

**ENGLISH AS A FOREIGN LANGUAGE IN EARLY CHILDHOOD THROUGH
THE IMPLEMENTATION OF ART CRAFTS WITH RECYCLED MATERIALS**

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**PROYECTO DE AULA PRESENTADO COMO REQUISITO PARA OBTENER EL
TÍTULO DE LICENCIADO EN BILINGÜISMO CON ENFASIS EN INGLÉS**

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RESUMEN

La enseñanza de la educación ambiental en el mundo ha jugado un papel muy importante cuyo fin ha sido promover el cuidado y la protección de nuestros recursos naturales. En el presente proyecto de aula, participan niños cuyas edades oscilan entre los cuatro y cinco años lo que facilita la creación de conciencia ambiental con su impacto esperado a presente y a futuro sobre la importancia de la reutilización de elementos reciclables. Por lo tanto, se presentará los resultados encontrados durante su implementación, dirigida a la población de primera infancia a niños y niñas, con el propósito de crear un ambiente de aprendizaje lúdico-dinámico para dicha población, a través de un aprendizaje basado en proyectos: en este caso basado en reciclaje.

Dicho lo anterior, en éste proyecto se dará a conocer las estrategias y actividades que se realizaron para el aprendizaje del inglés con el uso de materiales reutilizables, con la finalidad de aprender y desarrollar habilidades en dicho idioma en la población anteriormente mencionada, con el objetivo de crear manualidades sencillas donde los participantes aprenden haciendo, experimentando, creando y así mismo consiguiendo interés y disposición para aprender el vocabulario en inglés, y lograr crear conciencia en los mismos sobre el cuidado del medio ambiente e indirectamente el desarrollo de un segundo idioma.

PALABRAS CLAVE: Educación ambiental, Educación en Primera Infancia, Materiales Reciclables, Manualidades, Vocabulario.

ABSTRACT

The teaching of environmental education in the world has played a very important role whose purpose has been to promote the care and protection of our natural resources. In the present classroom project, children whose ages range between four and five years are involved, which facilitates the creation of environmental awareness with its expected impact on present and future on the importance of the reuse of recyclable elements. Therefore, the results found during its implementation will be presented, aimed at the population of early childhood to boys and girls, with the purpose of creating a playful-dynamic learning environment for said population, through project-based learning: in this case based on recycling.

Bearing this in mind, that, in this project will be announced the strategies and activities that were made for learning English with the use of reusable materials, in order to learn and develop skills in that language in the aforementioned population, with the aim of creating simple crafts where participants learn by doing, experiencing, creating and also getting interest and readiness to learn English vocabulary, and achieve awareness in them about the care of the environment and indirectly the development of a second language.

KEY WORDS: Environmental education, Early Childhood Education, Recyclable Materials, Crafts, Vocabulary

1. JUSTIFICATION

Colombia has been going through a constant change regarding education in terms of English language teaching and learning. In 2006 English language classes were developed by following the standards of *Lenguas Extranjeras: Inglés. ¡El Reto! Guía N. 22*. These standards, made by the National Ministry of Education (MEN) were looking forward to educate students and enable them to become bilinguals, reaching this goal by the end of 2019. However, the Ministry saw another necessity: Including Early Childhood within this frame. Therefore, MEN in 2016 created a program that includes Kindergarteners to fifth graders: the Basic Learning Rights (BLRs) known in Spanish as *Derechos Básicos de Aprendizaje (DBAs)*, and a new suggested curriculum (*Mallas de Aprendizaje*) that support teachers with pedagogical principles and guidelines to teach English as a second and or foreign language; hence, teaching students a foreign language since their early years.

Colombia saw this learning gap as a great opportunity to go beyond children's literacy in society and their formal education in foreign languages. Besides, its implementation will be mainly going through a project-based learning approach, thus, focusing on certain kind of topics that are explicitly mentioned within the suggested curriculum and taught based through problems-challenges. An outstanding challenge for 21st century language teachers in Colombia.

Moreover, one of the topics that are included in the suggested curriculum is environmental education and sustainability. Accordingly, teachers are expected to create and develop tasks, projects and foster problem solving, in order to enhance ethical awareness about the care of our habitat and environment and adopt responsible actions in relation to contamination, pollution, reusable cycle, environmental preventions, care about living things, among others.

Thus, the most worrying environmental issues we are facing in this moment are: pollution, the lack of enhancement of environmental preventions as (Reduction, Reuse, Recycling and Recovery), and lack of awareness. For this reason, it is important to take action since early childhood education. According to this, Kalinski (2014) proposed that teaching English through environmental topics would create opportunities for children to develop skills to become environmentally educated.

All this environmental learning process will be through the arts with the goal that the implementation can be successfully developed on 4 - 5 years learners. Taking as

starting point the BLR's and suggested curriculum for this assumption; for instance, this kind of project that is mainly focusing on teaching environmental education through the art of recycling, attempt to use arts in the classroom with young kids which can be an excellent way to facilitate and induce the language learning and collaterally develop their fine and gross motor skills by creating a final craft, with this, to motivate and alleviate all their doubts. As proposed by the Teaching English organization by the author Trowbridge (n.d.) those are some of the main reason of exposing young learners to English through arts:

1. To get students to work on projects in groups with a mixture of levels. Which are very convenient, taking into account the different ages of population of the project so, being able to cover all the learner's needs.
2. Arts and crafts can be a great way to include cross-curricular activities in the English language classroom if there is enough input in the mother tongue, so thus, aim to create a referent for the learners and facilitate the learning process.
3. Kinesthetic learners who learn best by moving around, and visual-spatial learners who love making things will find arts and crafts activities motivating. Taking into account all the learning styles and use it as referent for better learning results.

To that end, this paper has shown few studies about exposing English through environmental education, it has not been able to find this type of studies in the Colombian context neither in this kind of education nor early childhood. The purpose of this classroom project is to teach English through environmental science topics in early childhood through the new BLRs (DBAs) implemented by the MEN, and the Document No 10 of Competences in early childhood education (2009) when children are developing language skills and they are willing to learn new things. Every new experience, every word they learn, every behavior they adopt, is an investment in a more fruitful future, as early childhood is a population which is deeply interested in their surroundings, their perceptions of the world can be easily changed and modeled, Wong (n.d).

2. OBJECTIVES

2.1 Learning Objectives

- To recognize visually and orally simple actions in English.
- To express simple sentences in English about the description of objects.
- To pronounce simple sentences in English while creating an art craft with recycled materials.

2.2 Teaching objectives

- To design enriching lessons to promote communication and enable students to cooperate with others.
- To synthesize the words to be taught to be understandable for the students to acquire and relate with the context.
- To create a positive and joyful environment in order to enhance the English teaching-learning process.

3. CONCEPTUAL FRAMEWORK

This classroom project aims to explore students perception through the implementation of arts in order to introduce them into the environmental topics in early childhood education in Pereira, Colombia, by gathering information that will be relevant for the pre-service teachers toward the need of teaching English as a foreign language and how, through this pedagogical art-based learning process, it will benefit the students to learn. Therefore, in this project it is necessary to define main concepts, such as: environmental education and its respective issues. As Skamp, Boyes, Stanisstreet (2009) states in their study that this 21st century is facing regarding environment issues that its effects cannot be reverted but held. For this reason, it is important to educate people to change habits, perceptions, and actions towards the care of the environment. Moreover, it is also pertinent to mention the benefits that this education offers if it is taught from the early years of education and how these environmental challenges will inform students to create positive changes for the future, as Thomas (2000) explains that applying PBL in language classrooms, allows students to give the opportunity to work on actively projects that promotes critical thinking, problem-solving, and to develop decision making through real challenging and reality-connected topics. Appropriately, this paper will encompass the role of the pre-service teachers that will be seen as a formal source of information and whom will be scaffolding the tasks that will be applied during the sessions, thus to educate forward the increase of awareness about environmental problems and the involvement of the participants and the community.

3.1 Defining Environmental Education (EE)

Awareness and critical thinking about the living world are increased in order to collaborate and come up with solutions to face issues concerning the environment. In primary school, environmental education is a holistic notion that generalizes what is learned about the natural world, the significance of natural resources and their importance in our lives. Through environmental education a sense of appraisalment could also be developed as Wilson (1994) states, “environmental education includes the development of a sense of wonder; appreciation for the beauty and mystery of the natural world; opportunities to experience the joy of closeness to nature; and respect for other creatures”. (p.2). By this, the author means that the process of interaction with nature generates a sense of exploration, through which the learner could develop a sense of critical awareness on

recycling. In that way, children have the opportunity to experience peace and attraction with nature.

As a matter of fact, environmental awareness is an effective path that increases people's knowledge and awareness about the habitat around them and the associated challenges that come with maintaining the relevance that a safe environment has on our life, develops the necessary skills and expertise to address the challenges, fosters attitudes, motivations and commitments to make informed decisions and take responsible action. For instance, the environmental exposure to learners has the main aim to raise awareness of all the environmental issues like reduce, reuse, and recycle. Cut down on what you throw away, volunteer for cleanups in your community and all the new ways to help the planet and to suggest the best ways to contribute for the planet protection. Awareness allows us to reduce the damage unconsciously done due to lack of knowledge and to find some ways to protect this instead.

Bartosh (2003) in her study mentioned that Environmental Education (EE) was not a reliable methodology of learning by the time it was proposed, given the fact that many authors did not believe in the effectiveness of this learning path. This term was known at the beginning of 1960`s and at this time the doubts about this implementation of this new teaching method did it as well. It seemed to be the beginning of developing response to the world's growing and awareness about all the environmental problems. There are many options for educational reform, which would “engage students constructively in their environment, such as service learning projects, integrated curriculum, school-site management and the usage of technology”. As cited by Bergeson (2000). This textually means that we have lot of options to engage students to be interested in protecting their own environment, making them aware of the impact on knowing about the planet, proper ways to take care of it, and the big difference their contribution could make on the planet.

Inasmuch as the interaction may lead to a better questionable knowledge, will open perceptions and encourage different points of view from the participants involved, Davis (1998). Environmental education is not only an assumption to be taken for granted but as a process that allows individuals to explore issues, engage in problem solving, and take action to improve the environment. For this reason, environmental education is important to be taught because it involves all and each one of the students and participants and also collaterally it connects parents, community, and external individuals willing to participate, and thus, foster their understanding of the environment and promotes responsible decisions to make a great impact on society. The implementation of this type of education will allow the participants to develop a wide range of abilities in order to work in pairs for progressing cooperative work. As it is seen in multiple institutions, cooperative work is a difficult encounter to implement within classrooms since many students do not feel the desire to be

involved in peer work; however, in environmental education, it is important to engage students into this type of work as the issue is far reaching and involves all participants. Hence, it is important to take into account relevant content to be taught in the classroom in order to cover the statements established in this project and the issues that this type of thematic includes.

3.2 Environmental issues

The environmental problem arises not only directly but also indirectly by affecting the health or well-being factors of the living beings and all around them. It is well known that environment is defined as including water, air, soil, flora and fauna; however, there has always been a crevasse of how it can be properly taught in classrooms. As Skamp, Boyes, Stanisstreet, (2009) claimed that since environment is a vast term, it is consequently significant to short the list of issues to a front whilst this project is implemented, so as to bring the specific and proper information about the issues selected by the pre-service teachers, thus, take action about them. Pointing out issues in the environment, it will be important to consider: Global warming, greenhouse effect, the destruction of the ozone, lack of awareness, pollution, climate change, contamination; therefore, as this thematic has a lot of issues, it will be important to focus on the development of a sense of wonder about the environment and the care of it, regarding the effects to the natural vegetation, as well as human health. For that reason, it is necessary to increase critical awareness from early childhood.

3.2.1 Lack of awareness of environmental education.

Nowadays, some of the most well-known environmental issues are happening fast due to the lack of awareness. Individual input is important in order to make changes and embrace a positive attitude in front of this issue. This is one of the crucial aims for environmental education. From this point, it is important to influence the young generation to take a better care of the Earth.

Young students are a perfect target to induce to environmental education. Because it is these first years which are likely crucial to the development of personality and values that ultimately form the basis of our growing process. The structure of values and attitudes built in the early years are the strongest and most permanent beginnings for one's entire life, Wong (n,d). Considering this, early childhood is a population whose perceptions of the

world can be easily changed and modeled, as they are especially interested in their surroundings. Educating students will highlight positive aspects, and attitudes to make changes, and students will be able to live without worries as they will be educated about the environmental changes and destruction around them. Considering this, educating kids will arise awareness and this will no longer be an issue for caring about the environment, any more.

3.3 Environmental awareness

Over the past decades, environment has attracted the attention of more and more people including teachers and decision makers. They are becoming increasingly conscious about the problems we are facing related to the environment. According to Sengupta, Das, Maji (2010) the term environmental awareness has an extensive meaning which includes believes, feelings, ethic, integrity as well as comprehension about the environment in order to determine and clarify the issues related to it. By this, encouraging learners to develop environmental awareness will promote not only knowledge related to issues, but also how to solve and prevent them. Additionally learners will develop critical thinking and they will be able to not only to recognize the environmental problems, but also to help in the solution of them.

It is important to raise consciousness of our students during their early years in order to create a learning bridge to what it means to take care of the ecology and their impact of their actions for the future, as Dr Hughes (n.d. p.2) stated “young children are very curious and take in a great deal about the people and objects within their environment”, in other words, inquisitiveness of children provide us with a great opportunity to take advantages of it in order to achieve the aim of teaching about their environment, ways to improve, protect or even help others to protect the planet.

3.3.1 Environmental prevention and protection.

Environmental prevention and protection strategies are probably highly recommended to be put in action when identifying issues within the institution, by pointing out the affecting problems that consequently are connected to the educational community and the environment around it. Participants would likely develop intentions and skills to act properly, also by acting in a healthy manner way to help people that are being affected by the issue, and how it would benefit when the problem is solved. This not only involves

participants but the community in general in order to cooperate and come up with opportunities to act directly to the problem target.

Thereupon, it is important to inform and educate people about the issues that can be presented, for instance, and engaging strategies regarding conserving biodiversity and preserved nature while there is time to make changes. Novacek (2008) claimed in his article that this strategies not only for engaging but to inspire the community to make a call to the world and care about the environment. There so, by creating significant learning environments where this issues can be taught and attempting to come up with solutions, will not only increase cooperative work, but will also persist to foster positive solutions-making individuals, model behaviors, and advocate a desire for change by implementing the diversity of strategies that can contribute to conserve of the environment.

3.3.2. Reduction, Reuse, Recycling and Recovery (4R's).

During the development of environmental education, the 4R's is one of the most known actions plan, it is an ecological-environmental approach to minimize and manage the waste of resources by giving them a new usage. By focusing on the balance of the materials, it is expected to reduce over-consumption problems and in that way be able to apply a suitable solution. Laure Waridel, co-founder of Équiterre quoted that "the environment is known as the air, the water and the food we consume" Dickey (2008). This claimed a big view of how important all our natural resources are. The implications of applying the 4Rs means questioning our daily routine acts, the things we do without thinking of the consequences, without thinking of the environment, without thinking about the new generation, but to consume intelligently thus making savings (in terms of money, time, pollution, waste and energy) and re using to avoid the future lack the of natural resources.

The organization Skanska (n.d) aims the following steps to success on the 4R's process from the most favored to the less favored option: prevention, to stop over -using something from happening; for instance, to prevent the production of waste from materials used, and the minimization for lowering the use of natural resources. Reuse, it refers to use a product more than once; either in the same form for the same purpose or for different purposes. Recycle, it aims on minimizing waste generation by recovering and reprocessing usable products that might otherwise become waste. Further, the energy recovering that recovers as much energy as possible and taking care of the used one with the use of solar panels, set achievable goals of saving energy per period and so on. This project aims to implement this 4Rs strategy as an effective way to achieve the objectives established.

Environmental education is an outstanding and an extended content to be implemented in classrooms with an incredible collateral beauty which not only the participants involved will be exposed but the community as a whole. Now then, the in-service teachers are seeing the necessity of implementing new matter content which can increase not only critical thinking but also peer work that can lead to enhance problem solving and reshuffling knowledge about challenges yet to come. It may also increase awareness among the students and the impact when implementing this.

As this type of education has a large range of content to be implemented in classrooms and expose students to a worldwide problematic that we are facing in the 21st century, it is considerably important to discover a suitable way to teach these features mentioned above, and so to the teaching-learning process to English language in early childhood. Inasmuch as this population is yet in development, both cognitively and psychomotor, pre-services will implement arts as the most suitable way to teach and thus improve their skills.

3.4 Defining Art

Integrating arts modalities into the academic curriculum for children is an important priority to solve some issues that has been faced in Colombian education. According to Naiman (n.d.) states that besides fostering abilities, creativity and imagination it also promotes cooperative work between peers for both the student and the teacher. The arts offer the opportunity to reflect on both content and process, (the material given and the final product) and play an integral role in joining fact and meaning in the educational process, while learning through and with art inspires the creativity and imagination which is so essential to foster abilities and competences Naiman (n.d). Additionally, art-based activities promote to advocate a willingness to learn and gain perceptions and a better understanding of the world's environmental issues when implementing recycled materials and the ways that it can be reused.

3.5 Defining Project-Based Learning (PBL)

Teaching a foreign language through projects may sound difficult and even more when it comes to kids. However, kids are capable to do as more as young adults students and skills and competences are being enhanced alongside with the acquisition of a new language, either directly or indirectly. Besides, advantages of applying learners to this kind of approach, it help learners to increase interest in solving problems and to challenge themselves into the achievement of a goal, latter mentioned as 21st century skills. In terms of education, PBL is commonly known as an approach which integrates language within the learning and teaching through real world problems, as Stivers (2010) claims that PBL brings real and authentic tasks in which students can develop skills to function like grown-ups in our nowadays society by embracing decision that will contribute to their personal and critical growth depending on its use.

1. Will push students to use the knowledge that they get.
2. To not only teach content but skills to solve problems.
3. To improve cooperative work in order to enrich and support teacher knowledge.
4. The completion of projects will increasingly show students more motivated and engaged in their studies.

-Stivers (2010)

These points are very important to take into consideration as long as the population involved in this classroom project is early childhood that are coursing formally preschool or also known as kindergarten. These students do not see content as a whole but they are constantly exposed to classroom projects or also called as *rincones lúdicos* which they have to complete a task. Hence, these students have already seen some of the input necessary in their mother tongue, and without taking this for granted, pre-services will take this as an advantage, thus what it will be taught in English so they can relate previous knowledge and be unpredictable in their learning process when communicating. The practitioners carrying this project out will keep in mind to scaffold and keep active the learning process of the students throughout the implementation of this methodology, and undoubtedly to link it with our context.

3.6 Defining Vocabulary.

Integrating vocabulary into ESL in classrooms might be quite challenging due to the lack of the second language input received by the learners. To achieve a successful vocabulary teaching it is taken into consideration some specific details. According to Nation (2006), One of those are the vocabulary size and coverage, by meaning that it is taken into consideration the native speaker vocabulary size as a model of teaching for having a balance, another important factor is the consideration of how many words are required to complete a determined goal of a given task, by saying this, learners will be required to learn just what they need to achieve the immediate goal, the task. Hence, the learning ESL language is always a slower process, due to some others crucial time and sociocultural factors ,as the lack of opportunities to use the language outside the classroom, the amount of time dedicated to learn vocabulary and so on. All those factors are taken into account at the time of giving the early stimulation of ESL to the population previously mentioned to accomplish the acquisition of vocabulary expected.

4. LITERATURE REVIEW

Nowadays, environmental education provides learners and professors of L2 an extended variety of benefits that allow them to carry out a better teaching-learning process. The teaching of a second language has led us to a new world of possibilities in which pre-service teachers have to encourage themselves to find a better and reliable path to guide students into a successful process. Pedagogically, this teaching-learning process will be taking into account an active learning, showing the importance of recycling through arts. Art has traditionally been an important part of early childhood programs. Friedrich Froebel, father of the early childhood education coined the term kindergarten in 1840, which he believed that young children should be involved in both creating their own role through games and enjoying the company of other kids, with the main purpose of learning and acquiring a topic and recognizing their cognitive learning process. In addition, the children involved in this project will be encouraged to develop environmental awareness, as well as art skills through activities that involve environmental content and the performance of the second language. By doing this, be aware about the living world. Considering this, it is necessary to mention the importance of having a notion of environmental education and its pedagogical implementation to give insight to kids about the environment itself.

A study conducted by Cutter-Mackenzie, Edwards, Moore, Boyd (2014), established the implementation of play-based learning as a pedagogical foundation guided by the pre-service teachers in order to increase a prospect embracement upon the usage of games engaged in environmental education. Hence, through games, children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

This study was conducted over a 2-year period with research focusing on the analysis of approaches to play-based learning and how these were connected to environmental education in early childhood education. Cutter-Mackenzie, Edwards, Moore, Boyd (2014) defined the play-based learning as: 1. Open-ended play: it involves play experiences and interaction with the participants by providing material and engaging the learning about content. 2. Modelled play: Involves plays that explains the materials suggested. 3. Purposefully play: focusing on the open-ended and modelled play while in the ongoing and see its functionality of the teacher-learner interaction.

In this project, sixteen in service teachers and 114 children (aged 3-5) who were attending formal pre-K schooling in Victoria, Australia. (p, 3). The data collected in this

project was based on a child-framed video methodology with prior approval from the legal guardians; therefore, recordings displayed the narratives made by the participants as they ‘analyzed and reported’ about their learning process.

Amid the results found in this study, authors identified two principles: 1. Analyzing the variety of play types in order to connect them with aspects brought from the environmental content, 2. Designing settings of play types to lean on different EE features and foster interaction within the pedagogical activities.(Cutter-Mackenzie, Edwards, Moore, Boyd, 2014, p. 3). By this, it is important to value the different levels of engagement and the dispositions to express interest in the task, and the connection with play-based activities with the environmental education content.

However, children are becoming more and more detached from the natural world, due to the technologically-advanced lifestyle that are substituting true outside encounters for indoor-computerized play. This lack of exposure to the environment could have a negative effect on children's environmental perception. By taking this into account, Flowers (2012) examined in her study *The Effects of an Art-Based Environmental Education Program on Children's Environmental Perception*. This study was developed in a public school located in Athens-Clarke County, GA.

The participants were children between 6 to 12 years old. This research was conducted in a two-step process, the first one involved the starting point of the children perception regarding the environment according to the age, gender, ethnic and income levels. The second, concerns with the evaluation of the impact of the implementation of art-based activities, the data was collected through qualitative and quantitative method over the course of six academic months, and it was interpreted by using statistical analysis through interviews developed by children who attended the center.

Flowers (2012) pointed out in her findings that the use of art-based in environmental education has a positive impact on children's environmental perceptions and knowledge since children exposed to this program had better scores regarding environmental issues and how to prevent it through the use of arts. Also, implementing arts in the environmental education could help teachers better understand children’s beliefs, ways of thinking as well as children’s interests. In addition, it promotes imagination as well as creativity.

As cited by Bartosh (2003) in a study carried out by Bergeson (2000, p 22), environmental education (EE) improves students achievement, there is lack of EE in English classes for several reasons like not having enough time, neither money nor

exposure to the topic, and other curriculum issues. It is also known that implementation of this kind of education has a wide range of benefits since it was first implemented in schools. Based on this assumption, we take a look into the *Environmental Education project for Washington Schools Study* model. The Washington School was one of the first institutions to apply environmental education in the early 20th century. This curriculum had four main goals that were presented to teach EE and to aid student's development: "1) To develop knowledge about the environment and its components as well as understanding of interactions among them. 2) To develop understanding of the importance of the natural system 3) To understand the impact of personal decisions and actions over the environment, and 4) To develop knowledge and skills necessary to maintain and improve the environment" (Bergeson 2000). Those were one of the main aspects considered at the time of exposing learners to environmental education, talking about the results, it has shown that this study was very successful and it gave an enlightenment of the growing environmental education programs in the 20th century. On the other hand, there are not a lot of studies that can show the impact of this exposure on the students, the methodologies nor even techniques which should be implement to get the best results for teaching English as a foreign language.

In conclusion, teaching environmental education through arts can be a helpful and useful way to create knowledge and foster communicative skills in the children. As a matter of fact, it is important to mention that environmental education enables teachers to offer a wide range of opportunities to apply tasks and topics in ESL classrooms; furthermore, by using those topics, teachers can also increase learner's awareness about the environmental issues that they want to learn about. In addition, early childhood learners will be able to develop the L2 through topics they are most related with in their environment.

Consequently, this project will allow us to gain insight as to how children see the learning process of a content subject amid a different environment besides a classroom. The increase of participation within the activities, the closeness to nature, and the sufficient abilities to construct their own knowledge about the essence of life and by engaging divergent thinking to further problems. This classroom project has the purpose of implementing those approaches and methods into the Colombian context, in order to close the gap of the teaching-learning process through this kind of educational field, using the arts. However, taking into account the context, we came to the conclusion that we would likely face a problem with this project since there is a lack of information about teaching a second language through environmental education. Accordingly, we would further need the insights of the studies above in order to implement them within our context, and thus, come up with a proper pedagogical approach to achieve the desired outcomes from the participants.

5. METHODOLOGY

This section aims to present important information about features primarily necessary to carry out this classroom project which give a direction and purpose upon it; for instance, it is important to take into consideration where the project is being carried out, settings that follow regarding the standards established by the national ministry of education (MEN), besides, to provide information about the participants that formally or informally are involved in the implementation and their characteristics regarding learning stages. Further, in this section, is given an insight of the features and roles taken from each of the pre-service teachers. Also, how these integrate English as a foreign language in early childhood with throughout environmental topics, and, in relation to this, it acknowledges how the art-based activities being applied, improve students learning abilities.

5.1 Context

This project is being carried out in a private school *Liceo El Poblado* located in Pereira. The private institution was founded during the year of 1997, directed to a 3-4 stratum population. The institution selected to complete this classroom project counts with a population of 350 students, with an average of 20 students per classroom, 16 in service teachers and an implementation of 3 hours of English per week.

5.2 Settings

This classroom project was carried out in a private school which does not follows the standards established for the National Ministry of Education in Colombia but the development and implementation of projects and ludic corners to promote competences and skills. Consequently, the classes are being taught by licensed teachers, graduated from different programs specialized in teaching in early childhood and integrational development that follows different pedagogical streams and theories.

5.3 Participants

The following section aims to introduce pertinent information related to the participants. This information allows the pre-services teachers to see main features of the target population that the classroom project is intended to. For instance, it is important to mention about the students that are being oriented into this foreign language learning process taught by the practitioners.

5.3.1 Students.

In kindergarten there are students between ages 4-5 years old, who are in the preoperational stage that goes from age 2 to 7 years old, between toddlerhood (18 to 24 months old) and early childhood (5 to 7 years old). During this stage kids are more able to memorize, imagine, and make connections between past and future Wood, Smith, & Grossniklaus (2001). Piaget (1936) pointed that during this stage the kid is able to make one thing; a word or an object, stand for something other than itself.

These kids coming from a 3-4 stratum, whose English level is basic (A1), and in which their background knowledge come from their mother tongue, enable them to recognize numbers, colors, few animals, members of the family, and so forth by relating with the context. In service enhance both L1 and L2 in their early stimulation through values, parts of the body, build blocks, doing exploration activities, among others in order to provide a variety of experiences and provide them opportunities that advocate a desire to learn on their own. By doing this, getting students to be active learners, and so, to assimilate the educational context, and enable them to interact with the environment, this will succeed to accommodate students into the next stage of life. The students selected went through a judgmental sampling as pre service teachers considered behaviors, attitudes, and appraisal shown in classes during the sessions, by reducing the number of students to a ten percent (50%) that is equal to six students (n=7).

5.3.2 Practitioners.

Students from *Universidad Tecnológica de Pereira*, from *Licenciatura en Bilingüismo con énfasis en inglés* between the age ranges of 22- 24 years old, are carrying out this project. They play different roles such as planners of lessons and predictors of the events that may occur inside the classroom, as well as designers when creating materials to be implemented in the activities, and observers. The feature latter mentioned, is applied by taking turns, as soon as one of the pre-service will teach and the other will observe or assist the teacher, but essentially the practitioners will have roles as teachers, as guide through the process.

5.4 Instructional Design

The implementation of educational environment content; recycling, and the impact that this can bring if it is taught in the early years of life, is the main focus of this project. Thereupon, the application of this content is alongside integrated when teaching a foreign language in benefit of assimilating both content and previous background knowledge through the practicalities of implementing reusable materials in short classroom projects. So, by considering the input given by the pre services and the procedures, the desirable outcomes are going to be observable, thus, this project will go under a forward design. Also, upon the necessity shown by the students and the capabilities to create and imagine, this project will go under the Project-Based Learning (PBL) approach.

The approach mentioned previously does implies the students to work cooperatively and autonomously on the reach of a final product or presentation, as Thomas (2000) explains the features of applying PBL in language classrooms, in which students are given the opportunity to work on actively projects that promotes critical thinking, problem-solving, and to develop decision making through real challenging and reality-connected topics. Connected to this, PBL allows to develop simultaneously, with is being taught, to foster 21st century skills within the classrooms. Thus, teaching is not only focused on applying real world tasks that are driven into the realization of decisions faced from a problem or struggle, but to attempt students to foster skills, reconstruct knowledge and understand the situation in order to be significant in their learning process, as long as the problem presented is challenging enough to promote these. Hence, when applying this project with the population intended and the chosen theme (an environmental issue: recycling), it was understood that students with lower-achievable domains, were likely to improve and promote those 21st century skills as long as they were involved through cooperative work and the guidance (scaffolding) of the pre-services aside the activities to reach the product made of recycled materials.

The procedure considered to be implemented within the classroom was carefully selected as pre services teachers needed to take into consideration the necessities and capabilities and competences of the students. For instance, when planning the lessons, they needed to focus in encouraging students to natural curiosity and had a sense of fun while learning, in reinforcing previous learned language and keeping an iterative process to embed knowledge and vocabulary, to emphasize individual and pair-group work, to take into account learners multiple intelligences, also to include a good balance of structure as well as unstructured learning activities to enhance a good harmonic environment, considering stirring and settling both at in and outdoors activities, by applying them in short term activities. All these features mentioned above were key points for succeed on the

completion of the project through activities by using the PPP model (presentation, practice, production) and during its application, it was needed to define which steps will fit more when implementing and how to get students attention into the project being developed.

5.5 Development and Implementation

This classroom project point of interest is the disclosure of the Environmental Education (EE) in early childhood. EE is defined as a holistic notion that generalizes what is learned about the natural world, the significance of natural resources and their importance in our lives Kalinski (2014). The author, also pointed out that it is possible to expand environmental concepts in early childhood education as the results showed that the nature center improved their education related with the environment since they increased time by spending on teaching experience and concepts mainly related with topics children know and feel comfortable with such as the Earth system. In other words, exposing children to environmental topics not only contributes to generate more opportunities for children to foster skills to become environmentally educated but also, by teaching environmental topics children will improve intellectual and physical health.

For this implementation, the pre-service took into account several activities, such as games, songs, readings, eco movies, puppets show, cutting, coloring, and outdoors activities with the purpose of engaging the learners with the content language. Enhancing participants' attention in this kind of educational field it may be quite challenging as kids are easily distracted by their surroundings, provide them short and clear instructions before feeling overwhelmed or frustrated; hence, the use of these activities mentioned above, will help the pre-service to lead participants into the learning process and by introduce them in the environmental content.

For this reason, it is important to consider the materials that are implemented in this type of classroom project. These resources may include relevant information regarding the content and as well than the adaptations required for early childhood education, such as; colors, pictures, topic and questions based on the age and competences, this means topics of interest for 4 year old learners. Thus participants might see it important to develop in their daily life. Resources that can inspire kids to be nice to nature, to strive to go outdoors and explore, to engage them to work on teams, to come up with ecology ideas, and more likely to respect the environment.

5.6 Resources or Materials

In order to develop this classroom project, the materials to be used have been chosen accordingly with the types of activities and topics that are going to be implemented. For instance, some of the activities that will be applied, and the materials that will be necessary to use will let have a notion if the learning process is being successful. Pre-service teachers will need to take into account the resources that may be able to find in the institution, or that can be asked to the guardians, such as plastic, egg cages, carton boxes colors, and scissors. After selecting the games, songs, movies, and outdoors activities that will be implemented in the project, some activities will be created in order to fulfil the goal of the class; however, some of the activities that are already made will be selected and adapted to the students' needs, this includes handouts, posters, colors, markets, flashcards, pictures, books, specific songs related with the topic, and handmade materials for the class like recycled toys, and games. In addition to this, some technological devices will be needed such as laptop, speakers, CD player, and video projector that will be brought by the pre-service teachers.

5.7 Assessment

The project will be focused on managing quantitative assessments, which are ways of gathering information that yield results which can easily be measured by or translated into numbers. This type of assessment design is influenced by the outcome-based method that assess on the performance of the input and what the students are able to do at the end of the lesson. Therefore, in this case the pre service teachers' assessment stage takes an important role in order to understand those actions given by the preschool learners and acknowledge their production. In other words, learners will be assessed in all the activities developed in class; even though, the participants in this classroom project are kids between ages 4-5 and do not produce enough output in the foreign language, the appliance of this method would likely help the pre-service to focus on what the students can do and perform with the input given in class and see if the learning process is succeeding and growing.

Reflection is an important process that all pre-service teachers will need to take into account when implementing a lesson plan, because it allows to reflect on the procedure and how well this went while being developed. By doing this, it will help to be aware on the aspects of the class that went well and the ones that needs improvement. In this project the pre-service teachers will take into consideration the theory proposed by Schön (1983) as cited by Smith (2001) by positively make reflections in order to overcome problems while executing a lesson and regarding the ways that may facilitates the reflective process. The

author states two processes that can be used when conducting a reflection. Reflection in-action, which is at the time the event is happening, this includes; the experience itself, thinking about the ongoing of the event, and deciding on how to act at the time the lesson is being developed and act immediately with the aim of improving certain events of the class . Thus, the reflection process will be carried out by all the pre-service teachers by taking turns, meaning that while two of them are implementing the third pre-service teacher will take notes and reflect on the event while it was happening. The other important aspect of this reflection is the on-action which will be developed after the encounter, by applying grouping arrangements, recordings, or questions, so thus, coming up with ideas and enhancements that the pre-service teacher will do differently next time, and why this acted in that way when carrying out an activity.

5.8 Instruments.

This section aims to present some of the tools that will help the pre-service teachers to collect data from the observations that will be developed during and after the implementation of this classroom project. Moreover, these instruments will be connected on reflecting student's learning process, their positive outcomes, and what they will be able to do. The pre-service that will carry this project will need to maintain an organization of products in order to track on students' outcomes and development in the language. Also, the three pre-service teachers will employ instruments to collect evidence such as teachers' journals during and after the implementation, students' artifacts such as documents, videos, images and audios as well as lesson plans reflection.

6. RESULTS

Teaching English through the implementation of art crafts with recycled materials in early childhood to learn vocabulary has led the practitioners of this classroom project to gather significant information to expose its aftermath results, especially addressed to this type of population. Therefore, this section aims to present those results found during the implementation and denoting its impact not only regarding practitioners' professional growth but students' language progression and its corresponding outcomes in the L2, through the analysis of the artifacts collected, observations, and pre services' journals that kept the track of the pupils' enhancement.

6.1 Students' responses

Students' responses were the results of following instructions during the activities that required a final product, or also called an art craft to be developed. In this stage, the pre-service teachers collected data taking into account the following aspects.

- Children's comprehension for completing tasks.
- Children's cooperativism in order to develop the activities.
- Children's interest regarding recycled material to create an art craft.

6.1.1 Students were able to follow oral instructions in the L2 to develop an activity.

Through the implementation of activities it was evidenced that the students were able to comprehend and follow clear and short instructions in the L2 to complete a task. In this session, the practitioner briefly explained what the activity was about and what they needed to do to fulfill it and additional, the practitioner showed a set of slides in which the students could see an example of the poses that they were supposed to do.

As part of this body language modeling activity, the practitioners themselves did the posing movements required for the learners to understand what they were supposed to do. Bearing this in mind, the exercise on gridding the vocabulary taught and already learned, was extremely important as this would promote a better learning of these. The picture below shows the children performing the activity.



In this activity, students were asked to do a yoga pose that represented an animal. Students had to listen to the pre service's instructions while presenting a set of slides in which the poses were displayed with their corresponding animals; these animals were going to be presented on a video, so then, when the video was up to do next, students had to do the pose every time the animals were shown. In the picture above, the students were representing the giraffe by raising their left arm and leaning to the right. Taking into consideration the ongoing development of the activity, pre services could observe that despite of the fact that the indications given were short and maintained body language as key of the explanation, students were able to comprehend the simple commands for completing the task without hesitation.

Consequently to this, it was remarkable that during the process of the lesson, the pre services were able to see students' independence and confidence on their language abilities; regarding to the active listening and vocabulary input given in the L2. Hence, according to Silverman, Proctor, Haring, Doyle, Mitchell, Meyer (2014) the comprehension of instructions is due to certain purposes that draw students' interest in the pedagogical activities and the objectives established in the lesson plan, thus, the teacher needed to consider both language average level and students' literacy. So, the classes needed to be more teacher-centered as this one allows the teacher to make more explicit explanations about the activities that were about to be developed and in which not only promoted students' literacy but also to hook them to use the vocabulary learned in the activities applied. The responses obtained on this kind of activity, indicate that the input and the indications given were sufficient for students to introduce and achieve the learning task. In

that respect, making instructions and effective teaching-learning feature accomplished during the implementation of this project.

6.1.2 Students showed interest to learn about the implementation of recycled materials to create the art craft.

During the implementation of this classroom project, it was determined the positive impact that handmade crafts with recycled materials had. The implementation of this allowed learners to feel motivated, interested and to pay attention to the input since at the beginning of the process, learners knew that once they have learned the topic, the crafts would be developed. In the following sample, it was observed that learners showed interest regarding handmade crafts, by asking about what kind of craft was going to be developed and what kind of recycled material will be used. O1; L; 28/09/2017

These showed great interest when practitioners mentioned about the products (crafts) and the materials to be implemented and the kind of layout that those are desirable to create related to animals, as birds, animals of a farm, aquatic, animals of the jungle, monsters, etc.

Including art crafts in teaching English help students to understand the vocabulary already taught. With crafts learners develop visual literacy skills that benefit the internalization and assimilation of knowledge, in this way, learners find meaning of the words that they are not able to read.

Múinteoirí Éireann (2009) argues that the use of art crafts in early childhood provides space for exploring, creating and developing new ideas. This would help them to consolidate the new vocabulary since the brain holds what is done manually more than what learners only hear. Múinteoirí Éireann (2009) proposed that using art craft involves other skills such as concentration on what is being developed, discipline and perseverance, creativity, finding means to express an idea and the contribution of children's self-esteem and sense of personal empathy. Through art crafts learners could create opportunities to learn about specific topics and how they can help with the environment by recycling materials and making something beautiful with them.

6.1.3 Students showed improvement in cooperative work through the implementation of the activities.

Besides the different features developed and improved during the implementation, students also demonstrated a great enhancement regarding cooperativism; a healthy cowork feature that (pre) kindergartens hardly develop when they are surrounded with more kids; however, this was surprisingly witnessed during the implementation.

Designing lessons for this project, was considerably important to include all type of exercises, activities, and tasks to be done either individually or in groups; nevertheless, what the practitioners were focused on was on the promotion of this skill; as key point of interest of the PBL approach, in order to develop or advocate in the kids a desirable act to share and collaborate with others. For instance, while implementing, it was evidenced that the students were more capable and feel comfortable to work with groups and share and contribute with other's ideas.



In the picture above, the students were participating in the production of the art craft in which the main goal of the activity was to create a jellyfish. The main idea of this activity was to reinforce this animal as students had problem to remember it. So, as part of the activity was to do a constant repetition on the word *jellyfish* and to advocate on the students the sense of sharing ideas: *how are you going to color your jellyfish? Is it going to have dots? Are you going to paint it all blue?* Students started to discuss within the groups and decided to have a pair-up handcraft in which the product will be similar, but only few characteristics will be different; as the tentacles or the eyes so they could distinguish their own from the others'.

Bearing this in mind, the encouragement of kids to cooperate with others, allow them to model empathy and to interact and respect others' ideas and feelings. A cooperative learning stimulation will allow students promote roles during their learning process, as long as students are distributed properly with different students whose capacities are different, so thus, they can contribute on their formation and progress, Wandberg, Rohwer (2010).

6.2 Professional growth

There were some particular aspects to reflect during the execution of the project in terms of professional development, in which it was implemented the use of journals, are these help to report observations about the lesson development with chronological characteristics. It is also, a teaching technique that promotes the self-reflection during the teaching process. Taking into consideration this, practitioners observed and collected the relevant information of the most significant classes during the implementation. Therefore, the aim of this section is to expose all the different variables found, as well as the advance of the practitioners.

6.2.1 Questioning and analyzing pre services' improvements through reflection.

With the purpose of having a general idea of what went well and what did not go that well during the implementation of the classroom project, it was required to keep an extensive and lengthy record on the journals and reflection made during and after the encounter and analyzing these to see students improvements and quantify both theirs and pre services progression all along the implementations. From this point, for the practitioners it was important to pay attention to all kind of features found related to intonation, pronunciation, and the acquisition of vocabulary and how practitioners were acting upon this cases, as reported in the journal entry: JE3;L;05/10/2017

Even though it was evidenced that few students still have lacks of differencing some of the shapes with others and pronouncing them differently, like in instead of circle they said circul, or instead of diamond they say daimon. It is important to make a stop and work on the pronunciation of these, although it does consumes the time established in the lesson plan, for me as teacher, it is extremely important to point at those issues and avoid fossilization of misspelled words and work on those mistakes that are possible to control and overcome. Further, students demonstrate to show progress on the understanding of simple actions in English and to the vocabulary taught so far (colors and shapes).

In the journal entry above, the practitioner wanted to highlight both issue and progression in order to analyze their flaws in the L2 and their positive outcomes. Further, as mentioned previously, the pre-service teachers considered the theory proposed by Schön (1983), in order to come up with reflections in order to overcome problems while executing a lesson. Both reflection on-action and in-action were executed, the later term which is related to the ongoing event, helped us to excel certain difficulties during the lesson and to make predictions in the lesson plan through possible solutions and how to act at the time the lesson was being developed and act immediately with the aim of improving this excruciating events. The other important aspect of this reflection is the on-action which was developed after the encounter, by applying observations reports and journals, and thus, sharing and coming up with ideas and enhancements that the pre-service teachers will do differently next time, and why these acted in that way when carrying out an activity. (Lesson plan appendix)

6.2.2 Digital devices promoted the expansion of the vocabulary in preschoolers.

The implementation of a digital room during this project, determined how useful these devices were at the moment of presenting new vocabulary, due to the fact that students were able to link a word with its meaning thanks to the actions presented on the video, thus, helping students to acquire new vocabulary easily by repeating the songs or phrases presented on a didactic way. Therefore, it was decided to go forward with the use of electronic devices as students showed more interest to videos and interactive activities and properly do a connection of these with their language performance: O3; E; 19/10/2017

[...] practitioner 1 started the class with a video, students seemed to know already the lyrics of the song and they were responding to the questions that was placed on it. The video was related with wild animals, they presented the sound of the animal and the children would try to guess the name. The video said “This animal says Argggg” and Students mentioned “The lion [...]

Consequently, the results obtained from the implementation has shown that the utilization of the digital room provided a better vocabulary comprehension, as claimed by Levy (2009) the learning of vocabulary is successful in respect to the rehearsal chances to recycle and reuse the vocabulary through the usage of devices that may promote effectively and efficiently students’ listening comprehension and oral production of vocabulary learning. Under that conception, it also helped the pre services to conceive the further

insights of the electronic-interactive devices usage for not only promote students language comprehension, but to interact among their classmate through games that can be applied in the classroom right after an electronic activity, as students showed a great interest in games which have a high level of achievement and that are more likely competitive as the ones played in the system room, as they expressed while playing: “*Me gusta el juego de memoria porque se parece al que juego en el celular de mi mamá*”, and the use of the L2: “*Encontré el lion, encontré el lion*”. Games, activities, and songs grant the students the sense to advocate and relate the vocabulary taught in the target language with their mother tongue.

6.2.3 Pre services’ development of roles skills within the designing of lessons.

The roles of the practitioners during the implementation of the project were important to trace as its progression was evidenced in the planning of the lesson. Lessons planning were developed according to students’ needs and interests. Nunan (2004) mentions that a lesson should include different tasks defined as a language activity, where the main focus is create meaning. Based on this, teachers in development centered the lesson plans in the acquisition of the vocabulary, by creating context and providing a clear outcome that exceeds the use of language. At the beginning of the implementation the lessons plan focused on different aspects such as pronunciation, vocabulary, opinion about the topic and awareness of the importance of recycling, this led students to be confused and afraid of using language to communicate their learning as there were too much complexity in the lessons . Once teachers in development understood the needs to create simple lesson plans according to the population, the results of the language use were highly increased, as it will be demonstrated in the linguistic outcomes. (See appendix 5)

6.3 Linguistic outcomes

The main focus of this classroom project was to teach English vocabulary to four and five year old children (so called early childhood) through games and didactic activities. The learning of vocabulary was intended to be done through hand crafts made out of recycled materials. The purpose of both games and recycled materials was to have fun in class and being aware of the importance of the environmental care.

6.3.1 Students pronounced simple sentences in English while doing an artifact.

During the implementation it was remarkable how the participants involved were able to pronounce words and be able to organize simple sentences in the L1 on the topics taught. Further to this point, it was also evidenced that the outcome achieved was ensued due to the significant and consistent input given by the pre services, which allowed the students to embrace it and use the language while creating a craft, a sufficient and extenuate process was considered in order to knit the vocabulary through the creation of the craft with the materials used. As stated by Womack (2008) taking into account the analysis of the study's results conducted, we could evidence in the results of those a positive relationship between the use of authentic artifacts in the classroom and student development in the area of language proficiency. Highlighting with this, the use of artifacts bring to classroom a positive connotation and appropriation of the materials itself to learn the vocabulary thought.



In the previous picture, during that session pre services were paying attention to those kids that were selected to be sampled, and it was evidenced that these were able to associate and pronounce the shapes previously, supporting themselves on the shapes that were part of the owl project which was the aim for the class. Students were requested to share and cooperate while doing the craft, they used the recycled materials and practitioners were facilitating and helping few students to get the handmade craft done. It was considered that during the activity the practitioners had to use the L2 and supporting themselves with gestures; as pointing, and the use of body language so the students could understand what they wanted to mean, like: *“You need to go to practitioner 2 to get the owl’s eyes. The owl’s eyes are two white circles.”*

Once the artifact was done, the practitioners in charge of the class asked the students about their owls and what shapes do these have and their colors. A high average of the students asked were able to say short and complete sentences expression about theirs; even though presenting still the use of some parts of speech of the L1: *“Mi owl have blue circles, white eyes, y blue squares.”* Considering their responses to the task itself, it was clearly to assure that the vocabulary of the shapes, parts of the body, and colors was completely achieved. (See appendix)

6.3.2 Students’ acquisition of new vocabulary and the recognition of these in the context.

According to Cutter-Mackenzie, Edwards, Moore, Boyd (2014) the development of pedagogical activities in which students are involved in games or active activities engage the students to gain confidence with their classmates and self-confidence to participate in multiple activities, which will allow them to develop and improve social and cognitive skills while learning cooperatively with others.

Supporting this, during the implementation of the classroom project it was gradually evidence the progression of the students regarding the acquisition of new vocabulary and the connection of these with the context itself, as they actively participated in the activities proposed. During the ongoing encounters the students were able to understand some of the topics in the second language due to the usage of activities that included all students and that those took into consideration their native tongue background. According to the observation report, the practitioner in charge of the reflexion stated that: O5; A; 02/11/17

At the beginning of the section students were engaged with the video of “finding Nemo” to them, was a really meaningful way to acquire the vocabulary by association, also practitioner 1 could from that point make them drill the pronunciation and association of octopus with “octobus”. It is important to mention that Student 2 and 3 started to relate the whale done last class with recycled materials and they also remembered what this materials were.

The journal above proved the practitioners that the activities and resources used were considerably fulfilling with objectives established regarding the learning of new vocabulary in the L2. Bearing this into mind, it is meaningful to express that children are the quintessential example of being the most adaptable and capable population to adjust to any situation, dependable of its capacities, as they showed a great adaptation in regards of the use of English and learning of new words.

6.3.3 Students’ second language skills improvements through the collection of formative assessment

Considering all the variables mentioned above about students’ progression and practitioners growth, respecting both teaching and learning process and the achievement of the objectives itself, there was a big question on how these variables of learning needed to be proven; therefore, forward in this section, it will be present and explained thoroughly what it was assessed during the implementation of the project in early childhood population.

There are certainly few paramount points to highlight in this section regarding students’ L2 comprehension and how they conveyed information to make the sessions more efficient. First of all, the practitioners considered students’ language level and their literacy abilities and the purposes of the vocabulary that needed to be implemented; in consequence, the input provided needed to consider all the features mentioned in order to have a successful and efficient learning process. According to Wright (1994) claimed that there are two crucial factors when assessing early childhood through arts: young learners learning and they improved through arts, and the appropriate teaching-learning activities planned to facilitate learning and language development. Thereby, assessing students through a outcome-based, which assess on the performance of the input and what the students are able to do at the end of each lesson, and an observation-based measurement which attends to monitor steadily students’ progression based on the learning and teaching process, allowed the practitioners to see whether or not the students were mastering the vocabulary and to act upon the different events that might interfere with this process.

The following pictures, there is the purpose of the activity and there are also the two samples selected in order to interpret language comprehension and to see if students were able to understand simple instructions and the learning of vocabulary proposed for that lesson: coloring with a purpose in shapes. (See appendix 6)



Coloring with a purpose. Each shape had a color.



Student A.



Student B.

As it is evidenced in the pictures above, both students were able to almost to fully color the clown; however, the main purpose of this activity was to see students perception of colors and shapes, and more when this activity was meant to measure students conceptualization of coloring with a purpose. *Students A* was able to follow the instructions without a doubt and successfully complete the task; meanwhile, *Students B* is it clear to see that was mistaking the color if the clown's nose. The practitioner needed to assist this student and explain once again and guide the student along the activity and identify the issue. Drawing students into challenging activities that are well-leveled and organized, allow the pre services to engage these and advocate in them the sense to embrace their existing L2 abilities. At the end of this lesson, students were able to produce simple sentence using the vocabulary taught and designed for that session: Colors and shapes.

7. CONCLUSIONS

As a wrap-up, this section of the paper aims to present an overall view of the processes and results obtained during the implementation of the Environmental Education in Early Childhood carried out in Liceo Bilingue of Pereira, Risaralda, by teaching English through the use of the 4Rs: Reduction, Reuse, Recycling and Recovery technique. The usage of this proved to have positive effects on students' performance and confirmed how these techniques can promote students' participation in vocabulary activities and games. In terms of teaching, the pre-service teachers found out that designing and analyzing handcraft activities supported by environmental education by using handicraft creation, helped students to participate naturally in tasks, speaking, producing little pieces of vocabulary thought during the session, as well as the development of cooperative learning by working together to accomplish certainly given task. Similarly, in terms of learning the pre-service teachers recognized the techniques demonstrated a significant support in student's participation through the results of each technique implemented during the students' oral and physical performance, having the referent of the work to do and doing without modeling as part of the production stage, this was evidenced in the yoga game which is part of the linguistic outcomes.

Concluding with this paper, the pre-service teachers can affirm that regarding language, the techniques helped as a support for the students in aspects like acting, pronunciation and connecting words with artifacts to produce short sentences. Thus, in each of the teaching activities implemented, students created a referent with the last handcraft done and use it as a referent of the word mentioned in this moment of the class, most of the students performed as expected. In addition, students' responses result shown that the techniques applied in the classroom project influenced positively the student's motivation while working in groups and cooperative work itself. These strategies made students feel comfortable to pronounce short sentences as they used it in their own life experiences or during the break playing with their partners or participating in any handicraft proposed by practitioners; therefore the students were willing to participate and they did it with enthusiasm.

In the end, students were able to follow instructions in L2 while doing an activity, taking as a referent the recycled materials thought during the teaching sections and recognized them to follow the procedure required. This is a very important aspect that shows us the positive aspects that we could find during the classroom project and the advantages of teaching with materials or things children could touch and associate. In the same line, another aspect to mention is the culturalism process children had during the classroom project, they learned the importance of taking care of our materials, thus how to become non-useful things in handcraft to play or take home.

8. APPENDICES

Appendix 1. Observation Report.

O1;L;28/09/2017

Objective:

- To create a positive and joyful environment in order to enhance the teaching-learning process.
- To measure students' knowledge of colors.
- To recognize and pronounce simple shapes.

On this first day of implementation of the project, the practitioners took their time to explain what was the project about, their expectations thereon the project, and what it is expected from the students. These showed great interest when practitioners mentioned about the products (crafts) and the materials to be implemented and the kind of layout that those are desirable to create related to animals, as birds, animals of a farm, aquatic, animals of the jungle, monsters, etc. The practitioners showed to have a good potential regarding classroom management and to establish rapport with the students through activities, and also to have a good voice projection and body language. Even though it was the first class, students could understand most of what was said as they responded to all the actions required to do, as standing up, sitting down, asking for the floor, and simple commands and so on.

Appendix 2. Journal Entry

JE3;L;05/10/2017

Indicator: *Students learn vocabulary through the implementation of recycled materials and the creation of crafts.*

Objetives:

- To pronounce simple sentences in English related to the topics exposed.
- To express simple sentences in English about the description of objects.

In this session, students were more actively and willing to participate as they had adjusted their behaviour so on to get to the creation of the craft. Thereupon, the implementation of activities to manage and control the classroom was important to consider, and also to recall and put into practice the elements taught in the previous session. Even though it was evidenced that few students still have lacks of differencing some of the shapes with others and pronouncing them differently, like in instead of circle they said *circul*, or instead of diamond they say *daimon*. It is important to make a stop and work on the pronunciation of these, although it does consumes the time established in the lesson plan, for me as teacher, it is extremely important to point at those issues and avoid fossilization of misspelled words and work on those mistakes that are possible to control and overcome. Further, students demonstrate to show progress on the understanding of simple actions in English and to the vocabulary taught so far (colors and shapes).

Appendix 3. Observation Report.

O3;E;19/10/2017

Objective.

- Recognize when someone talks about animals in English and respond verbally and nonverbally.

The present report aims to explore and analyze student's responses regarding the class. To start with, the practitioner 1 started the class with a video, students seemed to know already the lyrics of the song and they were responding to the questions that was placed on it. The video was related with wild animals, they presented the sound of the animal and the children would try to guess the name. The video said "This animal says Argggg" and Students mentioned "The lion" however students pronounced the word as it is written. After hearing this, teacher made emphasis on the pronunciation of each wild animal. Even though practitioner 1 applied some behaviour management like whispering the instructions so students will be quiet and attentive, students were playing and making a lot of noise. After giving the input of the vocabulary of the wild animals practitioner 2 start to talk about *news paper* and how it can be re used to create new things. Once students learned about wild animals and the use they can give to paper. Practitioner 2 handed out some yellow circles in order to make a craft. Practitioner 2 said "What shape is this" to what students say "Yellow", practitioner 2 tried again by saying "no, no the color, the shape, la forma" when students heard the word in Spanish they mentioned "Circle" practitioner said "very good, it is a yellow circle. A yellow what" and students mentioned "yellow circle"

After working on the pronunciation of the shape and the color of the circle, practitioner handed out a piece of paper, once all students had the paper teacher said "vamos hacer deditos de cangrejo, luego vamos a cortar tiritas de papel" after giving the instruction preservice asked one student to explain what they have to do and student 1 said "con los deditos de cangrejo hacemos tiritas de papel". After making the stripes of paper students made a lion with the circle and the stripes. It was evidenced that students were really excited with the craft and the result of it, student 2 said "mi animal favorito es el Lion y este me quedo hermoso". Students responses were satisfactory for practitioners. During this class, students learned how to reuse paper and make something beautiful and enjoyable for them.

Appendix 4: Observation Report.

O5;A;02/11/17

Objective.

- Recognize and identify when someone talks about material that I can recycle verbally and nonverbally. Also, to identify the aquatic animals

At the beginning of the section students were engaged with the video of “finding Nemo” to them, was a really meaningful way to acquire the vocabulary by association, also practitioner 1 could from that point make them drill the pronunciation and association of octopus with “octobus”. It is important to mention that Student 2 and 3 started to relate the whale done last class with recycled materials and they also remembered what this materials were. Moving into the practice stage of the class, Learners didn’t seem quite interested on following instructions of the lottery game made of vocabulary, practitioner 1 had to intervene couple of time since learner 4 was turning around all the images at the same time. Moving to the animal production stage, which it’s important to highlight, learners were asking for this during the section; S4 finally could talk about the project. All learners are involved in the activity unless S1, who is asking for help since is not able to it for himself for being the smaller of the classroom. At the end of the recycled material project, students were able to reproduce by saying octopus and to understand their meaning on their mother tongue, the were more calm and seem to be more comfortable talking about the animal done by asking practitioner 1 to kept the animal and take it home.

Appendix 5: Lesson Plan.



ENGLISH AS A FOREIGN LANGUAGE IN EARLY CHILDHOOD THROUGH THE ART OF RECYCLING IMPLEMENTACIÓN DE PROYECTO DE GRADO PROJECT BASED LEARNING

NOMBRE DE LOS PRACTICANTES:

Laura Nathalia Betancur G. - Elizabeth Hurtado H. - Alejandra Rengifo V.

NOMBRE DE LA INSTITUCIÓN: Liceo El Poblado

FECHA: Nov 2nd 2017

FIRMA DEL DOCENTE: _____

GRADO: Kindergarten No. SEMANA: 5th week

FECHA DE INICIO: September 28th

FECHA DE FINALIZACIÓN:

AÑO: 2017

OBJECTIVES: Reconozco e identifico cuando me hablan de materiales que se pueden reciclar verbal y no verbal en inglés y el nombre de los animales acuáticos.

TIME/STAGE	EXPLANATION OF ACTIVITIES	POSSIBLE SOLUTIONS
WARM UP 15MIN	<p>(As students showed difficulty to learn some of the aquatic animals, practitioners are going to recall and do activities to facilitate the learning process through a set of activities)</p> <p>Practitioner is gonna show a video about <i>Finding Nemo</i> and <i>Finding Dory</i> in which some of the aquatic animals shown previous class are displayed in it. Students will try to recognize some of them by attempting to say their actual names in English. Example: Seahorse, octopus, shark, clownfish, etc. Practitioner will pause it as many times as possible to ask about the animals</p>	<p>Use of L1 to explain the activities.</p> <p>Apply scaffolding to help the students to get the task done if necessary.</p>



PRACTICE 25MIN	<p>MEMORY GAME</p> <p>In 4 groups, Practitioner will give 8 pictures facing down, students have to flip one and try to find the other same picture of the first one showed, if they don't get the match they have to put the picture face down again until getting the match. Game is over when all the picture are facing up. By doing this, students will work cooperatively.</p>	Translanguaging will be applied to explain the activity.
PRACTICE 20MIN	<p>HOW MUCH DO I KNOW?</p> <p>Students will be given a blank paper, practitioner will say at least five aquatic animals, students have to listen carefully and draw the animal told. By doing this activity, practitioner will observe if students got all the vocabulary taught.</p>	
ANIMAL PRODUCTION 30MIN	<p>JELLYFISH</p> <p>Ss will develop the animal production. A JellyFish made off of icopor and the tentacles made off of newspaper.</p>	
	<p>FEEDBACK:</p> <p>It will be important to ask students how they feel regarding their use of the L2. Also, it is important to see how much material can the practitioner ask the students to bring to class.</p> <p>ASSESSMENT:</p> <p>Oral presentation of the craft made. Participation in class.</p> <p>HOMEWORK:</p>	

Appendix 6: Lesson Plan



ENGLISH AS A FOREIGN LANGUAGE IN EARLY CHILDHOOD THROUGH THE ART OF RECYCLING



IMPLEMENTACIÓN DE PROYECTO DE GRADO

PROJECT BASED LEARNING

NOMBRE DE LOS PRACTICANTES:

Laura Nathalia Betancur G. - Elizabeth Hurtado H. - Alejandra Rengifo V.

NOMBRE DE LA INSTITUCIÓN: Liceo El Poblado

FECHA: Oct 5th 2017

FIRMA DEL DOCENTE: _____

GRADO: Kindergarten

PERIODO: 2

No. SEMANA: 2nd week

FECHA DE INICIO: October 2nd - 6th

FECHA DE FINALIZACIÓN:

AÑO: 2017

TIME/STAGE	EXPLANATION OF ACTIVITIES	POSSIBLE SOLUTIONS
WARM UP 5-7MIN	Preservice Laura. PS Teacher will ask to learners to quietly form a circle. By taking a surprise bag, the PS will put some colored balls to recall previous session about colors using a ball, by doing this the students will identify and comprehend simple questions, and be capable to say what color the object is, by using a simple phrase like: The ball is <u>green</u> .	Use of L1 to explain the activities.
PRACTICE 10MIN	THE TUNNEL! As students have already seen the shapes as in Spanish as in English, PS will take advantage of the colored balls to do the next activity. Students will be asked to form 4 teams of 4 kids. Each team is going to line up and will have a ball, the ball has to go all the way back through a tunnel, passing the ball hand to hand from the front to the back, the last student has to go in front and respond the question: Can you show me the shape of a <u>star or square</u> ? If the student answer well, he/she will be given a new ball and do the same process to pass the ball to the last student and so on.	Apply scaffolding to help the students to get the task done if necessary.

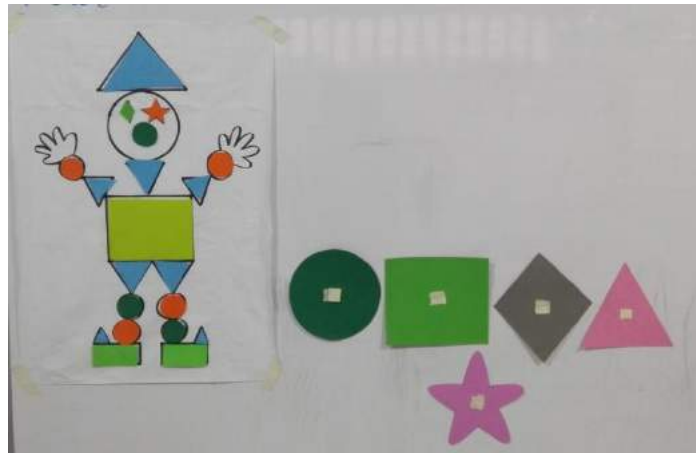


10MIN	PIN THE SHAPES IN THE CLOWN! As colors and shapes have been already recalled, PT will stick a image of a clown whose parts are missing, students are going to find them and will pin them in the clown to complete its body.	
15MIN	Let's color our own clown: PS will give the students a worksheet of a clown, in a bag of surprises, the PS will put some colors inside to give the shape its respective color to bring the clown to life! Squares will be orange - Triangles will be blue, etc	
5MIN	When all students are done, PS will introduce new words: BIG AND SMALL, as the clown whose shapes are missing and the worksheet are done as well, the PS will ask the students: Which clown is big? Which one is small?	
PRACTICE 10MIN	PS and SS will look around the class to find BIG and SMALL things. Also to compare shapes and colors.	
PRODUCTION (CRAFT)	THE SHAPY OWL! SS were asked to bring a tube of toilet paper (recycled) in order to create an owl using pieces of paper shaped with squares, circles, triangles, stars.	
1HR	It is important to explain the kids how the activity is going to be developed. Each one will be sitting in its own chair, PS will go around to help the student to create the craft. PS will recall one more time the shapes and the colors and finally, we will be doing our own OWL with shapes.	
	FEEDBACK: It will be important to ask students how they feel regarding their use of the L2. Also, it is important to see how much material can the practitioner ask the students to bring to class.	
	ASSESSMENT: Oral presentation of the craft made. Participation in class.	
	HOMEWORK: Students will be asked to bring a paper plate and a plastic cup.	

Photographic register.



Students' owls with a toilet paper tube.



The clown with shapes and shapes made from foamy (above). The last open handcraft with recycled (below)





(Above) Pre service helping the students to get paper stripes to make a lion puppet with recycled materials. (Below) Students' portrait with their own jellyfish made of recycled materials.



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