is everything that surrounds them: Nature and all its elements. They do not conceive other elements such as:

personal appearance, good manners, social coexistence, communication, living conditions, etc.

- They think that the main environmental issues present in their school are: the garbage thrown by teachers and students, the trash left around the school fence, and the sewage. Regarding the ones in their communities, they mentioned loud music (noise), the absence of pedestrian education for accident prevention, uncleanliness and toxic habits, such as: alcohol and cigarette consume. These answers reveal that a significant problem like Indiscipline is not thought to be a wrong environmental practice.
- 27 students (84.38%) considered that, throwing garbage into the waters (river, sea, lakes) and on the floor were wrong environmental practices.
- All the students agreed that being civically educated and doing their civic duties is a must because that way, they could learn and use the knowledge to help solve the problems or avoid causing one.

In short, it could be affirmed that the results in the cognitive category showed that 26 students (81.25%) have a partial knowledge about what Environmental Education comprises and means.

Affective Category:

The data obtained during the participant observations was recorded and analyzed in the teachers' diary. The information showed that:

- The students rejected wrong environmental practices they were used to do. However, they were not able to reject the ones their classmates did every day.
- They did not show enthusiasm to take part in the solution of their misbehaviors.
- They seemed apathetic to students' civic misbehaviors

During the interview administered to the students, they expressed that:

- They do not criticize their classmates' wrong civic education practices because they think it is an unfriendly behavior.
- Most of them expressed their disapproval to help solve the problems, because it could cause them troubles.

- They stated that they were quite affected by some classmates' wrong civic manners present in the school. However, they had not informed the school authorities about that.
- They explained that they were apathetic to students' civic misbehaviors because sometimes they are not able to identify those problems.

In short, the affective dimension showed that their lack of knowledge about what civic education means and its scope. However, 29 students (90.61%) are motivated to learn more about the topic as they have realized that many of their troubles with teachers during the lessons are due to their lack of knowledge about what civic education is and what its extension.

Attitudinal Category

While answering the pedagogical test, the students behaved inappropriately. This behavior became visible in the following students' attitudes:

- The students lack good manners.
- The students misbehaved while answering the instrument.
- They expressed they lacked knowledge about Environmental Education.
- The great majority considered they were not well trained in doing their civic duties.
- Most of them affirmed they preferred to avoid confronting those who behave inappropriately to evade troubles.
- Lack of good manners and discipline.

The students were interviewed to get information about the causes of their misbehavior at school. Their answers were:

- The great majority considered that though, they have a subject dealing with civic education, they were not able to do their civic duties correctly.
- Most of them affirmed they preferred to avoid confronting those who do not do their civic duties correctly
- Their lack of good manners and discipline were because of their lack of awareness about what Environmental Education means as well as their role as citizens.
- The attitudinal category corroborated that 29 students (90.61%) often do not behave either constructively or positively.

- Moreover, 23 students (71.88%) lack good manners when addressing their peers, and using offensive and inappropriate language inside the classroom. The students also interrupt the lessons fighting among them to answer the exercises or asking for permission to go to the bathroom.
- They usually shout one another when trying to control the discipline by themselves, which affects their communication, a key issue of their civic education.

1.4 Regularities of the Needs Assessment.

Taking into account the results previously analyzed, the following regularities were found:

Strengths

- The students were motivated to learn about environmental education.
- The students considered Environmental Education as an essential theme that everybody must know and master.

Weaknesses

- The lack of good manners in these students hinders their capacities to learn.
- They showed little knowledge about what Environmental Education truly comprises.
- They misbehave quite as often.
- They do not identify communication, good manners, discipline as components of civic education.
- The students refuse to take part in the solution of problems, in terms of criticizing wrong environmental practices.

The results obtained in this phase allowed the author of this study to design a proposal of activities that contributes to strengthen the civic education for 5th grade students, class from “Ramón Pando Ferrer” Elementary School through an Environmental Interest Group in English Language.

2 Theoretical and methodological foundations of the Environmental Education in elementary school.

The present epigraph shows the essential theoretical and methodological background related to the object of the research, after having studied and evaluated the scientific literature for such purpose.

2.1 Antecedents of environmental education.

Nowadays, teachers of all educational levels must manage or have at least a clear idea of what Environmental Education means and copes with. The topic has been debated for decades, since people began to see themselves as social beings who were reflected in the changes of the society that varies from one socio-economical formation to another.

“In Cuba, since the colonial period, outstanding personalities made emphasis on the importance of applying the principle of Nature in the teaching-learning process, though the concept of environment was not used yet by that time. Among those personalities, is Felix Varela who said “(...) the real teacher of men is Nature.” Jose Julian Martí Pérez who sentenced “(...) divorcing men and Nature is an abominable act (...)”; and Enrique Jose Varona who stated: “(...) human beings need to acquire a representation of the natural environment that surround them (...)” (Berges, 2015:12 Major Paper)

In 1969, in the States, William B. Stapp wrote a definition for this new, all-encompassing concept of Environmental Education (EE):

“Environmental Education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution” (Stap,1969: 34)

Moreover, Stapp outlined the four goals of environmental education:

1. To help individuals acquire a clear understanding that man is an inseparable part of a proposal, consisting of man, culture, and the biophysical environment, and that man has the ability to alter the interrelationships of this proposal

2. To help individuals acquire a broad understanding of the biophysical environment, both natural and man-made, and its role in contemporary society
3. To help individuals acquire a fundamental understanding of the biophysical environmental issues confronting man, how these problems can be solved, and the responsibility of citizens and government to work toward their solution
4. To help individuals acquire attitudes of concern for the quality of the biophysical environment, which will motivate citizens to participate in biophysical environmental problem-solving.” (Stap, 1969: 34-35)

Summing up, the main goal of EE is to have people aware and well informed about the damage their actions cause on the environment so that they could spontaneously act for in their communities and any other context. (Adapted from Yanes, 2015: 8)

Later on, in the 1970s, Stapp’s ideas were combined in two more working definitions of EE making the concept more globally applicable. In 1975, it was stated that, “Environmental Education should be an integral part of the educational process, aimed at practical problems of an interdisciplinary character, build a sense of values, and contribute to public wellbeing. Its focus should reside mainly in the initiative of the learners and their involvement in action and guided by both the immediate and future subjects of concern” And in 1977, the UNESCO-UNEP Intergovernmental Conference on Environmental Education in Tbilisi, Georgia proposed another working definition, “Environmental Education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and has the attitudes, motivations, knowledge, commitment and skills to work individually and collectively towards solutions of current problems and the prevention of new ones”(Stap, 1969: 34-35)

This second definition illustrates a process, going beyond the concept given in Tbilisi Declaration. It meets actions individually and collectively; expresses its permanent which aims for present and future generations. Nevertheless, the stated definition is not projected to the society as a whole; mainly because it does not refer to the 9 complex character of the environment and also because there

is no connection between the pedagogical process and the development of the society.

Another starting point for EE is the Tbilisi Declaration (UNESCO-UNEP, 1978). The Tbilisi declaration is the result of an intergovernmental conference held in 1977 and it built on work done at previous meetings in 1972 and 1975. As such it has international legitimacy and stands as a blueprint for EE in many countries (Palmer, 1998).

This document sets out the goals of Environmental Education as follows:

- to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;
- to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment;
- to create new patterns of individuals' behavior, groups and society as a whole towards the environment. (Radeiski, 2008/2009: 7-9 Master Thesis)

The definitions included formal and informal educational approaches and the idea that EE can be:

Environmental Education as education about the environment

The view of Environmental Education as education about the environment is a traditional view, which is sometimes referred to as the objective view. It considers the environment as a subject for investigation and includes the development of knowledge about the environment, environmental issues and problems, and the development of appropriate technical and intellectual skills to address environmental issues. (Gough, 1997) (Palmer, 1998).

Environmental Education as education in or through the environment

Environmental Education entails more than learning about the environment. It also entails a wider interpretation and learning about the environmental crisis (Palmer, 1998). The interpretation is facilitated by the use of real life situations to develop knowledge through inquiry (Lee & Williams, 2001); hence, the focus on experiences in the environment. Therefore, it was confirmed that learning about Environmental Education involves hands-on activities like observing their surroundings and learning through field studies. The stage is the environment itself. In this case, the environment is used as a resource for enquiry and discovery, helping learners learn how to learn, an aspect which is currently being

emphasized in education. Also, learning through the environment can be a source of material for realistic activities in different subjects like language, mathematics, science, and many others (Palmer, 1998).

Environmental Education as education for the environment

Contemporary Environmental Education goes further than learning about the environment and in the environment. This dimension focuses on the aspect of ethics. It advocates the learning of Environmental Education which aims at the preservation and improvement of the environment by making individuals develop attitudes or concern for the environment so that they can take action to address various environmental issues or promote environmental quality (Lee & Williams, 2001).

As it was stated before, different definitions of EE have been given by some authors, and they all define EE as an important goal to be fulfilled, what proves the evolution of this concept. That is why the author of this paper ascribes to the one given by Law 81 or Environment Law (1997) in which EE is defined as:

“a continuous and permanent process that constitutes a dimension of the integral education of citizens, oriented in such a way that the acquisition of knowledge, habits, abilities, capacities and attitudes meet the relationships among human beings, and thus their relations with the rest of the society and nature, to favor the economic, cultural and social processes aimed at sustainable development” (Law 81, 1997:4). This concept clearly comprises civic education as one the components of EE.

Civic education is considered a sort of education directed to social relationships, which seeks for strengthening the social coexistence among people; as well as teaching solidarity, responsibility, cooperation and cohabitation either within the educational context or the social one. (Wikipedia, 2018)

To Pagés, civic education encloses an “Ensemble of norms, principles, habits, behaviors, convictions, guidelines... that determine and make possible social coexistence among people”. (Pagés, J. et, 1984).

According to Ruiz Rodríguez (2010), civic education or civics is a process and a result in the process of citizenship in society.

Process as long as, citizens are educated for the achievement of civility, to the advantage of the economically dominant class, in which citizens are endowed with appropriate ways of behaving, before all public spheres.

It is a result as long as:

- The capacity of the good citizen is achieved, civility is achieved, as the ability to spot social issues individually, with the knowledge of duties and rights to participate in the transformation of the civic community in which one lives.
- The rules of civility and courtesy are developed.
- The care and respect for others and the natural and social environment.
- Legal regulations are assumed as a guide for social behavior.
- Knowledge and understanding of rights and duties.
- Personal and social identity, civic responsibility and citizen participation are developed.
- Fundamental human rights are respected.
- One knows how to live in peace with oneself, with the others and the environment, against any manifestation of violence (Ruiz Rodríguez, 2010)

Several definitions of civic education have been given by different authors, and they clearly define civic education as the knowledge and abilities that determine and make possible social coexistence among people". Therefore, the author of this paper ascribes to the one given by Ruiz Rodríguez (2010).

2.2 Environmental Education in elementary school.

The role of education in facing the environmental issues is decisive. Environmental Education should be integrated into the elementary level of teaching. Environmental Education must instill the knowledge, understanding, values and the necessary attitudes on the students to facilitate their participation in the search for Solutions to environmental issues.

The teaching of Environmental Education should be adjusted to the scholars' context. Thus, they would have the opportunity to learn from their own

experiences, being easier for the teacher to instruct the students. Moreover, this Environmental Education should contribute to the development of students' responsibility and encourage them to carry out researches in their own community to help solve problems there. One may start with activities that produce small modifications of improvement in the environment. Teachers, Students and their parents must have an important implication in these activities, so as to show the importance of everyone's cooperation.

The Law of General Ordinance of the Educational Proposal (LGOES) October 3, 1990 in article 2, point 3 of its principles stated:

- Training in respect and defense of the environment.

The Organic Law of Education (OLE) in 2006, appears in its Preliminary Title, Chapter 1, Article 2, as one of the purposes of education: training for peace, respect for human rights, coexistence, cooperation and solidarity among people, as well as the acquisition of values that promote respect for living beings and the environment, in particular the value of forest spaces and sustainable development.

The ORDEN ECI, July 12, 2211/2007, which establishes the curriculum and regulates the management of Elementary Education establishes that the objectives of Elementary Education must aim at:

- training the students to know and understand their natural, social and cultural environment so that they take actions to protect it. It is also emphasized the importance of the relation of the environment with the students, as reflected in the following paragraph:

Within the area of knowledge of the natural, social and cultural environment, it is stated that "attitudes are based on personal identity, socialization and coexistence, health and environment." In this cycle the contents which can be highlighted are:

Block 1. The environment and its conservation

- Respect and improvement of the environment

Block 2. The diversity of living beings

- Active work on the conservation and protection of plants and animals.
- Constructive critical positions against human actions in the environment.

Block 3. Health and personal development

- Critical attitude before social practices that hinder a healthy development and a responsible behavior towards health.

Block 6. Matter and energy

- Assessment of the responsible use of energy sources on the planet.
- Waste production, pollution and environmental impact.
- Individual responsibility for energy saving.

Block 7. Objects, machines and technologies

- Recognition of the importance of using the adequate technological applications in the environment. Later on, in the seventh Organic Law of Education, December 9, 2013, the last educational law that will enter the next academic year, enunciates one of the purposes as: Training for peace, respect for human rights, common life, social coexistence, cooperation and solidarity among peoples, as well as the acquisition of values that provide respect for living beings and the environment, in particular value of Forestry and sustainable development.(Delgado,2014: 9-10,Trabajo fin de grado, La Educación Ambiental en la Escuela de Primaria.).

2.3 Environmental Education in 5th grade.

A general overview of this topic in 5th grade showed that there are some weaknesses in terms of Environmental Education in this level of education. The author of this paper is working on a research project to improve this situation in 5th grade students.

According to the document written by Yoppis (2015), there are some aspects that need to be reoriented towards environmental education.

The main objective in 5th grade is:

- To train a reflective, critical and independent student able to assume a more important role in their behavior, including values such as love for their homeland, their family, their school, their classmates, and for Nature as well. The present syllabus for 5th graders has some weaknesses in relation to students' Environmental Education as follows:
- Misbehavior towards natural and socioeconomic components.
- The textbooks are not in line with the present situation of the environment.
- Lack of a proposal of actions in the school environmental strategy to strengthen students' environmental education.

-Teachers' limited knowledge on environmental issues.

This group of researchers stated some of the most important goals to be attained in this level of education to achieve better results in terms of students' environmental education, and they are:

- ✓ To look for some alternatives that allow to treat Environmental Education oriented towards Environmental Education in 5th graders
- ✓ To exploit the potentialities of the community to favor students' environmental education
- ✓ To guarantee the preparation of Elementary School teachers in terms of environmental education.

Specially in the English syllabus for 5th grade students the aims are stated as follows:

- To ask and answer simple questions about themselves, their families, friends and classmates, and school activities.
- To write simple sentences about themselves, their families by following a guide.
- To follow instructions in the classroom.
- To be able to read poems and rhymes, and sing songs appropriate for their ages by using visual aids, through nonverbal responses, or in Spanish.
- Understand fragments of stories appropriate for their age by using visual aids, through nonverbal answers, or in Spanish.
- Recognize cultural elements related to the content studied in other areas of their curriculum by carrying out or performing simple tasks.
- Develop and use different language-learning strategies that favor comprehension, for example:
 - ✓ To imitate words and sounds in English.
 - ✓ To repeat sounds and words after the teacher.
 - ✓ To recognize cognate words.
 - ✓ To use gestures, actions, etc. to infer meaning.
 - ✓ To listen carefully and participate actively in the activities assigned.
 - ✓ To practice the reading of easy rhymes and sing easy songs.
 - ✓ To practice the sounds in the alphabet.
 - ✓ To seek help through repetition.
- Demonstrate moral values and an appropriate social behavior in the classroom when participating in activities and interacting in a foreign language.

As it can be seen, in the majority of the aims stated above, the environmental content is not explicitly declared, but as far as the teacher deepened on the program of the English subject for 5th grade, he could realize that there are some contents and communicative functions that tribute to strengthen students' civic education. Some of them are summarized below:

Lesson	Content/communicative function
1	Greeting someone formally and informally
28, 29, 30, 31	Ask and say where places are in town. Asking about existence.
18, 19	Describing someone
23	Talking about healthy habits
25, 26, 27	Talking about animals
11, 12, 13, 14	Talking about personal appearance Asking about and describing clothing
15, 16	Talking about family members

In 5th grade the subject "Civics" backs up the treatment of EE in the center. Its main goal is to help individuals develop skills so that they look for solutions to issues, through theoretical and practical learning. This discipline aims at transmitting ethic, civic and patriotic values within a historical and social context, oriented to a comprehensive citizens' formation for a better coexistence in family and society. The contents worked within the subjects are related to people's duties and rights, moral and social values such as: truthfulness, sincerity, authenticity, responsibility, solidarity, well-being, justice, decency, initiative, constancy, humility, tolerance, gratitude, prudence, courtesy and the like. They can be linked to the contents and communicative functions of the English syllabus. In addition, the discipline has some thematic blocks which can be also linked. They are the followings:

Tematic Blocks	Civic and ethic competences
Block 1	Knowledge and understanding of oneself.
Block 2	Management and solution of conflicts.
Block 3	Feeling of belonging to one's community, nation and mankind
Block 4	Respect and affection for diversity.
Block 5	Sense of justice and collective well-being.
Block 6	Social and politic participation.
	Recognition and criticism of misbehaviors.

Summarizing, the contents of the English syllabus and the ones of Civics for 5th graders offer some possibilities to strengthen students' civic education. It all depends on how aware on environmental issues the teacher is.

In general, the analysis of the theoretical and methodological foundations presented in this epigraph proves how essential is to develop an Environmental Education in children. Firstly, to raise awareness and eventually have them work actively in the preservation of the environment, by recognizing that human race deterioration is responsible for the current environmental deterioration of the planet. (Adapted from Berges, 2015, 17)

3 Building up process of the proposal of activities.

3.1 Description of the Proposal

At the beginnings of the regular course (2016-2017), it was detected that students from group 5th A at "Ramón Pando Ferrer" Elementary School presented problems in doing their civic duties. Consequently, it was analyzed in the discussion group the goals and different communicative functions of the grade, and it was suggested to carry out a research aimed at strengthening the students' civic education. Therefore, the author of this paper summoned the students from

his class to be part of an Environmental Interest Group, as part of the extracurricular activities developed at the school. It is important to point out that extracurricular activities play a pivotal role in developing students' habits and abilities as well as in strengthening their civic education because students not only learn English as a subject but they also learn how to behave in different contexts and at the same time they have the opportunity to play games, which is quite important at their age.

The general objective of these activities is to strengthen civic education through an Environmental Interest Group in English Language for 5th grade students, class A. The proposal of activities designed counts with a total of 6 activities.

- The activities were designed for presentation and controlled practice (considering these aspects: Objective, Material Aids, and Procedures) in which the students have to practice and reproduce the communicative functions taught in the lessons. Besides, at the end of the activities the teacher leads the students to reflection, so that they show awareness, concern, knowledge, and willingness towards their civic duties. Almost all the activities were organized in pair and groups, only one activity required students' individual work. Games, cards, printed materials and pictures were used.

- The civic education component used in this proposal of activities is very wide since it comprises good manners, social coexistence, communication, living conditions, personal appearance, among others.

After having analyzed the proposal of activities, it was suggested in the discussion group that this must be flexible to any adaptation and it should take into account the needs of the subjects of research. Moreover, the importance of the task orientations of classroom activities. These task orientations should be contextualized, and they should provide students with enough information to understand what they are supposed to do in the activities. It was also suggested that the activities could be taken from authentic sources and these should be adapted to the needs of the group. Besides, it was analyzed that activities could also be created by the author, but these ones should be revised by specialists.

The author was also advised to pay attention to students' reactions when implementing the activities. Some activities could or not be useful or comprehensible for all students.

3.2 Characteristics of the proposal

The principle, students' centered-class, was taken as a premise so as to design a proposal of communicative activities aimed at strengthening the civic education of 5th grade students, class A from "Ramón Pando Ferrer" Elementary School through an Environmental Interest Group in English Language. According to this principle, lessons should be active and centered on students' educative needs, interests and experiences in order to achieve the objectives of the year."

The proposal of activities includes a linguistic and an environmental goal, which were designed so as to link the classroom to the world, to guarantee the students' motivation towards the activities. Such activities are graded from the simple one to the complex one.

These activities are planned as extracurricular activities to be carried out in an Environmental Interest Group with 32 students who showed interest and motivation towards the environmental issues. Interest groups advocate around issues that affect people, schools and communities, this environmental interest club 5th grade students promotes around the environmentalist education at Ramon Pando Ferrer Elementary School.

Different kinds of activities are held as Environmental Interest Group's program, such as team work, board game, matching, painting and drawing. A great variety of topics are covered through the designed activities since they include protecting the environment, social misbehavior and good manners, among others.

At the end of each activity, the teacher has his students reflect on such issues of the environment dealt with, in order to strengthen their civic education.

An analysis of the results of every activity implemented was made by means of several participant observations and an interview (annex 5) that were administered to students. Notes were taken down about what went well or wrong in the activities, students' reactions, and causes of why the activities did or not work and what needed to be improved or added to the final proposal of activities. The results are as follows:

Activity 1 was a roll play, related to lesson 16 "My Family and me" and the communicative function "requesting and offering help". This control practice activity was implemented for a time of 20 minutes and students were supposed to complete

a gap dialogue by using the modal verbs Can/May. At the end they had to practice and perform it. This activity was organized in through pair and group work

The students did not enjoy doing the activity. Some students were unhappy and worried for some time. They showed little enthusiasm in doing the activity because they were challenged to fill in the blanks with words they did not remember very well and though, they were given some pictures and a chart, some students could not do it because the level of difficulty was a bit high for them. So the activity finished after the time expected, the students began to misbehave, talking aloud and bothering their other partners. As a result, the teacher could not lead them to reflection, as it should be done at the end of each activity. The main cause of this phenomenon was the high level of difficulty of the activity.

The activity follows some of the communicative language teaching principles (CLT principles) and some pedagogical foundations. It was contextualized and organized in pairs and group work. However, the majority of the students could not answer correctly.

Therefore, it was suggested that another activity devoted to practice the modal verbs Can/May should be included before this one. The resulting activity is included in the final proposal.

Activity 2 was a success. It was a presentation activity, which was implemented in 45 minutes. In this activity students were supposed to get familiar with the new vocabulary related to environmental issues through a painting or drawing. The time devoted to do it was enough. The activity was understood by the students and the orientation was clear. Students felt motivated to draw the environmental issues, related to students' civic duties in their school. The students expressed that activities like this should be done more often. They enjoyed communicating and interacting with their classmates and teacher. The students were focused while performing the activity. This was observed when they were eager to perform it. The activity was centered on the students.

The activity was organized individually. Works must be presented and exhibited. Activity 3 worked well. It was a control practice activity, that could be implemented in 45 minutes. The activity was well designed containing the vocabulary and important environmental issues studied from previous lessons, students had no

difficulties when filling in the blanks or repeating the sentences. It was quite easy for them to recognize and comment any wrong environmental practices as well. The practice of vocabulary and pronunciation from the previous activity was potentiated.

It also worked because it followed some communicative language teaching principles stated in this paper, as well as the pedagogical foundations of task orientation and group work. The characteristics of the group and the ages of the subjects were taken into account when designing the activity, since the class likes competition.

The author suggests that the activity should not be modified, since it had all the students deeply compromised, motivated and focused on the activity during the whole period.

Activity 4 was also developed successfully. The students were supposed to represent this time the issues present in their community. The time devoted to the control practice activity was enough. The task orientation was very clear. Students felt very motivated when doing the activity, since they asked for more activities like this. There was a good atmosphere in the classroom. They were quite focus on the task.

Due to the fact that the activity was based on their findings they were its protagonists. They showed having knowledge about the topic, so they liked to share their opinions. The activity was planned in group and individually. There was time enough to have the students reflect on the consequences of issues.

Activity 5 fulfilled the expectations. This activity was related to lesson 11 to 14 and the communicative function "Talking about clothes". It was implemented in 40 minutes. Once again examples were taken from their daily life and the task orientation was very clear. As a result, students felt considerably motivated. Discipline was controlled effectively. Students liked the activity so much. They enjoyed the work in teams and were very excited while doing the activity.

The reflection section at the end of the activity was successfully worked. Though students were the protagonists, they felt free to speak their minds and the teacher could also share ideas and talk about his own experience. The time devoted for the activity was enough.

In conclusion, with the implementation of the proposal of communicative activities designed, it could be declared that it was relevant and valuable and it constituted a feasible way to strengthen the civic education in 5th grade students. So, the author of this research offered a proposal which contributed to the solution of the scientific problem stated.

3.3 Evaluation of the students' transformations due to the results obtained from the implementation of the proposal.

The implementation of the proposal of activities was carried out in order to strengthen the civic education of 5th grade students, class A from "Ramón Pando Ferrer" Elementary School through an Environmental Interest Group in English Language.

Before the implementation, most of the students lack good manners, knowledge about what Environmental Education truly comprises. They misbehaved quite as often. They do not identify communication, good manners and discipline as aspects of a component(civics) of Environmental Education. The students refuse to take part in the solution of problems, in terms of criticizing wrong environmental practices. Thus it must be remarked that the objectives within the English syllabus and the subject of Civic Education were not achieved.

The initial proposal was implemented and the results proved its effectiveness. These results were gathered by several participant observations and an Interview to the students. The results were:

Participant Observation: it revealed the author that most of the students, 29, (90%) became aware that the environment is not only Nature, or material things; but also the relationships among them. In addition, they internalized that protecting the environment is a must, as well as dressing properly in any context. Although, the students learnt that having good manners and addressing correctly to anyone were good environmental practices, 10% of them continued misbehaving as they used to do.

Interview (Annex 5): through this instrument, it was corroborated that 90% of the students got aware that the environment was more than living and materials things. They also became conscious of the importance of having good manners and dressing appropriately, being 5% who continued behaving incorrectly and 5% who still considered they were not well-educated.

To conclude it must be said that despite the fact that the students' civic education was considerably strengthened, certain wrong practices towards the environment remained on them. Therefore, it is important to continue working to eliminate them.

3.4. Philosophical, sociological, psychological, pedagogical and methodological bases of the proposal

The proposal of this paper is based on philosophical foundation from the Dialectic Materialism of the Marxist-Leninist philosophy, so it assumes the cognoscibility of the world as an objective reality. It exposes the social Nature of language, proving that as it is the wrapping of thoughts, it is never steady. It also proves that working in pairs or in teams is essential, since this contributes to develop values and positive attitudes in the individuals.

From the sociological point of view, it assumes education as a social phenomenon oriented towards the training of men for life. Within educational institutions, it also takes into account the incidence of inter-group relations (teacher-student, teacher-class, student-student, and student-class) in the civic education of children.

The proposal was based on L. S. Vygotsky's psychological foundations which focus on the students' learning possibilities more than on their weaknesses. The proposal also assumes the union between the cognitive and emotional aspects in learning, as well as the integration of education and development in the students' personality. The proposal aims at stating the student's weaknesses and strengths in order to develop their skills, mainly the speaking skill, through pair work and team work, strengthening positive values of solidarity and friendship. The use of games as means of motivation is assumed as well.

From the pedagogical perspective, the proposal assumes the communicative approach of the teaching learning process of foreign languages. Although there are exercises that do not coincide with the traditional approach, the proposal of lessons bases upon the laws and principles of Pedagogy as a science, assuming the dialectic integration of instruction and education, teaching and learning.

Finally, this proposal is methodologically based on the communicative approaches. The communicative language teaching (CLT) of any foreign language has to work along with the principles of a communicative methodology.

These principles were proposed by Keith Morrow (1981) and Neil Neiman (1989). The authors selected those that fulfill the proposal's objective. Among them it can be found: meaningful practice beyond the sentence level, student-centered class, and task orientation of classroom activities.

3.5 The final Proposal of lessons

Activity # 1

Title: I can I may not....

Vocabulary: verbs= to run, to speak, to stand up, to dance

nouns= permission, bathroom

Teaching Aids: black board, mime, printed papers, chalks.

Type of activity: group work

Objective:

To practice the modal verbs Can/May through individual and group work in order to develop values of partnership and mutual respect.

Procedure:

The teacher writes on the blackboard 6 sentences with blank spaces. Then, he sets the class in 2 teams A/B. Afterwards, he gives to random students of each team, 3 printed papers which show people doing different actions, each paper corresponds with one of the 6 sentences. So, the teacher explains to the students that the one who has the paper that matches sentence number1, should show it to the class and one student from the opposite team may come to the board to fill in the blank space with the modal verb (Can or May) that best suits the action represented on the picture. If the student fills wrongly, the one who shows the picture, may come to the board to fills rightly. The same operation is done with the rest of the exercises. The team that best score wins.

- 1- I ____ run fast.
- 2- I ____ not speak aloud in class.
- 3- I ____not dance well.
- 4- I ____ not play baseball in the classroom.
- 5- I ____ play guitar.
- 6- I ____ not go to the bathroom without permission.
- 7- I ____ play volleyball.
- 8- I ____ not speak Chinese.

At the end of the exercise the teacher asks the students the following questions:

- 1- What can you do or not in class? Why?
- 2- What may you do or not in class? Why?
- 3- Is it correct to speak aloud in the classroom? What about in the halls?
- 4- Is it fine to run inside the classroom? Why?





Activity # 2

Title: May I help you?

Vocabulary: help, clean, dishes

Teaching Aids: black board, pictures, chalks.

Type of activity: Individual, Pair and Group work

Objective:

To practice the communicative function “requesting and offering help” through pair and group work developing values of courtesy, respect and love for family.

Procedure:

The teacher shows the students some pictures of a woman working in a house and asks them to imagine that the woman is their mom. Then he asks the students to mention all the things they can or may do to help their moms at home.



Afterwards, the teacher reviews the modal verbs Can/May. Then he presents a gap dialogue in which students have to fill in the blanks either with Can or May

and to act it out in pairs.

Can	May
<p>1. It is used to express the ability to do something.</p> <p>I can swim very well.</p> <p>I can run fast.</p> <p>Can he speak English fluently? - No, he can't.</p> <p>We cannot sing at all!</p> <p>2. It expresses the possibility to do something.</p> <p>(More informal)</p>	<p>1. It is used for permissions.</p> <p>You may borrow my pencil.</p> <p>May I sharpen my pencil?</p> <p>May I talk?</p> <p>May I leave here? - No, you may not.</p>

Mom: Hi Pete!

Peter: Hi mom, _____ I help you?

Mom: Sure!

Peter: What _____ I do?

Mom: _____ you organize your Bedroom?

Peter: Yes _____ I and Mom _____ clean the house?

Mom: No Pete, you _____ not.

Peter: Ok Mom, _____ throw the garbage?

Mom: Yes, thanks Pete

Peter: You're welcome mom.

Once the students have practiced the conversation the teacher will ask them the following questions:

- Do you always help at home?
- Do you help people in the streets?
- Do you think that helping people it also helps the environment?

Activity # 3

Title: Painting and drawing

Type of activity: individual

Objective:

To get familiar with the new vocabulary related to environmental issues representing the issues present in their school in a painting or drawing individually so as to make them conscious of their living conditions.

Procedure:

The teacher explains to the students that they will reflect in a painting or drawing of their own, the environmental issues that they are in contact with in their school every day. The teacher gives the students sheets of papers. Then he asks the students to think of one environmental issue present in their school. As the students say, one by one, the issue they thought of; the teacher tells them to copy the issue on a corner of the paper they were given, because that is going to be the one he/she will represent.

Possible answers: students/teachers/janitors throw garbage, make noise, fight, misbehave, offend partners, curse)

Afterwards, the teacher gives the students twenty minutes for painting and drawing. The teacher tells the student the works will be exhibited for the rest of the school. (Adapted from Berges, 2015)

Once the students are done, the teacher will ask them the following questions:

- Do you help cause any of the mentioned issues? Yes, no. Why?
- What can you do to help solve the issues?
- Are you really willing to do it? Yes, no. Why?

Activity # 4

Title: Stop polluting!

Vocabulary :(related to pollution)

Teaching Aids: black board, pictures, computer, chalks.

Type of activity: pair and group work

Objective:






To practice the vocabulary in English language related to the main examples of pollution in the everyday life so as to raise awareness of the importance of not polluting the environment.

Procedure:

The teacher shows the students some pictures of people polluting the environment and some others protecting it and asks them which are the ones present at school. The teacher writes on the blackboard the sentences below. Then he gives at random some stickers of “Thumb up” and “Thumb down”, and some printed papers with the vocabulary to complete the sentences. Also, he gives them 5 sheets of papers with a letter. Firstly, the students who have the printed sheets will say the answer orally and then point out one of their peers who didn’t get any paper or sticker so that he/she fills in the blank space. The ones with the stickers will raise “Thumb up” if they consider the environmental practice described in the sentence(s) correct, and “Thumb down” to the one(s) they don’t. Afterwards, students are asked to repeat the sentences chorally. Once the exercise is done, the teacher asks the students with the sheets with letters what follows:

- a) Mention one of the examples of pollution present at school, that you consider is the one that affects the most your school.
- b) Do you throw garbage?
- c) Say, by using one of the sentences from the board, how you protect the environment.
- d) Repeat orally: I pay attention to the lesson.
- e) Which of the examples of pollution we just studied, you have contributed with?



1. Students throw _____(papers),_____ (cans)and _____(nylons) 
2. Teachers throw the garbage into the_____ (bins). 
3. People throw _____around the school fence.(trash) 
4. Good students don't _____the school(pollute) 
5. Good students keep their classroom_____ clean. 

Homework

Find out with your relatives or neighbors the main environmental issues present your community and make a list of them to share it with the group.

Activity # 5

Title: Community Issues

Type of activity: group and individual

Objective:

To represent issues in their community in a painting or drawing exhibiting it for the rest of the school in order to make them conscious of their living conditions.

Procedure:

Taking in advantage that the students are organized in three files, the teacher divides the board in three sections. Then, he asks the students of each file, to say the issues they had to find out. The teacher writes in English the issues mentioned. Once all the students have reported the issue, they are asked one by one to repeat them orally and chorally. Afterwards, the teacher writes on the board the following questions and asks the students to complete them with one of the issues:

In my community people throw____. garbage

In my community people make____. Noise

In my community people____. Fight

In my community people____. curse

Afterwards, the teacher gives the students 15 minutes for painting and drawing.

At the end of the activity the teacher asks the student the following questions:

Do you throw garbage or make any noise in your place?

How do you help in your community?

Activity # 6

Title: What should I wear?

Vocabulary: clothes

Teaching aids: cards, pictures, black board, white chalk.

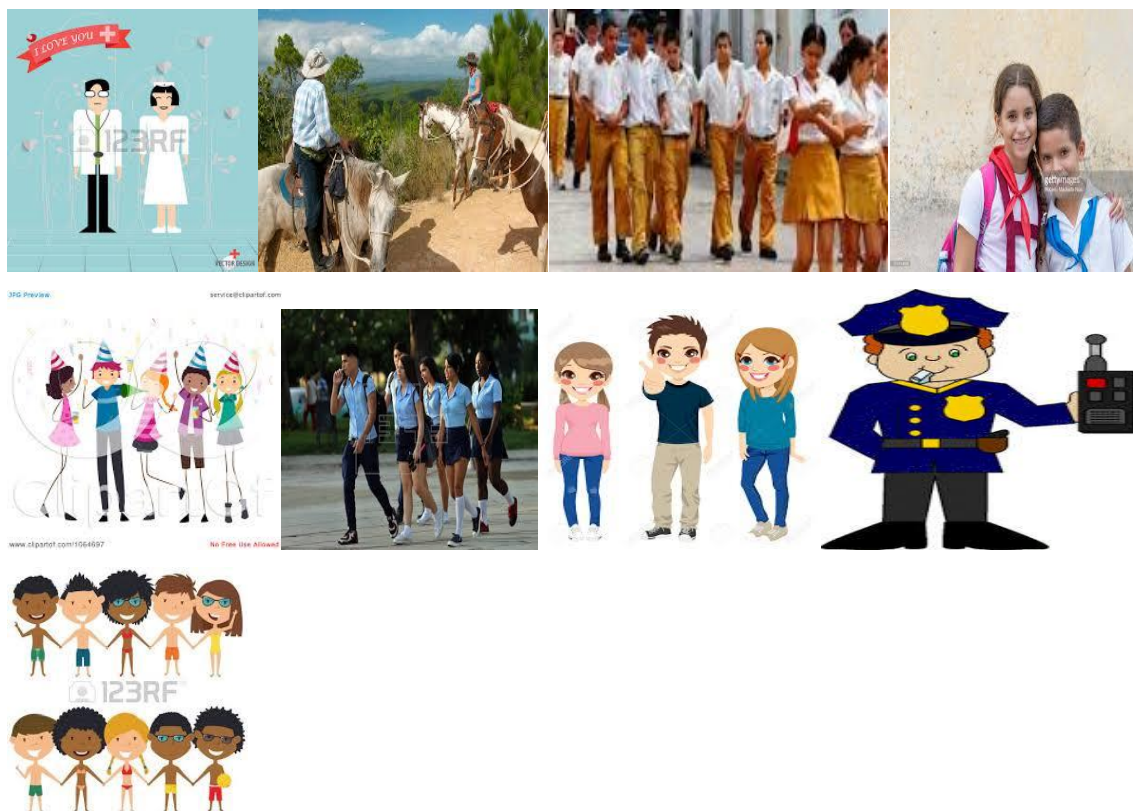
Type of activity: Individual, Pair and Group work

Objective:

To practice the communicative function "Talking about clothes" through individual, pair and group work so as to raise awareness about the importance of keeping an adequate personal appearance as they wear their school uniform.

Procedure:

The teacher shows the student some pictures of people wearing clothes in different settings.



Then the teacher divides the class in two teams. Students from both teams will come to the board to match columns A and B accordingly. The student that comes to the board must read the sentence in column A and the complete it. Then she or he points out at random any peer who should read the whole sentence orally. In case the students match wrongly, a student from the opposite team have to come

to rectify it, and follow the orientation given in the previous sentence. The team that best score wins.

A

B

1-Teens at the beach wear

_____ uniform.

2- Soldiers wear

_____ boots, pants, hats and shirts.

3-People in parties wear

_____ casual clothes.

4- Farmers wear

_____ suits.

5-Nurses and doctors wear

_____ bikini, shorts, trousers.

6-Students at school wear

_____ pullover, blouse, dress.

Later the teacher asks his/her students to answer the following questions:

1. Do you wear your school uniform correctly?
2. May you wear caps, earrings, bracelets at school? Why?
3. Is it a good environmental practice?
4. What do you wear at a party?
5. May you wear caps, earrings, bracelets at a party? Why?

CONCLUSIONS

- 1) The needs assessment revealed that 5th grade students' Environmental Education at "Ramón Pando Ferrer" needs to be improved, because they showed little knowledge on what Environmental Education truly comprises, but it is quite necessary the strengthening of their civic education, since the lack of good manners, constructive behaviors and positive attitudes towards the environment in these students hinder their capacities to learn.
- 2) The design of the proposal of activities is theoretically and methodologically supported by a comprehensive conception of the environment, the notion of Environmental Education oriented towards the purpose of strengthening civic education of 5th grade students from "Ramón Pando Ferrer" Elementary School through an Environmental Interest Group, and teaching/learning strategies that deal with the environment as a resource to be managed, as a problem to be solved and as a place to live.
- 3) The proposal of lessons was designed taking into account the students' needs to strengthen their civic education. It meets the requirements of the communicative approach to language teaching, agrees with, and respects its principles, and adjusts the kind of exercises aimed to develop the speaking ability in the Elementary school level. The activities are motivating and authentic.
- 4) The application and evaluation of the proposal confirmed that in order to improve Environmental Education in English lessons through an Environmental Interest Group, seeking to strengthen any of its components, it is not only essential to select the topics and types of activities taking into account the students characteristics, interests and needs; but also to verify when integrating an item of grammar or vocabulary that these have been previously practiced, since it could lead the lesson to fail.
- 5) The results obtained after the building up process of the proposal, were satisfactory. A growth in the students' interest to take part in solving problems was corroborated as well as improvements in their attitudes, personal relationships and knowledge of the environmental themes. Thus it can be said that the goal of strengthening of civic education for 5th grade students, class A at "Ramón Pando Ferrer" Elementary School was accomplished.
- 6) The final scientific outcome was a proposal of activities that went well and the actions suggested for those that did not go well to contribute to the strengthening

of civic education in 6th grade, Class A at “Ramón Pando Ferrer” Elementary School.

SUGGESTIONS

1-To continue working on the topic in order to improve the proposal taking into account the changes the environment undergoes constantly.

2- To design proposals of activities aimed at strengthening other dimensions of Environmental Education.

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Annexes

Annex 1

GUIDE FOR THE ANALYSIS OF DOCUMENTS

Documents: English syllabus, Civic Education notebook, English workbook.

Objective: To assess the objectives in the documents for the strengthening of Environmental Education and the actions suggested for the treatment of civic education as a component of the former.

Indicators:

1. The objectives focus on:

a) knowledge b) Abilities c) Values d) Feelings e) Attitudes

2. The actions suggested meet the objective.

3. There are actions that focus on:

a) knowledge b) Abilities c) Values d) Feelings e) Attitudes

Annex 2

GUÍA DE OBSERVACIÓN A CLASES

Objetivo:

Constatar el conocimiento que poseen los estudiantes sobre temáticas ambientales.

Dimensión Cognitiva. Indicadores:

- ☐ Conocimiento sobre temáticas ambientales
- ☐ Conocimiento sobre problemas ambientales en su escuela y comunidad
- ☐ Potencialidades del contenido de la clase para trabajar temáticas ambientales.

Dimensión Actitudinal. Indicadores:

- ☐ Responsabilidad hacia el Medio Ambiente relacionada con:
 - Relaciones de comunicación entre sus compañeros
 - Uso del uniforme escolar
 - Limpieza y organización del aula
 - Educación vial
 - Modales

Aspectos a observar:

1. ¿Ofrece el contenido a tratar en la clase de inglés potencialidades para contribuir a la Educación Ambiental de los estudiantes? Sí____ No____

2. ¿Durante el desarrollo de la clase, manifiestan los estudiantes actitudes responsables hacia el Medio Ambiente?

- Relaciones de comunicación entre sus compañeros. Buenas____
Regulares____ Malas____

- Uso del uniforme escolar. Adecuado____ Inadecuado____

- Limpieza y organización del aula. Buena____ Regular____ Mala____

- Educación vial. Buena____ Regular____ Mal

- Modales. Buenos____ Regular____ Malos____

Annex 3

Entrevista a estudiantes

Objetivo: Constatar los conocimientos generales que poseen los estudiantes sobre el Medio Ambiente y problemas ambientales, así como el criterio que poseen en relación a la importancia de la Educación Ambiental en la actualidad.

Dimensión Cognitiva

Indicadores:

- ☐ Definición de Medio Ambiente.
- ☐ Identificación y comprensión de los principales problemas en su escuela y comunidad.
- ☐ Identificación de malas prácticas ambientales.
- ☐ Importancia de poseer Educación Ambiental en la actualidad.

Dimensión Afectiva

Indicadores:

- ☐ Manifestación de rechazo a las conductas ambientales irresponsables.
- ☐ Sentimiento de agrado o desagrado a la participación en las acciones encaminadas al mejoramiento o solución de los problemas ambientales.
- ☐ Sentimiento de pertenencia hacia el medio ambiente.

Dimensión Actitudinal.

Indicadores:

- ☐ Considerarse ambientalmente educado.
- ☐ Actitud para involucrarse en la solución de los problemas ambientales de su escuela y comunidad.
- ☐ Postura combativa hacia las personas que manifiestan una conducta ambiental irresponsable.

Cuestionario:

1. ¿Qué es el Medio Ambiente para ti?
2. ¿Es importante que los estudiantes posean una Educación Ambiental?
3. ¿Qué problemas ambientales identificas en tu escuela y comunidad?
4. ¿Te consideras ambientalmente educado? ¿Por qué?
5. ¿Qué harías si ves a algunos estudiantes arrojando basura fuera del contenedor?

6. ¿Participas en la solución de algunos de los problemas ambientales de tu escuela?

7. ¿Crees que hablar en voz alta, hacer ruido, escuchar alto la música, maltratar a los demás son buenas prácticas ambientales?

Annex 4

Prueba Pedagógica

Objetivo: Constatar los conocimientos generales que poseen los estudiantes sobre el Medio Ambiente y temáticas medioambientales, así como su disposición a participar en actividades dirigidas a la solución de los problemas.

Dimensión Cognitiva.

Indicadores:

- ☐ Definición de Medio Ambiente.
- ☐ Identificación y comprensión de los principales problemas en su escuela y comunidad.
- ☐ Identificación de malas prácticas ambientales.
- ☐ Importancia de poseer Educación Ambiental en la actualidad.

Dimensión Afectiva.

Indicadores:

- ☐ Manifestación de rechazo a las conductas ambientales irresponsables.
- ☐ Sentimiento de agrado o desagrado a la participación en las acciones encaminadas al mejoramiento o solución de los problemas ambientales.
- ☐ Sentimiento de pertenencia hacia el medio ambiente.

Dimensión Actitudinal.

Indicadores:

- ☐ Considerarse ambientalmente educado.
- ☐ Actitud para involucrarse en la solución de los problemas ambientales de su escuela y comunidad.
- ☐ Postura combativa hacia las personas que manifiestan una conducta ambiental irresponsable.

¿Qué es el Medio Ambiente?

¿Qué problemas ambientales identificas en tu escuela y comunidad?

¿Creen ustedes que tener una buena educación formal es lo mismo que tener una buena educación ambiental? ¿Por qué?

¿Te consideras ambientalmente educado? ¿Por qué?

¿Cuándo un compañero se porta mal, ya sea arrojando basuras o haciendo otra cosa indebida le llamas la atención? ¿Cómo?

¿Crees tú que al maltratar a los demás, ya sea ofendiéndolos o gritándoles, maltratas al medio ambiente también? ¿Por qué?

¿Cómo contribuyes en tu escuela y en tu comunidad al cuidado y protección del ambiente?

Annex 5

Interview

Objective: to assess the students' knowledge after having implemented the proposal.

Dimensión Cognitiva.

Indicadores:

- ☐ Conocimientos sobre temas de Educación Ambiental
- ☐ Identificación y comprensión de los principales problemas en su escuela y comunidad.
- ☐ Identificación de malas prácticas ambientales.
- ☐ Determinación de las causas y consecuencias de los problemas ambientales

Dimensión Afectiva.

Indicadores:

- ☐ Nivel de satisfacción mostrado por la participación activa y espontánea en los intercambios de ideas promovidos, la profundidad de las valoraciones emitidas y los argumentos aportados.
- ☐ Manifestación de rechazo a las conductas ambientales irresponsables.
- ☐ Sentimiento de agrado o desagrado a la participación en las acciones encaminadas al mejoramiento o solución de los problemas ambientales.
- ☐ Sentimiento de pertenencia hacia el medio ambiente.

Dimensión Actitudinal.

Indicadores:

- ☐ Considerarse ambientalmente educado.
- ☐ Actitud para involucrarse en la solución de los problemas ambientales de su escuela y comunidad.
- ☐ Postura combativa hacia las personas que manifiestan una conducta ambiental irresponsable.

¿Creen que no arrojando basuras es la única manera de proteger el ambiente?

¿Por qué?

¿Creen ustedes que vestir correctamente es tener una buena educación ambiental? ¿Por qué?

¿Consideran que tener buenos modales contribuye a proteger el ambiente? ¿Por qué?

¿Creen ustedes que ofenderse verbalmente, gritarse y reírse de sus compañeros son prácticas ambientales correctas? ¿Por qué?

¿Se consideran bien educados ambientalmente? ¿Por qué?

¿Cuáles son los principales problemas medioambientales en tu escuela y comunidad?