

FOREIGN LANGUAGES DEPARTMENT.

**TITLE: Introduction of environmental
problems in the English lesson in Junior
High Scholl.**

MAJOR PAPER

Authoress: Magely Garcia Jorge

Tutor: PhD Ignacia Adalis Rodríguez Estévez Full
Professor.

Sancti Spíritus, Cuba

2023

Este documento es Propiedad Patrimonial de la Universidad de Sancti Spíritus “José Martí Pérez”, y se encuentra depositado en los fondos del Centro de Recursos para el Aprendizaje y la Investigación “Raúl Ferrer Pérez” subordinada a la Dirección de General de Desarrollo 3 de la mencionada casa de altos estudios.

Se autoriza su publicación bajo la licencia siguiente:

Licencia Creative Commons Atribución-NoComercial-SinDerivar 4.0 Internacional

Atribución- No Comercial- Compartir Igual



Para cualquier información contacte con:

Centro de Recursos para el Aprendizaje y la Investigación “Raúl Ferrer Pérez”.

Comandante Manuel Fajardo s/n, Olivos 1. Sancti Spíritus. Cuba. CP. 60100

Teléfono: 41-334968

Abstract:

Environmental Education is an educational component that appears in some of the main objectives of the different school levels in Cuba. English teachers are offered tools and methodological suggestions to strengthen environmental education through the English language curricular strategy. However, they are not always implemented properly, bringing about difficulties in this aspect. That is why the objective of this major paper is to propose didactic activities for the development of environmental knowledge in English lessons in Junior High School. Different methods: theoretical, empirical and mathematical ones were used in this research. The sample was composed of group 9.1 from "Wilson Rojas" Junior High School, in which surveys, interviews and pedagogical tests were taken for the investigation. The proposal designed to solve the scientific problem corroborated their effectiveness after its application to the sample selected since students could improve their knowledge about the environment, their vocabulary related to this topic and their communicative skills.

Keywords: Environmental Education, knowledge, English language.

Abstrait :

L'éducation environnementale est une composante éducative qui apparaît dans certains des principaux objectifs des différents niveaux scolaires à Cuba. Les enseignants d'anglais se voient proposer des outils et des suggestions méthodologiques pour renforcer l'éducation environnementale à travers la stratégie curriculaire de langue anglaise. Cependant, ils ne sont pas toujours mis en œuvre correctement, ce qui entraîne des difficultés à cet égard. C'est pourquoi l'objectif de cet article majeur est de proposer des activités didactiques pour le développement des connaissances environnementales dans les cours d'anglais au collège. Différentes méthodes : théoriques, empiriques et mathématiques ont été utilisées dans cette recherche. L'échantillon était composé du groupe 9.1 du Collège "Wilson Rojas", dans lequel ont été réalisés des enquêtes, des entretiens et des tests pédagogiques pour l'enquête. La proposition conçue pour résoudre le problème scientifique a corroboré son efficacité après son application à l'échantillon sélectionné puisque les étudiants ont pu améliorer leurs connaissances sur l'environnement, leur vocabulaire lié à ce sujet et leurs compétences communicatives.

Mots-clés : éducation à l'environnement, connaissances, langue anglaise.

INDEX

Presentation.

Abstract	1
Index	3
Introduction:	5
Development:	10

Chapter I: Theoretical and methodological bases that support the development of environmental education in the teaching learning process of English as a Foreign Language.

1.1 Teaching- learning process of English as a foreign language	10
1.1.1 Environmental education in the teaching learning process of English as a Foreign Language.	11
1.2 Environmental Education in the National Education System in Cuba.	12
1.2.1 Task of life in the in the National Education System in Cuba. --	15
1.3 Environmental Education in the school population.	16
1.4 Results of the initial diagnosis.	17
1.4.1 Results of the documentary analysis.	17
1.4.2 Result of the interview with the teacher	17
1.4.3 Result of the interview to the students.	18
1.4.4 Result of the pedagogical test.	18
1.4.5 Result of the survey.	19

Chapter II: Groundwork of the proposal of didactic activities aimed at strengthening the environmental education in students from “Wilson Rojas” Junior High School.

21

2.1 Communicative approach:	
2.1.1 The principles of the leading of the teaching learning process in the proposal of didactic activities to strengthen the environmental education at “Wilson Rojas” Junior High School.	22

2.1.2 Characteristics of the proposal of didactic activities to strengthen the environmental education at “Wilson Rojas” Junior High School. ---	23
2.2 Common European Framework of Reference for Languages. -----	23
2.3 Proposal of didactic activities to the strengthening of the environmental education in students from “Wilson Rojas” Junior High School. -----	25
2.4 Final analysis to determine the real state of the environmental education of students at “Wilson Rojas” Junior High School. -----	33
2.4.1 Final result of the survey. -----	33
2.4.2 Final result of the pedagogical test. -----	34
Conclusion -----	35
Recommendation -----	36
Bibliography -----	37
Annexes -----	41

INTRODUCTION.

The growing commitments assumed by Cuba in the international framework regarding the environment, as well as the sustained concern of the Cuban state for the care and protection of the environment, has led to educational interest due to its insertion in the environmental topic. The objectives and principles that characterize the Cuban educational policy guarantee that the comprehensive formation of each individual is not an abstract thing, but a reality. General education has the function of providing the necessary basic knowledge with the required quality and developing the skills, attitudes and habits essential for social life that the country demands.

Education is of vital importance to promote the sustainable development of the population to address environmental issues of development. The conception of Environmental Education in the Cuban National Education System has an eminently pedagogical character, in such a way that together teachers and students are in charge of directing the educational process, in integration with the family and the other factors of the community, attend all aspects related to the protection of the environment and at the same time be able to watch over the factors that may have a negative impact on sustainable development.

The English language within the educational problem of the environment is of great importance because it would allow the improvement of the work of all teachers, leaders of production practices and tutors of scientific-student work in updating and deepening the training of the new professional, all from the reading of scientific-technical materials in English language based on environmental education for sustainable development.

Some of the main authors involved in this theme and investigation are: Stempleski (1993). Mc Pherson (2004). Tang (2009). Hauschild, Staci. Poltavtchenko, Elena. Stoller, Frederick (2012). Pérez, Morales (2013). Alarcon Ortiz (2014). Gregoria, Berta. Gutiérrez Iraido, Miguel (2020). Guerra Gomes, Lisandra (2021).

According to Tang (2009), the objective of incorporating environmental education in the classroom is to raise students' awareness about global environmental crises. Knowledge of environmental protection is the core of environmental education and must be carried out with any age group (whether

at the preschool, primary, secondary, post-secondary or higher education levels), with any linguistic rules and with the specificities of language such as vocabulary, grammatical rules, syntax, semantics and discourse of the foreign language. Thus, the teaching of English as a second or foreign language can emphasize on linguistic skills and environmental issues in the school context, in order to raise awareness about global issues such as environmental degradation.

From the studies and works carried out by the author, the complementary programs stand out, these being a type of activity to be developed within English lessons, but outside the school environment. A particular and innovative topic to develop by the author in current environmental education.

With a complementary program, students not only acquire new knowledge, but also develop skills, often of a practical nature. The social usefulness of certain knowledge is also learned, and its link with the professions of the territory is achieved. In addition, it must show responsibility, as well as solidarity in the tasks assigned to each person, and other moral values, since everyone is associated in a system.

To establish the contents of these programs, it is necessary to determine the aspects of the social development of the community, such as environmental problems. This characterization of the community allows to know the resources it can offer for complementary programs, including the places where they can be taught in the community.

One of these complementary programs and as a proposal from the Cuban government is the Life Task: State Plan to confront climate change based on a multidisciplinary scientific basis. It includes five strategic actions and 11 tasks aimed at counteracting the effects on vulnerable areas that were approved on April 25, 2017 by the Council of Ministers and constitute a priority for the country's environmental policy.

The main objective of the Life Task is to protect human life and its quality, in conditions of a changing climate; to achieve this, it involves all sectors of the economy and society and is applied at the national and local level. Its implementation is supported by the Bases of the Country's Economic and Social Development Plan until 2030, where it is recognized as an objective to mitigate climate change.

After applying some scientific resources and methods like: interview, survey and pedagogical test in the group 9.1 from “Wilson Rojas” Junior High School; to obtain the information about the knowledge of environmental problems in ninth grade students; some potentialities and limitations were found among them:

- Students are highly concentrated on the achievement of all kind of information, especially in English. They know lots of information about the problematic of the environment around the world and in Cuba. They are specially involved in this topic and motivated about it.
- However, besides they know information about environment, they know it in their native language, they have lack of vocabulary and content to study and learn. Also, the poor interest of the teachers to include this topic in the English lessons is significant. At the same time the lack of sources to work with is one of the main problems together with the correct motivation of students during the lessons of English.

PROBLEMATIC SITUATION:

- ✓ Students have a weak perception of risk of environmental problems.
- ✓ Lack of vocabulary.
- ✓ Lack of interest.
- ✓ Lack of coherence and systematicity in the treatment of the environment.
- ✓ They do not have texts or resources for environmental education.

RESEARCH PROBLEM:

- ✓ How to contribute to the development of environmental knowledge in English lessons in Junior High School?

OBJECT OF THE INVESTIGATION:

- ✓ Teaching- learning process of English as a foreign language.

FIELD OF ACTION:

- ✓ Environment as part of the teaching learning process of English in 9th grade students.

OBJECTIVE:

- ✓ To propose didactic activities for the development of environmental knowledge in English lessons in Junior High School.

RESEARCH QUESTIONS

1. What are the theoretical and methodological foundations that support the inclusion of environmental knowledge in the English lessons?
2. What is the current state of information on environmental knowledge of 9th grade students from “Wilson Rojas” Junior High School?
3. What characteristics should the didactic activities have for the development of environmental knowledge in the English lessons?
4. What results were obtained with the introduction of didactic activities in 9th graders?

RESEARCH TASKS

1. Determination of the theoretical and methodological foundations that support the inclusion of environmental knowledge.
2. Current diagnosis of information on environmental knowledge of 9th grade students from “Wilson Rojas” Junior High School.
3. Design of the didactic activities for the development of environmental knowledge in the English lessons.
4. Results obtained by the introduction of didactic activities in 9th grade students from “Wilson Rojas” Junior High School.

Analysis of group 9.1 from “Wilson Rojas” Junior High School.

The population was made up of 60 9th grade students from “Wilson Rojas” Junior High School.

The selected sample was 30 students from group 9.1. It was an intentional non-probabilistic sample taking into account that the two groups had similar characteristics, and an English teacher who works there.

Theoretical methods:

- Induction-deduction: It was used as a result of the knowledge taken from the students of the 9.1 group, these results are extended in a general way to all the students of Junior High Schools.
- Historical- logical: It was used in the analysis of the theoretical and methodological antecedents about the evolution around the world and Cuba of the teaching and learning of foreign languages, as well as the strengthening of the environmental education in the English language.
- Analysis- synthesis: the analysis of different resources and theoretical positions of the current state of the elaboration of the proposal of

didactic activities to strengthen the environmental education in the English language in ninth grade students from “Wilson Rojas” Junior High School.

Empirical methods:

- Documentary analysis: it was used to analyze the different leading documents, material and resources established for the teaching learning process of English and the sections devoted to the practice of the Environmental Education. (See Annex 1)
- Interview: It was used to obtain information about the significance from the sample selected given to environment (both teachers and students). (See Annex 2)
- Pedagogical test: It allowed ensuring the knowledge students have in the English language in relation to the environment. (See Annex 3)
- Survey: It was applied to all the sample in order to identify students' criteria of their own knowledge about the environment and its protection. (See annex 4)

Mathematical statistical method

- Descriptive statistics: it was used the descriptive statistics in which the data obtained were interpreted using either quantitative or qualitative methods.

Scientific Novelty: This is an investigation focused on the student's reality and needs in order to differentiate this work from others behind. With the proposal and use of didactic activities, students will increase their general knowledge by using English as a vehicle for supporting learning across the curriculum and for demonstrating understanding of school subjects such as environmental issues. This topic being a fundamental component to develop in the Life Task of the Cuban Ministry of Education; being a differentiating aspect of the Major Paper.

DEVELOPMENT

Chapter I: Theoretical and methodological bases that support the development of environmental education in the teaching learning process of English as a Foreign Language.

1. Teaching- learning process of English as a foreign language.

Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. English as a foreign language has become a mandatory subject at schools beginning in the fourth grade following the plans of the Ministry of Education. Students' language development is integral to their success in every area in school. Language enables the students to play an active role in various communities of learners within and beyond the classroom. It increases the ability of the child to acquire a good accent, not influenced by the country of living, but rather by the person who teaches them English. Furthermore, it increases the possibility of becoming bilingual and therefore, the proficiency of that specific language.

The goal of learning or teaching English language is to empower the students to utilize English for communication. In the previous decade, there was a shift in the focus of language teaching from linguistic competence to communicative competence. Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. A shift in foreign language pedagogy from a specific foreign language method to the measurement of language competency has resulted in a change in the role of the teacher from one of authority to that of guide and agent of change. Current developments point to public pedagogy, social media, and action research as additional ways to foster intercultural competence and language learning. English learners interested and engaged in the language learning process. Developing the communicative competence is very essential to communicate at national and international levels.

The Cuban concept of building responsible citizenship is closely linked to the continuing enhancement and expansion of the population's cultural horizons as a means of both personal and societal growth (Corona, D. 2005). The goal of teaching English Language Education (ELE) in Cuba has been enriched by emphasizing its contribution to the cultural development of the people by helping them to develop communication skills, rooted and grounded in the national and regional culture, so as to enable them to communicate about their personal, social and professional activities.

1.1 Environmental education in the teaching learning process of English as a Foreign Language.

The current socioeconomic approaches and their globalization are not reducing environmental problems, poverty or inequality, quite the contrary. The growing destruction of the environment that has been manifested for decades has become more acute, which is why it has acquired a global character from the second half of the 20th century. In this millennium, the threat to the survival of humanity is evident and, therefore, it is important to make an effort to establish a new paradigm of communication with nature. Hence the need to strengthen Environmental Education, which has arisen since the World Conference on the Human Environment, held in Stockholm in 1972 and which requires government and state policies with a coherent, planned, organized and systematic direction. According to some authors like:

- Douglas and Holland (1947) expressed that "the term of environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behavior and the growth, development and maturity of living organisms".
- Borah (2007) "environmental education is a learning process that increase people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action".

It can be concluded that Environmental Education (EE) is an effective way to achieve values, feelings and attitudes through the contents, methods and forms

of organization of teaching and emphasizing this process not only from a naturalistic dimension but from a social and inclusive conception.

In Cuba there is a well-defined political will around Environmental Education, governed by the Constitution of the Republic, (1992), through its Article 27 and the enactment, among others, of Law 81 or Environment Law, in which Environmental Education is defined as a "continuous and permanent process, which constitutes a dimension of the comprehensive education of all citizens, aimed at the acquisition of knowledge, development of habits, skills, abilities and attitudes and in the formation of values, harmonize relations between human beings and between them and the rest of society and nature, to promote the orientation of economic, social and cultural processes towards sustainable development".

In the conservation and protection of the environment, each person has an important responsibility to fulfill, a positive action and a social mission to carry out, to ensure that other people are defenders of the environment. Therefore, each individual must have an environmental code of ethics that guides him in his relationship with the environment with the aim of making the negative impact produced by the society-environment relationship less intense. Hence the importance of achieving an environmental culture that allows the search for viable solutions to existing environmental problems.

Cuba is one of the most developed countries with respect to this issue, since the National Environmental Strategy is established, which aims to indicate the ideal ways to preserve and develop the environmental achievements of the Revolution, overcome the errors and insufficiencies detected and identify the main environmental problems in the country, which require greater attention in the current conditions, laying the foundations for more effective work in order to achieve the goals of sustainable economic and social development.

1.2 Environmental Education in the National Education System in Cuba.

It is indisputable that Environmental Education in the National Education System in Cuba has been recognized as a prioritized objective of school education, which allows the development of actions and projects that make it possible to raise the environmental culture of students and strengthen the school-school relationship. The current trend is to readjust or reorient

environmental education towards education for sustainable development using an integrative approach so that global issues, such as the environment, social and economic development, are included, and not treated separately. Therefore, it is necessary that each discipline and subject contribute theoretically and conceptually to environmental education.

The topic of environment has become a matter of growing interest in the field of foreign language teaching. Evidence of this is the growing number of textbooks and videos that address environmental issues as a framework for the study and learning of English as a foreign language (Snezana Straveva. 2013.)

In these texts, the criterion is expressed that the subject of teaching English should not be limited only to improve the students' command of the language, but also to allow them to develop critical thinking and strategies that can be useful in environmental sustainability. Content-based instruction is sustained as students learn best in the context of relevant, meaningful, motivating and authentic materials that inspire them to think and learn through language practice. Evidencing the importance of the integration of different curricular strategies, between the English language and Environmental Education.

Authors such as Staci Hauschild, Elena Poltavtchenko and Fredricka Stoller (2012), Aisha Ilyas (2021), Muhammad Saleem (2021), Tahira Asgher (2021), Nergiz Kern (2023) suggested that integrating environmental education in a language class allows educators to:

- Increase students' interest in contemporary issues that could influence their futures.
- Teach students how to contribute to a healthier, more sustainable world.
- Promote language learning and meaningful communication. To this criterion is added that of the author of this thesis and other three more.
- Provides an ideal space to link students' learning activities with life at home and in the community.
- Promotes group work to strengthen the social and natural dimension of Environmental Education.
- Encourages autonomy, the role of students in teaching activities.

Stempleski (1993) in an article in Forum Magazine refers to the environmental issue in the teaching of English with the title: "Linking the classroom to the

World: the environment and English as a foreign language'', in this article he said the importance of environmental issues in the English class. According to the author, from this link, the motivation of the students towards learning the language increases, the topics are more related to the areas of the curriculum, a more favorable framework is established for the integration of linguistic skills, and interaction is encouraged. Among learners, satisfaction and pleasure are provided while learning.

In the Cuban scientific literature on this topic, one of the closest approaches is: Environmental Education from English for Academic Purposes by Pérez Morales (2013) and consists of the application of a didactic strategy aimed at environmental education from English for academic purposes in the undergraduate and postgraduate courses at the Central University "Marta Abreu" of Las Villas, whose actions, from an interdisciplinary, participatory and collaborative approach, go through the analysis of reality to interpret and transform it. The strategy is supported by an interactive website with investigative activities from different professional profiles and has an impact on the fulfillment of the Cuba-Belgium international collaboration project and an institutional project aimed at promoting scientific communication among professionals.

In this sense, the ideas expressed by Mc Pherson are valid, which alleges that "special importance is given to pedagogical universities, whose mission is the training and improvement of education professionals who are responsible for the comprehensive education of students, learners and, therefore, they must guarantee an education and/or training that allows them to develop Environmental Education aimed at the transformation of traditional paradigms of knowledge and the development of responsible environmental behavior in students". (McPherson, 2004, p. 2)

"The socially responsible university should (...) be able to take on the most pressing social and economic problems and transform them into problems for research, teaching and innovation" .(Alarcon Ortiz, 2014).

In accordance with what was previously expressed by the Minister of Higher Education of Cuba and as part of the reflections towards this work, the author of this research strongly agrees with the fact of promoting the active participation of the student and the use of new technologies in function of strengthening an

environmental education strategy, however, it can be pointed out according to the researcher's vision that, although this strategy refers to values and the transformation of reality, the emphasis remains naturalistic and traditional. It would be very prudent to take the position of students and teachers as social beings, committed to the environment, not only from the analysis of the loss of biodiversity, air pollution and climate change, but from their commission as members of the community towards these threats and very fundamentally from the achievement of harmony and balance.

1.2.1 Task of life in the in the National Education System in Cuba. (Taken from the portal web EcuRed.)

The Ministry of Education, although it will concentrate its actions on five fundamental tasks, has an indirect relationship with all the tasks of the national plan. Since the school contents are linked to them and constitute an organic part of the methodological preparation that is carried out, teachers treat in the lessons subjects and disciplines with fundamental educational intentions making this work part of the Improvement of the National Education System.

It is about the human formation of the student, for this reason education is the key to renew values and perception, develop an awareness and commitment that enables change from small individual attitudes and the participation and involvement of the student in the resolution of problems.

Educational actions through Environmental Education, communication and strategies carried out by people must focus on the adaptation of natural measures, as they constitute a contribution to sustainable development, since they take into account the sociopolitical, economic and ecological dimensions.

For the above to be achieved, the educational system must extend its influence beyond universities and schools. The participation of citizens is necessary, they must be prepared and commit to the rehabilitation of the ecosystem.

It is important to highlight that throughout the educational process the explanations, arguments and debates that are provoked must focus on the local problem, hence the treatment from the proposed topic, although part of the general, is concretely exemplified and valued in the context, where educational work is carried out.

1.3 Environmental Education in the school population.

The school population continues to be the part of the population to which most initiatives in environmental education are directed, thus limiting the capacity for action and effectiveness not only because it excludes the rest of society, but also because of the low incidence of children of school age about the decisions and behaviors that are ultimately responsible for the most important environmental problems.

Schoolchildren must become aware of environmental problems so that in the future they can improve the situation. They are characterized by behaviors with little environmental impact, compared to adults, increasingly responsible of environmental problems of different kinds: eating habits, devices with polluting batteries, energy consumption, urban noise, the break with traditional culture, garbage generation, nightlife, urban deterioration, etc. These are some examples of environmental problems linked to school-age youth.

Educational action on environmental problems aimed at schoolchildren is fully justified at all levels and beyond the center, in parents' associations, neighborhood associations, etc. The references to the treatment of environmental problems in the Education Decrees are constant, both in Junior High Education and in the different modalities of Baccalaureate. Special dedication is also made in the documents on transversal issues edited by the Ministry of Education in the first years of development of the Reform of the Educational System, specifically that of Environmental Education. To highlight the most relevant ones, among the objectives of Compulsory Secondary Education it is stated:

"Analyze the basic mechanisms that govern the functioning of the physical environment, assess the repercussions that human activities have on it and actively contribute to the defense, conservation and improvement of it as a determining element of the quality of life". Or "Know and understand the basic aspects of the functioning of one's own body and the impact that various acts and personal decisions have, both on individual and collective health".

1.4 Results of the initial diagnosis.

1.4.1 Results of the documentary analysis.

On the Program, Workbook and Methodological Orientation of English for 9th graders of the “Wilson Rojas” Junior High School, an analysis was made to determine the options that students and teachers have for the knowledge and teaching of the environment in English lessons (Annex 1). Through this analysis it was verified that:

- Despite the fact that there are a total of 6 units, only one of them has environmental care as an Educational Objective within the values and attitudes to be stimulated.
- There is no exercise related to the environment in the Workbook.
- The use of English as part of the interdisciplinary approach is used for the demonstration of additional topics to the Program.
- In the Methodological Orientation there is no chapter directed to the development of English within environmental protection.

It is the work of the teacher to include environmental protection into the lessons, it is necessary to create conditions to talk and teach about it in particular. It is also part of the school to create opportunities to develop this topic in the curricular strategies, however, it does not mean that this is something that every school does. For example, the “Wilson Rojas” Junior High School has a lack of these strategies, which it is considered a problem to work with during this investigation.

1.4.2 Result of the interview to the teacher (Annex 2).

Teachers often stay in line when it is time to talk about environment, that is why during the interview made to the teacher of English from “Wilson Rojas” Junior High School, it was revealed that there is a lack of knowledge directed to the teaching of the environment in the lessons of English as part of the preparation of the teacher, as well as an insufficiency number of activities to do in the lessons. The lack of information in the main syllabus of the grade, together with the time devoted to the development of extracurricular activities are part of these problems.

1.4.3 Result of the interview to the students.

As part of the research of this work, an interview was given to the 30 students of 9th graders at the “Wilson Rojas” Junior High School, with the objective of obtaining information about the significance students give to the environment. Some of the main parameters included in the interview were fundamental knowledge about the environment, activities carried out within the English lesson and specific vocabulary of the topic (See annex 2).

A group of 10 questions was the main aspect to take into account in the interview. These questions were developed in a safe environment where each student could answer them without any problem. The development of a small debate was the main feature of this interview. Students expressed their own ideas and commented on others.

Regarding the opinion and comments of the students in the interview, they have a lot of knowledge to talk about the environment and its issues, however they do not have the correct vocabulary to speak about it in English. This is a real problem reflected by the poor participation of the teachers in the introduction of didactic activities during the English lessons. Students also referred to the lack of sources to work with, being their program of 9th grade part of this problematic. They give this topic a great importance to be developed during their lessons of English, including it in activities outside the classroom, in investigation and even games in order to develop their motivation and skills.

1.4.4 Result of the pedagogical test (Annex 3).

A pedagogical test was given to the 30 students of 9th graders at the “Wilson Rojas” Junior High School, with the objective of checking the knowledge students have about the environment and its protection. A small paragraph about the main concept of environment was given to the students in order to answer some questions about it. The test was done in a writing way in order to see the level of the students when writing about this topic. A total of 4 questions were given to them so as to answer them with their own opinions on environmental protection. As a result of this test, in question number 1: students can see a broad knowledge of environmental problems at a general level and at the same time knowledge about the key words of this topic. However, in question number 2: a low level of coherence and vocabulary was observed

when writing about environmental protection. In question number 3: the level of the students was middle, knowing the main aspects that affect the environment but with a lack of information to talk about it. Being this case the same in question number 4: when students know about the environment in Sancti Spiritus but they do not have the tools or skills to write about it in English.

1.4.5 Result of the survey (Annex 4).

A survey was given to the group 9.1 from “Wilson Rojas” Junior High School in which they have to answer yes, no or sometimes to a different kind of questions related to the environmental care. All 30 students answered yes to the first question, demonstrating the great importance they attribute to the environment. In the second question 60% of the students stated that they did not have much knowledge about the environment, while the rest had medium levels of knowledge. In question 3, 65% responded that they had not had many topics dedicated to environmental education, 25% said yes, while the remaining 10% were not very sure. However, in terms of environmental protection (question number 4), 45% of students carried out relevant environmental care at school, meanwhile 30% did it only sometimes, and the rest (25%) never did it. In the last question (number 5) it can be observed the students’ desire for knowledge, with 75% of them answered affirmatively to the connection of the environment within English lessons through didactic activities; only 5% answered negatively and the others (20%) sometimes.

As a general point of view these results showed that despite the efforts of teachers to include this topic in their lessons, there is still a long way to go. As a result of the interview with the English teacher at “Wilson Rojas” Secondary School together with the documentary analysis, an imminent consternation was shown regarding the knowledge and preparation of teachers in environmental education, being little connection of the topic within the main syllabus programs. In the interview, survey and pedagogical test, a clear problem was observed when speaking or writing about the environment in English. Motivation is one of the fundamental aspects of these problems. Although some students are interested in the topic, a clear disinterest could be seen with the teachers’ willingness to include it in their lessons.

It is important to know the transition from knowledge to convictions and attitudes about the conservation and protection of the environment from the affective point of view. It is not only about the understanding of the postulates that would contribute to the formation of a scientific conception of the world but, what is of greater interest, the transformation of the cosmovision ideas regarding the environment in a method of cognitive activity and its application in concrete situations.

Chapter II: Groundwork of the proposal of didactic activities aimed at strengthening the environmental education in students from “Wilson Rojas” Junior High School.

There are different types of activities to be carried out in the different levels of education in Cuba:

- Didactic activities
- Extracurricular activities

Didactic activities: educating and/or instructing activities that are used in the teaching of knowledge or skills.

Throughout the years many authors have referred to the definition of activities:

- Leontiev (1983): “process originated and directed by a motive within which a certain need has taken the form of an object”. (Activity theory)
- Scrivener (2005: 41): “narrows its sense only slightly by excluding teacher behavior, describing it as ‘something that learners do that involves them using or working with language to achieve some specific outcome’”.
- Thornbury (2006: 3): “similarly presents activity as ‘a general term to describe what learners are required to do, using the target language, at any one stage in the course of a lesson’”.
- Ur (2009): “describes an activity as ‘a procedure where the learner is activated in some kind of task that induces him or her to engage with the target language items in a meaningful way’”.

In full agreement with the authors’ approaches and taking the definitions of Ur (2009) as a reference, the activity is considered as an essential part of the teaching-learning process, where it involves the student within the language to be developed, along with feedback from the student to the teacher.

“Converting a didactic activity as a process that is carried out in a classroom to facilitate knowledge in students and are chosen with the purpose of motivating participation in the teaching and learning process” (Cooper, 1999; Richard y Rodgers, 1992).

Although the specific definition of didactic activity varies according to the authors, it was concluded that it always refers to a series of exercises that are properly designed, planned and ordered and have the purpose of achieving

learning objectives. The didactic activities aim to ensure that students receive the desired education and achieve clearly established goals, focusing on the development of the students' abilities to learn.

In "Wilson Rojas" Junior High School, the educative learning process is organized into two sections, from 8:00 AM to 12:00 PM the students receive the different subjects, after they have lunch, from 1:00 PM to 4:00 PM continue the lessons, then they go to their houses, and this is the time when the extracurricular activities can be applied. It is very important to know how to organize the educative learning process because the didactic activities can be conceived even in the night and on Saturday and Sunday responding to the students' comprehensive formation and specifically guiding them for the selection of their future studies.

The theoretical groundwork that supports the didactic activities for strengthening the environmental education of ninth graders from "Wilson Rojas" Junior High School in the municipality of Sancti Spíritus, find their basis on the Communicative Approach and the Common European Framework of Reference for Languages (CEFR).

2.1 Communicative approach

2.1.1 The principles of the leading of the teaching learning process in the proposal of didactic activities. (Taken from what Professor Nurelys Espinosa states in her Didactics lessons)

Didactics of foreign languages specifically interprets the didactic principles based on the conditions and objectives of their teaching. It takes into consideration their internal interrelation and interdependence, their possible hierarchy as well as the selection of procedures for their application.

- The principle of scientificity.
- The principle of educative character of teaching.
- The principle of systemic character.
- The principle of the conscious character.
- The principle of the linking between theory and practice.
- The principle of direct sensorial perception.
- The principle of accessibility.

- The principle of affordability.
- The principle of the students' creative activity.
- The principle of individual differences of students.
- The principle of the strength of knowledge habits and abilities.

All these principles are the theoretical basis of the proposal of the activities to contribute to the Environmental Education at “Wilson Rojas” Junior High School. These principles allow students to know the parameters to follow in the development of their skills during the English lessons.

2.1.2 Characteristics of the proposal of didactic activities to strengthen the Environmental Education at “Wilson Rojas” Junior High School.

The Didactic teaching method can be characterized by noting the roles both teachers and students play in the teaching and learning relationship:

- The integration of the 4 language skills (listening, speaking, reading and writing).
- Achieve an effective communication.
- Take into account the students' previous knowledge in relation to the subject.
- Take into account the needs and interests of students.
- The integration of mobile devices, the internet and videos.
- Student- teacher interaction. Being students the center of the lesson.
- Feedback and correction.

2.2 Common European Framework of Reference for Languages (CEFRL). (Taken from the Council of Europe Portal, 2023).

The Common European Framework of Reference for Languages provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks... across Europe. It is intended to provide a shared basis for reflection and communication among the different partners in the field, including those involved in teacher education. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the

cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Main objectives of the CEFR (that will be taking into account in the proposal):

- Developing and reviewing the content of language curricula and defining positive 'can do' descriptors adapted to the age, interests and needs of learners.
- Designing and developing textbooks and teaching material.
- Enhancing quality and success in learning, teaching and assessment.
- Pedagogic tasks involving classroom collaborative small group interaction, project work, language examination interviews, etc.
- Organization in terms of transparent activities in specific contexts of use would facilitate the recording and profiling of the 'slices of life' which make up the language learner's experience.

English language levels: (CEFR) provides a common metalanguage for the language education profession in order to facilitate communication, networking, mobility and the recognition of courses taken and examinations passed. It also provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way. The six levels are not intended to be absolute. They can be grouped into three broad categories:

- English Basic User (A1, A2): A1 (Beginner) A2 (Elementary English).
- English Independent User (B1, B2): B1 (Intermediate English) B2 (Upper-Intermediate English).
- Proficient English User (C1, C2): C1 (Advanced English) C2 (Proficiency English).

Descriptors (CEFR)

- Transparency and coherence.
- The user/learner as a social agent.
- The action- oriented approach.
- Mediation.
- Online interaction.
- Phonological competence.

2.3 Proposal of didactic activities to the strengthening of the environmental education in students from “Wilson Rojas” Junior High School.

The following didactic activities to be carried out systematically are designed to the wealth of knowledge in the environmental, social and educational fields. They should help students build knowledge and skills necessary to address complex environmental issues, as well as ways they can take action to keep the environment healthy and sustainable for the future.

Activity 1

Title: Environment.

Type of lesson: Free Practice lesson.

Time: 45 minutes.

Teaching aids: a video about the environment, cards. (See annex 5)

Learning goals: To speak about problems of the environment in order to identify new vocabulary emphasizing in the feeling of responsibility.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in pairs. The teacher will bring a video about the environment to the classroom and many cards and each of them will have the name of an issue of the environment. The cards will be put upside down in a box. Then the teacher will verify if they understand what they have to do.

Execution stage:

Then the teacher is going to play the video. After the visualization of the video the students will answer an observation guide, then they will make a small debate asking and answering about the main problems of the environment.

Observation guide:

1. What is the video about?
2. What is the main problem of the environment? Then each pair of students has to select a card, they have to do a dialogue asking and answering about the problem they selected. Each student will have to talk about it, using the correct vocabulary, making sentences in simple present.

Control:

The teacher is going to evaluate the vocabulary students learn and the correct pronunciation of it.

Activity 2

Topic: Let's talk about it.

Type of Lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: objects, photos, pictures. (See annex 6)

Learning goals: To speak about the environment in Sancti Spiritus reinforcing the values of responsibility in the province.

Orientation Stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in pairs. The teacher is going to write some topics on the board. Each student must select a partner to speak about a selected topic. Each topic is related to a picture of some places in Sancti Spiritus where the environment is affected. Then the teacher will verify if they understand what they have to do.

Execution Stage:

Then the teacher is going to order to begin the activity: each student guided by the given topics will have to talk about it using the studied verbal tenses, simple present and present continuous tense; making sentences in an oral way and making questions for the given answers.

They can support their presentation by pictures brought by the teacher. The students have to give their opinions about the topics, to ask and answer questions among them, about this.

Some of the given topics on the board are:

- Garbage in the city.
- A contaminated atmosphere.
- Yayabo river contamination.

Control:

The teacher is going to evaluate the correct use of the questions related to the environment. And the correct research about the information of the environment in Sancti Spiritus.

Activity 3

Topic: My environment.

Type of Lesson: Writing lesson.

Time: 45 minutes.

Teaching aids: drawings, report, observation and explore. Outdoor activity.

Learning goals: to write about the environment around the school emphasizing on the use of new vocabulary and simple present. Understanding the importance of environmental care.

Orientation Stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in groups. Working in groups, students explore the campus. After they have generally explored an area, they will select a place of interest to them and do a more detailed observation of the region. Throughout the observation, they are encouraged to draw artifacts of interest. (Note: drawings are used instead of pictures to force observation of details). Then the teacher will verify if they understand what they have to do.

Execution Stage:

Upon returning to the classroom, using post-it notes and the drawings. Students will choose three things that they “wonder” about. They will research and write information that may help to answer the questions that they think. This information will then be delivering to the teacher in a report.

Control:

The teacher is going to evaluate the grammar use of the students in their report. The teacher is going to emphasize in the ability of the students to observe and identify the problems of environment around the school (throughout drawings).

Activity 4

Topic: Environmental protection.

Type of Lesson: Reading lesson.

Time: 45 minutes.

Teaching aids: article, blackboard, cellphones. (See annex 7)

Learning goals: to read a paragraph from the article “*Environmental Protection*” in order to identify what students can do to protect the environment.

Orientation Stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done individually. At the beginning of the lesson, the teacher and the students will discuss the idea of Environmental Education and what role social studies play in it. Then will assign students to read the following paragraph from the article "*Environmental Protection*". Then the teacher will verify if they understand what they have to do.

Execution Stage:

After the students read the article, they will discuss it. They will focus on the importance of it and give their own opinion. Students have to look for information in their devices. They have to answer some question's teacher has written in the blackboard.

Some of the questions on the board are:

- What can we do to protect the environment?
- What can the Cuban people do to protect the environment?
- You as a student, how can you contribute to this?

Control:

The teacher is going to evaluate the correct pronunciation and fluency of students during the reading of the paragraph from the article "*Environmental Protection*".

Activity 5

Topic: Climate change.

Type of Lesson: Listening and speaking lesson.

Time: 45 minutes.

Teaching aids: audio, blackboard, diagram. (See annex 8)

Learning goals: to listen an audio about the environment, to identify and learn new vocabulary in English.

Orientation Stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in pairs. The teacher will begin with a brainstorming. Using questions related to what they are going to hear in the audio. Then the teacher will verify if they understand what they have to do.

Some questions are:

1. What can we do?
2. What do we need?

Execution Stage:

After they hear the audio, they will be ready to talk better about the questions of the brainstorming. Then students will take time in small groups to define and explain the negative consequences environment have in our lives. In a general view, as a world and as a country.

Control:

The teacher is going to evaluate the listening comprehension of students. The teacher is going to assess the use of the new vocabulary.

Activity 6 (adapted from “8 Amazing Writing Activities to improve students’ writing skills”)

Title: Tell me about the environment.

Type of lesson: Writing lesson.

Time: 45 minutes.

Teaching aids: blackboard, alphabet soup. (See Annex 9)

Learning goals: to write about environment emphasizing in the ability to create stories.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done individually. The teacher will begin by giving to the students across word puzzle in which they will find some main words related to the environment. Then the teacher will verify if they understand what they have to do.

Execution stage:

After the selection of the words, each one of the students have to create a story about them (as part of the story chains’ writing activity). Reading their small stories about environment to their partners.

Control:

The teacher is going to evaluate the correct selection of the words and the use of them in the story.

Activity 7

Title: Environment in my daily routine.

Type of lesson: Flipped Classroom.

Time: 45 minutes

Teaching aids: cellphones, notebook, pictures or drawing. Outdoor observation.

Learning goals: to speak about the environment that the students see every day in their lives reinforcing their feeling for the environment.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done individually at home for one week. The teacher will ask the students to record or write their travels for a few days, including trips to their homes, the school, the store, or anywhere else in their daily routine. During these outings they will collect different data such as:

- Main places.
- Environmental problems around those places.

Execution stage:

After that week and the students return for their lesson of English. They will present their work in a flipped classroom. The presentation of their investigations will be supported by pictures, videos, notes or drawings depending on each student. Students can then examine and compare their own, small group, and whole-class data.

Control:

The teacher will evaluate the students' skills to report, and the discussion with their partners about the topic.

Activity 8

Title: Recycle as an art.

Type of lesson: Free Practice Lesson.

Time: 45 minutes.

Teaching aids: recycle things and things to collect.

Learning goals: to speak about the use of recycle things in our lives understanding the importance of it.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in groups. Each group has to bring some recyclable items (paper, newspaper, bottles....) along with some of the things that they like to collect (coins, stamps, jars...). Students then create different forms of art by joining both pieces (sculptures, jewelry...).

Execution stage:

Then each group talks about what they used, how to recycle the material and the importance for protecting the environment.

Control:

The teacher will evaluate the ability of the students to create something new and to talk about it. Also, the dynamic of the group during this type of activity and the new vocabulary.

Activity 9

Title: Investigating and protecting.

Type of lesson: Writing lesson (project work)

Time: 45 minutes

Teaching aids: internet, cellphones, pictures, investigations...

Learning goals: to write about a certain topic so as to develop their knowledge and skills of investigation.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done in groups. They have to systematize and gather information about a certain topic, to be able to discuss about it later in class.

They will work under the following guide:

- Definition of the topic.
- General characteristics.
- Current situation.
- Your point of view about the topic.

Execution stage:

Students have to select a topic and investigate about it as deep as they can. Find pictures, videos... to support their investigation. Some of the topics:

- Recycling
- Global Warming
- Saving Energy
- Environmental Care
- Pollution

Control: The teacher will evaluate the activity according to the parameters indicated, will check the skills done by the students in the process of investigation and presentation.

Activity 10 (adapted from: 8 Amazing Writing Activities to improve students' writing skills)

Title: Poe-Tree.

Type of lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: mural, ideas, pictures.

Learning goals: to read the so-called Poe-tree, developing the feeling of care and responsibility in the students.

Orientation stage:

The teacher is going to explain how the students are going to do the activity. The activity is going to be done with all the group. The teacher will use a mural about a tree (Poe- Tree). This tree will be completely blank, each student will bring and place their leaf with a phrase about the environment in English.

Note: The leaves of the tree brought by the students are part of the homework from the previous lesson. Each one of them will be decorated according to the student's imagination.

Execution stage:

After placing the leaves, the teacher will lower the Poe-Tree and each of the students will read an idea brought by another of their classmates. This will be discussed by every member of the classroom (Group work). Will be an interactive and fun activity.

Control:

The teacher will evaluate the ideas, knowledge and vocabulary contributed by the students, along with the dynamism of the group and with mediation as part of the CEFRL descriptors.

2.4 Final analysis to determine the real state of the Environmental Education of students at “Wilson Rojas” Junior High School.

With the application of these didactic activities in the teaching of the English language for the strengthening of an environmental culture, it is expected to:

- Prepare students to face sustainable development, care and conservation of the common natural and historical heritage.
- Achieve greater effectiveness in students' performance through a responsible attitude based on solidarity among citizens.
- Strengthen an environmental culture that influences behaviors in defense of the preservation of the environment.
- Exercise influence in professional training that allows them to act and use the available means in a rational way.
- Consolidate the achievements made and eliminate the deficiencies and insufficiencies that still exist in Environmental Education.

With the application of a second survey and pedagogical test, each of these parameters were consolidated in the students' development.

2.4.1 Final result of the survey: (Annex 10)

After carrying out a second survey, group 9.1 from “Wilson Rojas” Junior High School showed a high level of development in terms of knowledge about environmental protection (100% of the students answered affirmatively in question number 1). At the same time, they showed a good reception of the didactic activities carried out focused on their cognitive and educational development (question 2), where the 85% answered yes and the 15% answered sometimes. Thus (question 3), 60% of the students attribute their new knowledge about the environment to the inclusion of didactic activities within English lessons, 30% said sometimes while only the 10% said no. Regarding the last question (number 4), 80% indicated the need to continue with didactic

activities in English lessons, while the rest (20%) were not very sure. This highlights the good reception by the students of the investigation work done by the author and the application of didactic activities, focused on the development of knowledge and skills in English.

2.4.2 Final result of the pedagogical test: (Annex 10)

With the application of a final pedagogical test, a considerable improvement was seen in the understanding and development of the environmental issue in the same sample that is students from group 9.1 of “Wilson Rojas” Junior High School.

A total of 4 questions were the main aspects to be answered by the students in the writing test. In the question number 1: the total of students obtained a high level in the selection of the main aspects of the text, in question number 2: the majority of the group obtained a high-level writing about the importance of environmental protection. However, in question number 3 a middle and low level were observed at the time to argue about our planet’s environmental problem. But when it is time to write about the activities to protect and eliminate these problems the whole class obtained the highest level in question number 4. These results showed their improvement, contribution and responsibility of the environment.

With the result of these two methods used in the research, a gradual growth of both the structural and educational component can be observed in the students (Annex 11). It was obtained that with the application of the didactic activities and the results of both, the pedagogical test and the survey, students learn more easily the new knowledge to be discussed in lessons about the environment. Students have become more aware, responsible and interested in the protection of the environment. They feel the need of keeping their school and community cleaned and in good conditions. They have improved their communicative abilities about this topic which was taught from a foreign language. This doesn’t mean that the work is already done, the results of the studies in this research showed that every effort is needed to continue the work of this topic into the English lessons in the Educational System in Cuba.

CONCLUSION

As final research of this scientific investigation the following conclusion were stated:

- The bibliography studied was the starting point for the development of the research. The information of these sources related to the Environmental Education was important for the creation of this investigation and the protection of it.
- The current state of the Environmental Education in the students from “Wilson Rojas” Junior High School after the application of research methods, showed the necessary work with this topic, the lack of didactic activities planned as part of the educative process.
- The proposal of the didactic activities at “Wilson Rojas” Junior High School addressed for improving the students' knowledge about the environment was feasible for developing their interest toward its study and protection.
- The assessment of the effectiveness after the application of the didactic activities corroborated that students could develop their knowledge about the environment, increasing their vocabulary related to this topic and their communicative skills.

RECOMMENDATION

It is recommended to continue the systematization of the theoretical background that supports the promotion of environmental care, so as to help students practice the language with such a motivating topic, and increasing their general culture as well.

BIBLIOGRAPHY

- Alarcón, R .2016. Conferencia inaugural del X Congreso Internacional Universidad 2016. Cuba.
- Asgher, Tahira. Saleem, Muhammad. Ilyas, Aisha. (2021). Integrating environmental education in teaching English as a second language. Pakistan languages and humanities review. [http://doi.org/10.47205/plhr.2021\(5-11\)1.54](http://doi.org/10.47205/plhr.2021(5-11)1.54)
- Ávila, Yanelis. Feliciano, Graciela. (2011). *La cultura ambiental desde la enseñanza inglés*. Contribución a las Ciencias Naturales. Universidad “Vladimir Ilich Lenin”. Las Tunas. Cuba
- Avilés, Yenilen Contreras. Contreras, Ana Margarita Moya. Nodarse, Norma Melitina González. Revista Universidad y Sociedad. (2021). *La Educación Ambiental a través de tareas para la evaluación de lecturas en idioma inglés*. Universidad y Sociedad vol. 13. No. 6. Cienfuegos nov-dic-2021 Epub 10-dic 2021.
- Borah, P. (2007). 4th International conference on environmental education: Environmental education towards a sustainable future--partners for the decade of education for sustainable development: Final report. Ahmedabad: Centre for Environment Education.
- Colectivo de autores. (2012). *Ciencias Naturales*. Editorial Pueblo y Educación. Cuba.
- Colectivo de autores. (2017). *Perfeccionamiento de la Educación Ambiental para el Desarrollo Sostenible en el Sistema Nacional de Educación*. Centro Nacional de Áreas Protegidas. La Habana. Cuba.
- Colectivo de autores. (2023). Methodology to the Teaching of English as a Foreign Language: A Systematic Review. MEXTESOL JOURNAL. Vol. 47 No. 2, 2023.
- Constitution of the Republic of Cuba. (1992). *Article 27: Law 81 or Environmental Law*. Human rights library. University of Minnesota. <http://hrlibrary.umn.edu/research/cuba-constitution.html>
- Corona, D (2005) *Interdisciplinary and humanistic Learning: A Case study for Cuba*. Citizen and Language Learning by Audrey Osler and Hugh Starkey. British Council. Trentham Books.

- Cooper. Jim, May 1990. "Cooperative Learning and College Teaching: Tips from the Trenches," The Teaching Professor. Washington DC. United States of America.
- Council of Europe Portal, (2023). Common European Framework of Reference for Languages. <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Council of Ministers. (2017). Life task: State Plan. Granma Newspaper. April 25. Cuba.
- Cuello Guijón, Agustín. (2003). *Problemas Ambientales y Educación Ambiental en la Escuela*. Centro Nacional de Educación Ambiental. Ministerio de Transición Ecológica. España. <https://www.miteco.gob.es/>
- Douglas (1997). Holland (1997). *Environmental science: definition, science and importance*. Tezpur university. www.tezu.ernet.in.
- Enríquez, Isora O'Farrill. Garbey, Eduardo Savigne (2020). *An overview of English Language Education in Cuba: Achievements and Challenges*. Humanizing language teaching by Pilgrims. School web site design by e4education. Cuba.
- Fermín, Alberto. Rojas, Adonis. Rosa, Iliana. (2020). *Actividades extraescolares para el Desarrollo de la Educación Ambiental*. Universidad José Martí. Sancti Spíritus. Cuba.
- Fernández- Hawrylak, María. Sánchez, Antonio Ibáñez. Heras, Davinia Sevilla (2020). *Las actividades de enseñanza- aprendizaje en el espacio europeo de educación superior: las actividades practicas con herramientas web 2.0*. Academia virtual. Vol.13num.1: enero-junio. <https://revistas.unimilitar.edu.co>
- Figueredo, Danis Espinosa. Escalona, Ulises Sánchez. Escalona, Lixan Sánchez. (2022). *Contribución de la clase de lenguas extranjeras a la educación ambiental*. Universidad Las Tunas. Cuba.
- Gregoria, Berta. Gutiérrez, Miguel Iraido. (2020). *Contribution to Environmental Education Through Integrate English Practice*. [Edu Sol vol.20 no. 72 Guantánamo jul-sept 2020 Epub 06-jul-22020](https://www.researchgate.net/publication/353111111).
- Guerra, Dailis, María. (2019). *El papel de la escuela en la Educación Ambiental contribuye a una conducta ecológica*. Pedagogía. Dirección Provincial de Educación. Mayabeque.

- Guerra, Lisandra Gomes. (2021). Sancti Spíritus para salvar al Medioambiente. Escambray. Sancti Spíritus. Cuba.
- Hauschild, Staci. Poltavtchenko, Elena. Stoller, Fredricka. (2012). *Going Green: Environmental Education and Language Instruction*. English Teaching Forum. P2-13. Washington D.C. United States of America.
- Ilkhom, Rustamov Tursunovich. (2023). *Language education and language skills development*. <http://www.newjournal.org/index.php/01/article/view>.
- Jiménez, F. (1998). *Educación Ambiental, educación para la salud. La Formación Ambiental en la formación de docentes*. Editorial Pueblo y Educación. La Habana.
- Kramer, Aleidine Moeller. (2015). Foreign Language Teaching and Learning. University of Nebraska–Lincoln <http://digitalcommons.unl.edu/teachlearnfacpub>
- Lázaro, Elio Amador Lorenzo. (2011). Tarea vida. Ministerio de Ciencia Tecnología y Medio Ambiente (CITMA). Portal web EcuRed: <https://www.mined.gob.cu/tarea-vid>
- Leontiev, A. A. (2006) “Units’ and Levels of Activity,” Journal of Russian and East European Psychology, vol. 44, no. 3: 30-46, M. E. Sharpe.
- Matos, Josefa Maite Galano. Enríquez, Isora O’Farril. Hernández, Julián Angulo (2019). Ministerio de Educación (s.f.). *Programa de Inglés noveno grado* (soporte electrónico). Editorial pueblo y educación. Habana, Cuba.
- Mc Pherson, M. (2004). *Medio Ambiente. Desarrollo Sostenible y Educación Ambiental en la Formación de Docentes*. Editorial Pueblo y Educación. La Habana. Cuba.
- Ministerio de Educación de la República de Cuba. (2022). Educación Ambiental. Reform of the educational system. Ministry of education. Editorial Aruba. La Habana. Cuba. <http://atencion.poblacion/mined.gob.cu>.
- Ministerio para la transición ecológica y el reto demográfico. (2020). Vídeos por el clima. <https://www.miteco.gob.es/>
- National Cadet Corps. (2022). *Environmental Protection*. October 31. <https://indiancc.mygov.in/>
- Nergiz, Kern (2023). *Integrating environmental education into lessons. FLT MAG. Language and technology at the crossroads*. New Orleans, Louisiana. United States of America.

- Perez, Morales. (2013). *Environmental education*. English for Academic Purposes. Revista Valera. Villa Clara. Cuba.
- Richard S. Prawat. (1992). *Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective*. American Journal of Education, Vol. 100, No. 3, pp. 354-395. Published by: The University of Chicago. <http://www.jstor.org/stable/1085493>
- Rogers, D., Frellick, P., & Bebinski, L. (2002). Staging a Study. Performing the Personal and Professional Struggles of Beginning Teachers. In C. Bagley, M.B. Cancienne (Eds.), *Dancing the Data* (pp. 53-69). New York.
- Santos, Ismael Abreu. Betancourt, Mirta Rodríguez. Parada, Adaris Ulloa. Pérez, Jorge Eladio Velázquez. MES. TAREA VIDA: por y desde CUBA, preservando la HUMANIDAD. (2018). *La educación ambiental para el desarrollo sostenible en la formación del profesional*. Plan e de las carreras universitarias (soporte digital).
- Scrivener (2005:41). Thornbury (2006: 3). Ur (2009). *ELT Journal* Volume 71. Issue 4. October 2017. pages 516- 518. Oxford academic. *ELT Journal*. <https://academic.oup.com/>
- Stempleski. (1989). Article in Forum Magazine. *"Linking the classroom to the World: the environment and English as a foreign language"*. Revista Acción. <https://accion.uccfd.cu>
- Straveva, Snezana (2013). *Blending the teaching of environmental matters and English as a second or foreign language*. Faculty of Educational Sciences, University "Goce Delčev", Štip, R. Macedonia.
- Tang. (2009). EFL/ESL and Environmental Education: *"Towards an Eco-Applied Awareness in Cameroon"*. World journal of education. University of Marova. February 22, 2011.
- Teach-opian. (2023). *"8 Amazing Writing Activities"*. Education company based in Morocco. <https://teachingutopians.com>
- United Nations Environment Programme. (2014). *Magazine Planet For: Climate for Life*. ONU programa para el medio ambiente. <http://www.unep.org/ourplanet>.
- Conferences: Environment and Sustainable Environment. World Conference on the Human Environment. (1972). *Environmental education*. Stockholm. United Nations. <https://www.un.org>.

ANNEXES

Annex 1

Documentary analysis: questions for the analysis of the Program, Workbook and Methodological Orientation of English for 9th grade:

Objective: to determine the options that students and teachers have for the knowledge and teaching of the environment in English lessons.

1. Units of the 9th grade program that has Environmental Education as an educational objective.
2. Additional program topics.
3. Chapters dedicated to Environmental Education.
4. Exercises about the environment in the 9th grade workbook.

Annex 2

Initial Interview:

Objective #1: to obtain information about the significance students give to environment. (Group work)

- 1- What can you tell me about the environment?
- 2- Do you know any vocabulary in English related to it?
- 3- Is there any unit in your study program related to environment?
- 4- Does the teacher do activities related to environment?
- 5- Are these kinds of activities frequently oriented in the class or not?
- 6- In your opinion, are these activities necessary in order to learn about the environment in English?
- 7- Do you like to learn about this topic? Why or why not?
- 8- According to your own opinion, what is the importance of knowing about environment?
- 9- Do you want to include this theme more in the English lessons?
- 10-How do you want it?

Objective #2: to obtain information about the significance teacher gives to environment.

1. Do you think Environmental Education is important?
2. Do you teach Environmental Education in your English lessons?

3. Do you consider yourself didactically prepared to teach about the environment in English lessons?
4. Is there any document, program or extracurricular activity in the school dedicated to teaching Environmental Education?

Annex 3

Students' levels:

Low (level 1): students with low vocabulary level, little knowledge of environmental issues in English. They need more help from the teacher when understanding or developing this topic during the didactic activities in English lessons.

Middle (level 2): students with a medium level of vocabulary and reasoning on the environmental topic. They need little help from the teacher during the didactic activities in English lessons.

High (level 3): students with a high level of vocabulary and reasoning on the environmental topic. They don't need help from the teacher. They develop their skills in a more advanced way than the rest during the didactic activities in English lessons.

Initial Pedagogical test: writing test.

Environment refers to your surroundings. It is a total of all the living and non-living elements and their effects that influence human life. If something is good for the environment it is beneficial to the system of plant and animal life. And if something is bad for the environment, it is to every living being on the planet.

Questions to answer:

1. Select the keywords of this concept. R/ 66,6 %- high level, 33,4%- middle.
2. What is environmental protection for you? R/ 16,6%- high level, 30%- middle, 53,4%- low.
3. Mention some bad aspects that affect the environment. R/ 50%- middle, 50% low.
4. Do you think Sancti Spiritus has a protected environment? Why? 45%- high, 20%-middle, 35%-low.

Annex 4

Initial survey:

Objective: to identify students' criteria of their own knowledge about the environment and its protection.

- ❖ Dear student, your cooperation is needed in responding to this survey to contribute to the current research being carried out at "Wilson Rojas" Junior High School, in order to improve Environmental Education. This survey is completely anonymous. Be as honest as possible. Thank you very much.

Questionnaire:

1. Is environmental care important for life on the planet?
___yes (100% of the students) ___no ___sometimes
2. Do you consider yourself very knowledgeable about environmental issues?
___yes (20%) ___no (60%) ___sometimes(20%)
3. Is the environment a topic to be discussed in English lessons?
___yes (25%) ___no (65%) ___sometimes(10%)
4. Do you contribute to the protection of the environment in your school?
___yes (45%) ___no (25%) ___sometimes (30%)
5. Would you like to have more activities and programs dedicated to teaching environmental care?
___yes (75%) ___no (5%) ___sometimes(20%)

Annex 5

VIDEO: "The environment" (transcription of the video taken from "Videos por el Clima")

"Have you ever heard of global warming; do you know that over the past decades' temperature has risen all this news are related to climate change. To understand better what climate change is we should define what climate is. Climate is the combination of atmosphere condition that occurrent place for a prolong period of time over the past centuries, the climate everywhere has changed even the usual condition of the place regarding precipitation and temperature."

CARDS:

Global warming

Deforestation

Overpopulation

Annex 6

SANCTI SPIRITUS



Annex 7

ENVIRONMENTAL PROTECTION:(Adapted from National Cadet Corps)

“The environment plays the most significant role in the preservation and survival of every lifeform on the face of the earth. It is from the environment itself that we get the benefits of various natural resources such as land, water and air. The environment needs to be protected and saved at all costs. Due to various harmful human a human-made activity, the environment has been subjected to irreparable damage.”

Annex 8

Climate: (Taken from Magazine Planet For: Climate for Life)

"We need to wake up, we need to wise up, we need to open our eyes and do it now. We need to build a better future and we need to start right now. We are on a planet that has a problem. We've got to solve it, get involved. Make It greener, make it cleaner, make It last and fast. No point in waiting or hesitating we must get wise, take no more lies. And do it now."

Brainstorm:

Problems

↓

What can we do?

↓

What do we need?

Annex 9

C	G	A	R	B	A	G	E
S	L	E	T	U	W	L	M
Q	U	I	P	C	Y	D	Z
A	B	N	M	H	N	N	R
H	T	F	O	A	I	R	J
K	V	C	K	N	T	X	A
F	D	Z	J	G	O	E	B
L	W	A	T	E	R	I	U

Annex 10:

Final survey:

Objective: to obtain the real state of the students in the process of knowledge about the environment and its protection.

- ❖ Dear student, your cooperation is requested in responding to this survey to contribute to the current research being carried out at "Wilson Rojas" Junior High School, in order to improve Environmental Education. This survey is completely anonymous. Be as honest as possible. Thank you so much.

Questionnaire

1. Is environmental care important to you?
☐yes (100%) ☐no ☐sometimes
2. Have you learned something new about the environment?
☐yes (85%) ☐no ☐sometimes(15%)
3. Has carrying out activities helped your knowledge about environmental protection?
☐yes (60%) ☐no (10%) ☐sometimes(30%)
4. Do you want the continuity of Environmental Education in English lessons?
☐yes(80%) ☐no (5%) ☐sometimes(15%)

Final pedagogical test: writing test (taken from activity number 7, Annex 8)

“We need to wake up, we need to wise up, we need to open our eyes and do it now. We need to build a better future and we need to start right now. We are on a planet that has a problem. We´ve got to solve it, get involved. Make It greener, make it cleaner, make It last and fast. No point in waiting or hesitating we must get wise, take no kore lies. And do it now”.

Questions to answer:

1. Select the keywords of this concept. R/ 100%- high level.
2. Describe the importance of environmental protection. R/ 84%-high. 16%-middle.
3. “We are on a planet that has a problem”. Discuss R/ 50%-middle, 50% low
4. Refer to some activities you do to protect the environment. R/100%- high level.

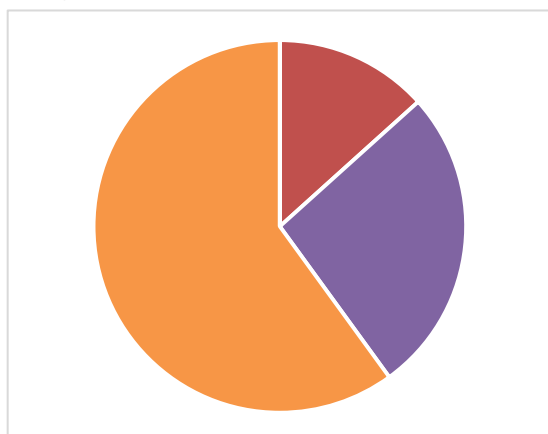
Annex 11:

Initial state of the students' knowledge about the Environmental Education.

High- orange (13% of the students)

Middle- yellow (27% of the students)

Low-green (60 % of the students)



Final state of the students' knowledge about the Environmental Education.

High- orange (69% of the students)

Middle- yellow (15% of the students)

Low-green (15% of the students)

