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**THERE IS NO PLANET B: A PROPOSAL TO
PROMOTE ENVIRONMENTAL VALUES IN THE
INFANT EDUCATION EFL CLASSROOM
THROUGH THE USE OF FILMIC RESOURCES**

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Abstract

Nowadays, the world is experiencing a critical situation regarding the climate crisis, highlighting the need to educate future generations to address this problem. As the Sustainable Development Goals provide a framework for environmental care, this dissertation will focus on Goal 15: Life on land. Based on this thematic line, the purpose of this work is to promote English language learning, developing communicative competence through engagement in meaningful tasks from an innovative approach, based on the development of multiliteracies through children's films.

To this aim, some of the most relevant contemporary theories of foreign language teaching will be analyzed, including Task-based learning and Communicative language teaching. Likewise, the benefits of using audiovisual resources in the classroom will be defined.

With this objective, a proposal will be designed, including various materials and resources, followed by a critical analysis to determine its effectiveness and innovative nature in language teaching. Finally, the strengths will be established, highlighting the development of visual literacy and communicative competence, along with the aspects for improvement.

Resumen

Actualmente, el mundo está atravesando una situación crítica respecto a la crisis climática, revelando la necesidad de educar a las futuras generaciones para afrontar este problema. Los objetivos de desarrollo sostenible conforman un marco de referencia respecto al cuidado del entorno, centrándose el presente trabajo en el objetivo 15: vida de ecosistemas terrestres. Partiendo de esta línea temática, el propósito de este trabajo es promulgar al aprendizaje de la lengua inglesa, desarrollando la competencia comunicativa mediante la involucración en tareas significativas desde un enfoque innovador, basado en el desarrollo de la alfabetización múltiple a través de películas infantiles.

Para ello, serán analizadas algunas de las teorías más relevantes de la enseñanza de lenguas extranjeras hoy en día, siendo estas el aprendizaje basado en tareas, y la enseñanza comunicativa de lenguas. Del mismo modo, se definirán los beneficios de usar recursos audiovisuales en el aula.

Con este objetivo, se llevará a cabo el diseño de una propuesta basada en el aprendizaje por tareas, incluyendo materiales y recursos variados, y su posterior análisis crítico, determinando sus eficacia y carácter innovador en la enseñanza de la lengua. Finalmente, se han establecido los puntos fuertes, entre los que destacan el desarrollo de la alfabetización visual y de la competencia comunicativa, así como los aspectos a mejorar.

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1. Introduction

This dissertation proposes the development of an innovative teaching proposal that combines the use of audiovisual resources with the teaching and learning of a second language simultaneously. The topic selected is Sustainable Development Goal 15: “Life on land”, which will be approached from an educational point of view.

The relevance of this topic lies in the need that arises in today’s society to promulgate an education based on respect for nature and the environment. The 2030 Agenda for Sustainable Development can be used as a tool for children to acknowledge and be aware of the current world’s problems.

One of the reasons for selecting this Sustainable Development Goal lies in the relevance of educating children from a very early age in the care and conservation of the environment since the world is currently experiencing a climate crisis (United Nations, n.d.), so it is indispensable for children to acquire good habits as well as being aware of the consequences of poor treatment of the ecosystems.

The unit of work proposes an innovative focus for the learning of English as a second language, utilizing audiovisual literacy as a source through which to promote the development of skills required to learn a language. Using media resources close to students’ tastes and interests allows offering opportunities in the classroom for language acquisition while working on a specific topic, which in this case is the care of life on land.

This dissertation begins with a bibliographic review of the methodology of Cooperative Learning and Task-based Learning, as well as the use of audiovisual literacy for teaching EFL in the infant classroom, taking into account the legislative framework on Early Childhood in Aragón. After that, it is presented a proposal consisting of eight sessions along with specifically designed materials. Finally, a critical analysis of the didactic proposal proceeds, including the most relevant aspects that have been considered and its relationship with the theoretical principles.

2. Justification, curricular, theoretical & methodological framework

2.1. Justification

Nowadays, education in sustainability and environmental care is increasingly gaining importance at all educational levels due to the current climate situation (Anderberg *et al.*, 2008). Sustainability is an issue that must be approached with knowledge and awareness of the consequences our actions have on the planet and through the prevention of natural disasters that have their origin in human negligence, such as forest destruction and forest fires (Wals and Kieft, 2010, p.19).

Therefore, it is essential to educate about sustainable values creating persons capable of facing the environmental situation they will encounter in the future. Due to the climate emergency the planet is currently facing, whose consequences are increasingly manifesting with more frequency it is fundamental to address this sustainable education from early childhood, to raise awareness regarding it (Weldemariam *et al.*, 2002, p.13).

In order to address this issue, a series of goals known as the “Sustainable Development Goals” were adopted in 2015 by the United Nations. The SDGs are a universal call to action to end poverty, protect the planet, and improve the lives and perspectives of people around the world (United Nations, n.d.). In addition, the Agenda 2030 establishes in its objective 4.7 the acquisition of knowledge and skills for the promotion of sustainable development through education.

One of the many repercussions that climate change has had on the planet is the destruction of terrestrial ecosystems and therefore the loss of biodiversity. For that reason, focusing on SDG 15 “Life on land”, this dissertation aims to bring students of Infant Education closer to environmental education by proposing activities in which they are taught to take care of their immediate environment from the knowledge and respect for it.

Another issue that is of great importance in today’s society is that we live in a digitalized world, in which audiovisual resources and ICTs are increasingly present in education since they offer a wide variety of resources available to everyone (Nixon and Comber, 2005, p. 172). In addition, the development of digital literacy is a fundamental requirement to perform adequately in society, since most areas are being digitized (Carrington, 2005, p.16). Thus, teachers must make use of technologies and integrate them into education in an appropriate

manner according to the age and developmental level of the students, according to what is established in the legal framework, that is, the acquisition of digital competence.

Besides, as audiovisual resources may be a useful tool to motivate and engage students, this proposal presents an innovative approach based on the use of infant movies that deal with topics related to biodiversity and environmental care. Through the stories that these movies tell, children can better understand the relevance of caring for the environment, because as they are aimed at children, they can connect or empathize with the characters or with the plot.

In this didactic unit, audiovisual resources will be used mainly to introduce the students to the different topics that will be dealt with during the sessions. For this purpose, specific clips have been selected from children's animated films showing scenes related to nature, ecosystems and the living beings that live there. From these clips, we will work not only on the topic proposed for each session, but they will also serve as a tool for the development of EFL since some of them offer oral input in the second language. In addition, after viewing the clips, there will be a subsequent reflection guided by the teacher to encourage communication.

To promote the acquisition of different skills, both academic and personal, it is introduced an approach based on cooperative learning. Cooperation among students should be encouraged to create a positive atmosphere in the classroom, which will make children enjoy the learning process while developing their social skills and their ability to work as a team.

2.2.Curricular framework

The proposal presented in this dissertation is based on the Orden ECD/853/2022 de 13 de junio, which approves the curriculum and the characteristics of the evaluation of Early Childhood Education and authorizes its application in the educational centers of the Autonomous Community of Aragon. Thus, the methodology that this proposal is going to follow is based on the methodological principles that are established in the *Artículo 9. Principios metodológicos generales*, in English, “Article 9. General methodological principles”. In this manner, the unit's design will be based on the principles of the Universal Design of Learning, a teaching approach that takes into account the individual differences of students from a global perspective (Orden ECD/853/2022). To comply with these principles, the proposal is made up of a series of activities adapted to the characteristics and needs of the students and the context in which they are going to be developed. In addition, to achieve a meaning learning, it is employed and active methodology that centers the child in the teaching-learning process. In order to do this, the

child will play an active role by participating directly in activities guided by the teacher, through play, experimentation and manipulation of different materials and objects.

Taking as a reference the principle of globalization by which Early Childhood Education should be established, and which defends that learning consists of the union of the new and the unknown (Orden ECD/853/2022), this proposal is going to develop the three areas of knowledge simultaneously, so that they complement each other to achieve a global development of children. First of all, the area *Crecimiento en Armonía*, in English “Growth in harmony” which focuses on the personal and social dimensions of the child will be addressed by respecting the learning pace of each student through the adaptation and differentiation of the tasks. It is also intended that the child will acquire greater autonomy in the performance of the different tasks while developing attitudes of respect for others and teamwork skills, making learners as the protagonist of their own learning process.

Secondly, the area *Descubrimiento y Exploración del Entorno*, in English “Discovery and exploration of the environment”, which seeks to “favor the process of discovery, observation and exploration of the physical, natural and socio-cultural elements of the environment” (Orden ECD/853/2022, p.20815), will be developed in depth throughout this unit, as children are going to explore elements and materials of the natural environment around them, comparing them and identifying their features as well as developing observation skills and attitudes of interest, curiosity and creativity to solve problems. Finally, the area *Comunicación y Representación de la Realidad*, in English “Communication and Representation of Reality” is going to complement the other two areas, as all learning will occur in situations that require a communicative exchange both with the teacher and peers, promoting verbal communication in the foreign language and non-verbal communication.

2.1.1. Objetivos de etapa

The curriculum defines objectives as: “the achievements that students are expected to have reached by the end of the stage and whose attainment is linked to the acquisition of the key competencies and the specific competencies of the different areas of knowledge” (Orden ECD/853/2022, p.20780). The *Article 8. Objetivos generales de etapa*, in English “Article 8. Stage objectives”, based on what is proposed in the Real Decreto 95/2002 de 1 de febrero, establish the abilities that children should develop throughout the Infant Education stage. As

will be discussed later, this didactic unit is going to focus on the development of the following objectives:

- b) Observe and explore their family, social and cultural environment.
- c) To progressively acquire autonomy in their usual activities.
- e) To relate with others in equality and to progressively acquire elementary guidelines for coexistence and social relations, as well as to exercise in the use of empathy and peaceful conflict resolution, avoiding any type of violence.
- f) Develop communication skills in different languages and forms of expression.

To achieve these objectives, this dissertation presents and analyses an original proposal comprised of different learning situations that will simultaneously integrate the learning of a second language and the acquisition of knowledge related to the proposed topic, and in which students will actively participate in different spaces, groupings and using different resources. In this way, students will acquire a set of skills and knowledge aimed at the resolution of these learning situations.

2.1.2. Specific competencies

The following table gathers the specific competencies associated with each of the areas of knowledge that the proposal is going to develop. However, these are developed in depth in section 3.2.

Table 1. Specific competencies

<u>Crecimiento en Armonía</u>
-CA. 3. Adoptar modelos, normas y hábitos, desarrollando la confianza en sus posibilidades y sentimientos de logro, para promover un estilo de vida saludable y ecosocialmente responsable.
-CA.4. Establecer interacciones sociales en condiciones de igualdad, valorando la importancia de la amistad, el respeto y la empatía, para construir su propia identidad basada en valores democráticos y de respeto a los derechos humanos.
<u>Descubrimiento y Exploración del Entorno</u>
-DEE.1. Identificar las características de materiales, objetos y colecciones y establecer

relaciones entre ellos, mediante la exploración, la manipulación sensorial y el manejo de herramientas sencillas para descubrir y crear una idea cada vez más compleja del mundo desarrollando las destrezas lógico-matemáticas.

-*DEE.* 2. Desarrollar, de manera progresiva, los procedimientos del método científico y las destrezas del pensamiento computacional, a través de procesos de observación y manipulación de objetos, para iniciarse en la interpretación del entorno y responder de forma creativa a las situaciones y retos que se plantean.

-*DEE.* 3. Reconocer elementos y fenómenos de la naturaleza, mostrando interés por los hábitos que inciden sobre ella, para apreciar la importancia del uso sostenible, el cuidado y la conservación del entorno en la vida de las personas.

Comunicación y Representación de la Realidad

-*CRR.1.* Manifestar interés por interactuar en situaciones cotidianas a través de la exploración y el uso de su repertorio comunicativo, para expresar sus necesidades e intenciones y para responder a las diferentes oportunidades o situaciones que nos brinda el entorno.

-*CRR.2.* Interpretar y comprender mensajes y representaciones apoyándose en conocimientos y recursos de su propia experiencia para responder a las demandas del entorno y construir nuevos aprendizajes.

-*CRR.3.* Producir mensajes de manera eficaz, personal y creativa utilizando diferentes lenguajes, descubriendo los códigos de cada uno de ellos y explorando sus posibilidades expresivas para responder a diferentes necesidades comunicativas.

-*CRR.5.* Valorar la diversidad lingüística presente en su entorno, así como otras manifestaciones culturales, para enriquecer sus estrategias comunicativas y su bagaje cultural.

2.3.Theoretical framework

2.3.1.Communicative language teaching

Communicative Language Teaching (CLT) can be understood as a set of principles regarding the goals of language teaching, how learners learn a language, the kinds of classroom activities, and the roles of teachers and learners, among other aspects (Richards, 2006). Communicative Language Teaching sets communication at the center of the teaching-learning process, this is based on the belief that the primary function of language use is communication (Brandl, 2008). In contrast to traditional approaches to language teaching, in the 1970s the idea began to emerge that what was needed to use language communicatively was the development of communicative competence (Richards, 2006). The term communicative competence was coined by Hymes, who defined it as “a knowledge of the rules for understanding and producing both the referential and social meaning of language” (Hymes, 1972, as cited in Ohno, 2006). Brandal defined it as the ability to interpret social behaviors while the learner makes productions in the target language (2008). In addition to this, according to Richards (2006), communicative competence is viewed as a mastery of functions needed for communication across a wide range of situations, which includes knowing what to say and how to say it depending on the characteristics of each situation.

A communicative approach opens up a wider perspective on language, it makes us consider language not only in terms of its structures but also in terms of the communicative functions that it performs (Littlewood, 1981). A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative tasks, then “language learning will take care of itself” (Allwright 1979, as cited in Harmer, 2007).

Communicative language teaching aims to promote the development of real-life language skills by engaging the learner in contextualized, meaningful, and communicative learning tasks (Brandl, 2008). Harmer (2007) explains that CLT focuses on describing how language is used, and concerning this, some authors such as Larsen-Freeman (2000, p.129) state that one of the major objectives of CLT is the communicative purpose, therefore a speaker can assess if this purpose has been achieved based on the feedback they received from the listener. Concerning this, CLT embraces various abilities such as linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. Therefore, activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their

language use (Harmer, p.69). Moreover, CLT activities should involve a continuous interaction aimed at solving a problem, should use authentic texts, and should take into account the personal characteristics of each learner (Weschen and Skehan, 2002, as cited in Brandl, 2008)

2.3.2.Task based learning

The Communicative language teaching approach has given rise to the emergence of different methods and techniques aimed at achieving communicative language learning. A prominent practical application of the principles of CLT is task-based instruction. As Richards (2006) claims these principles are known as process-based methodologies because “they share as a common starting point a focus on creating classroom processes that are believed to best facilitate language learning” (p.27). Additionally, in opposition to traditional methods based on the use of texts to teach a language, the emergence of CLT has put the focus on the acquisition of communicative skills (Brandl, 2007, p.7). This led to the emergence of a new way of organizing the syllabus, based on the use of tasks as the central element of lesson plans. According to this, it can be stated that “task-based learning and teaching is a development on CLT in that it lays emphasis on the designing of tasks and the development of task-based learning” (Willis and Willis, 2007, p.11).

As Willis and Willis (2007) claim, designing tasks that imply real language use is the most effective way to engage learners and, therefore, to teach a language. The authors also state that the opportunities to use language for genuine communication should be based on activities that are significant to learners. These activities that encourage learners’ participation in meaningful situations are described as tasks.

Intending to give a more complete definition of task Skehan (1998) states that:

“A task is an activity in which meaning is primary; learners are not given other people’s meanings to comparable real-world activities; there is some sort of relationship to comparable real-world activities; task completion has some sort of priority and the assessment is in terms of outcome” (p.95).

Within TBT Richards (2006) differentiates two types of activities, which are pedagogical tasks and real-world tasks. In relation to the latter, Willis (1996) differentiated the following types of tasks: listening tasks, sorting and ordering tasks, comparing tasks, problem-solving tasks, sharing personal experiences tasks, and creative tasks.

Willis and Willis (2007, p.13) also suggest some aspects that have to be considered such as if the activity engages learners' interest, if there is a primary focus on meaning, if there is an outcome, and if success is judged in terms of it, if the completion of the task is a priority and if the activity relates to real-world situations.

Willis and Willis (2007) contend that learners find it difficult to simultaneously concentrate on both form and meaning during tasks. If we initially emphasize form, learners face difficulty in shifting their attention to meaning. Besides, Willis and Willis (2007, p.18) also argue that it is likely to fail since learning is a process that is not subject to the learner's conscious control. In a task-based approach, there is a place for a focus on specified forms, but these should be subordinate to meaning and come after a task rather than before.

In contrast to this new way of structuring lessons, Richards (2006) argues that traditional approaches were organized in a sequence known as the P-P-P cycle: Presentation, Practice, and Production. In the presentation phase, the teacher introduces new grammar, through texts or conversations; in the second phase, students use the grammar they have learned in controlled exercises; and in the final phase, students make productions introducing the new structures in different contexts, giving more importance to fluency than in the previous phase (Richards, 2006, p.8). However, with the emergence of CLT, this grammar-based methodology has been criticized since as Skehan (1996, p.18) argues it is not considered that a form-based approach ensures the learning and automatization of a language.

In TBL the emphasis changes to utilizing tasks to foster interaction and subsequently developing language awareness and language proficiency based on task execution (Richards, 2006). In order to achieve this, Willis (1996) proposes the design of didactic sequences divided into three stages: pre-task, task and post-task. First, there must be done pre-tasks in which the topic and the task itself are introduced; then there is what the author describes as the task cycle, which in turn includes the main task phase, the planning phase and the report phase, and finally, the post-task that must include an analysis stage with language focused task, and a practice stage based on the language analysis (Willis, 1996).

2.3.4. Multiliteracies

As our society has transitioned from written text to digital media, our instructional frameworks must be adapted to the demands of emerging literacies (Serafini, 2013, p.70). Nowadays, the

term literacy has changed and is no longer understood solely as a person's ability to read written words. As technologies to communicate messages beyond print emerged, the concept of literacy broadened to encompass different areas (Potter, 2016, p.56). This, in turn, led to the emergence of the term "multiliteracy," which Serafini (2013) defines as the "reconceptualization of literacy as a multidimensional set of competencies and social practices in response to the increasing complexity and multimodal nature of texts" (p.43). This umbrella term includes diverse areas such as visual literacy, media literacy, critical literacy and computer literacy, among other types of literacies, and as Donaghy (2015, p.10) claims, the acquisition of any of these literacies allows the development of the others.

Nowadays visual resources and technologies have a fundamental role in the task of communicating, encouraging critical thinking and offering different types of content (Baylen and D' Alba, 2015, p. 13). The understanding and processing of images is indispensable, both for children and adults, since as Baylen and D'Alba (2015) claim, they are constantly surrounded by changing images. Therefore, education should promote the acquisition of visual and media literacy skills.

The term media literacy was coined by John Debes in 1968 and defined as "a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences" (Fransecky and Debes, 1972, p.10). These competencies are essential for interpreting the environment and therefore, for communicating with other people (Fransecky and Debes, 1972). As Potter (2016) claims, media literacy is closely related to the improvement of different skills (analysis, evaluation, grouping, induction, deduction, synthesis, and abstracting), which serve as instruments through which we shape and modify our knowledge.

Serafini (2013) claims that media literacy is closely related to the influence of media in our lives since it allows us not only to assess and analyze specific media texts but also the social dimensions that surround them (Rogow, 2022, p.3). Therefore, being media literate it is fundamental to function in contemporary in society since "individuals need to develop expertise with the increasingly sophisticated information and entertainment media that address us on a multisensory level, affecting the way we think, feel, and behave" (National Association of Media Literacy Education, 2007). The term multiliteracies encompasses a broad range of interconnected literacies (Donaghy, 2015, p.10), among which there is film literacy, which will have a fundamental role in this proposal.

2.3.3. Filmic resources in the EFL classroom

Several authors have highlighted the numerous benefits of using video materials in the EFL classroom (Bajrami and Ismaili, 2016; Donaghy, 2017; King, 2002; Goctu, 2017; Siregar et al., 2005). Most of these authors mention their effectiveness in providing authentic and original input by showing real situations and not artificial contexts (Bajrami and Ismaili, 2016; Donaghy, 2017; King, 2002). King also claims that films are “an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects” (2002, p. 2).

Moreover, there is a consensus regarding the idea that video resources promote students’ motivation and interest as they contain storylines that are easy to remember and they can identify with the characters or situations presented (Bajrami and Ismaili, 2016; Siregar et al., 2001, Goctu 2017). Furthermore, some of these authors emphasize the significance of film’s visuality and its contribution to a deeper understanding of its content (Donaghy, 2005; Goctu, 2017). In addition, Donaghy (2015) highlights some other benefits of using films for educational purposes, such as their multicultural character and their variety and flexibility.

Regarding the aspects to be considered when selecting videos, Arcario (1992) defends that the criteria for selecting video programs depend on whether the video program is being used as a means of presenting language or as a stimulus to elicit language. Moreover, he suggests that comprehensibility is a major criterion in selecting videos. When choosing audiovisual material, teachers must take into account the amount of visual support, the speech delivery, the language level and content, and the clarity of picture and sound. King (2000, p. 6) also highlights the importance of being aware of the content and comfort level of the students to select appropriate scenes.

Donaghy (2005, pp.12-13) states that as meaning is communicated through moving images more readily than print because of its immediacy, films are an incredibly powerful teaching tool. Moreover, the use of audiovisual materials contributes to the acquisition of various skills such as communication, creativity or collaboration, which are fundamental to becoming successful citizens in the current rapidly changing world.

As we saw in the previous section, films are closely related to the development of multiliteracies. The term “film literacy” is an area of visual literacy and it can be defined as the capacity to understand and analyze its content and from a technical perspective (European

Commission, 2013, as cited Donaghy, 2005, p. 10). Moreover, film literacy also involves the ability to create image texts to communicate meaning (Donaghy, 2005, p. 12).

3. Critical analysis

This section will focus on conducting a critical analysis of the innovative proposal, using a checklist (see Appendix N) as the analytical tool, which includes various aspects considered in the design of the proposal, corresponding to the following subsections, assessing its innovative nature and effectiveness in English language teaching.

3.1. Methodology

The completion of this final dissertation has been accomplished by following a series of differentiated stages, with the objective of reaching the final goal, a critical analysis of an innovative proposal.

The first step has been to select the main theme that served as the guiding thread of the entire unit. For this purpose, a relevant and significant topic in today's society has been chosen, namely the Sustainable Development Goals, with a particular focus on biodiversity conservation and respect. In addition to its significance, the topic had to be suitable for implementation in Infant Education. Once the guiding thread was determined, information research has been conducted, focusing on theories related to second language learning and teaching, and the role of audiovisual resources as an innovative educational tool.

Subsequently, once the theoretical framework and the guiding thread of the proposal have been established, a selection of more specific topics to be addressed in the unit has been realized. For this purpose, considering the issues to be addressed and the use of cinema as a resource, a search for movie scenes has been conducted in order to develop those contents. Once the clips were selected the contents were ordered, going from the simplest to the most complex.

For this progression, which is further analyzed in section 3.2, two aspects were considered: the difficulty and the language presented. Once the clips were selected, the contents were organized and the number of sessions had been established, the design of the tasks was initiated, according to the Task-Based Learning approach.

Once the sessions had been outlined, including the objectives, contents and curricular links of each one, the design of the materials and resources to be used throughout the unit has been undertaken, which are analyzed in section 3.4.

Following the completion of the design phase, a critical analysis of the proposal will be accomplished using a checklist with specific criteria as a guideline according to the sections

developed below. The objective is to determine the innovative character of the proposal and its effectiveness in teaching English. Finally, the last phase of this proposal has been to establish the conclusions reached after the analysis, as well as the strengths and weaknesses.

3.2. EFL learning and teaching principles

Regarding the methodology employed, this proposal is going to be analyzed considering the general principles of two learning and teaching methods: Task-based learning and Communicative language teaching.

The first aspect to be analyzed is whether or not this proposal fosters Communicative language teaching. As was explained in the theoretical framework, this approach establishes the acquisition of communicative competence as its main goal (Richards, 2006), which means that children are intended to be able to communicate in a target language, that is, to understand and produce language according to the situation.

To achieve this competence, they have to be involved in meaningful tasks that present real language (Willis and Willis, 2007). In relation to this, in this proposal children are involved in a series of tasks that are presented in the target language, offering them comprehensible input. Moreover, the use of scenes from movies provides them with examples of real language, in which they can appreciate different voices, tones, or intonations (King, 2002). Additionally, these tasks require their participation, which involves producing language, in order to solve a problem or complete a task. To illustrate this, in session 2 they are asked to select materials in order to create a hotel for the insects of the playground, so they have to use the language that has been presented previously to select the materials that they consider necessary to create the hotel. In this case, the teacher will guide them through promoting communication by asking them what elements they have used and why they have selected them.

Another major principle of CLT is the communicative intention between the interlocutors (Larsen-Freeman, 2000). In this regard, as Willis and Willis (2007, p.7) report, one way of teaching language based on communication, is to consider meaning as the foundation for language development. This is related to the idea that the focus on meaning will lead to the natural and spontaneous acquisition of the more formal aspects of language (Allwright 1979, as cited in Harmer, 2007).

In this proposal, the age and level of learners must be considered since they won't be able to make large productions in the target language and correctly follow complex structures that have not been presented to them. As Littlewood (1981, p.5) mentions one of the difficulties when applying CLT is the insufficient language proficiency of learners, which may cause them to rely on their mother tongue. For this reason, the teacher must act as a facilitator, promoting communication among students, who despite their level in the target language, are involved in negotiating meaning (Larsen-Freeman, 2000).

In this case, in the pre-task stage of most sessions, in which children are encouraged to produce language by answering questions, it is not expected that they produce accurate long or complex sentences. Nevertheless, they can produce short sentences following simple structures that they have used previously, or isolated words, in order to communicate their thoughts and ideas. According to Moon (2000, p.66), there are situations in which children use their L1, such as sharing information in an English lesson, but having a limited English level. In case they use the mother tongue to produce answers the teacher can use some supportive strategies such as recast the utterance using English at an appropriate level (Moon, 2000)

Continuing with CLT, another example of how communicative competence is developed throughout the unit is in session 5. Students are asked to create a forest by selecting the elements that the teacher indicates, thus they need to understand the input provided by the teacher. Moreover, in the post-task, they have to use the structure “This is...” in order to explain to the rest of the class what they have created, that is, communicate with others.

Focusing on TBL, the sessions have been designed considering the guidelines that Willis (1996) provides regarding this methodology of teaching. In this regard, the sequence based on pre-tasks, tasks, and post-tasks has been followed, trying to address both the communicative and cognitive aspects. In this proposal, the majority of sessions start with a pre-task in which audiovisual resources are used as a means through which to introduce the topic, and then, language related to that topic is presented orally and visually (nature elements, animals, insects, etc). Afterwards, a task is carried out using that language and finally, a post-task is conducted to summarize both the content and language.

To illustrate this, in session 4, during the pre-task, they visualize a clip from the movie *My Neighbor Totoro* in which they are introduced to the topic, which in this case is the growing cycle of plants. Then, they debate about the topic, through a series of questions posed by the teacher. In the main task, the teacher reads the book “Seed” by Maggie Lee, which explains the

life cycle of a plant and after that, they do an activity in the assembly which consists of ordering the different stages of the growing cycle of a seed. Finally, in the post-task, they have to complete a worksheet that summarizes the learned content, working with the vocabulary in a visual, written and oral way.

Continuing with the proposals of Willis (1996) in relation to the TBL approach, a variety of tasks have been implemented, leading to the acquisition of different skills such as problem-solving, critical thinking, visual literacy and autonomy, to name but a few. To illustrate this, in session 3 children will develop their capacity to solve problems as well as their autonomy, since they will encounter a different environment in which they will have to explore and observe while collaborating with their classmates in order to complete the explorer's diary sheet. Moreover, in session 2 they will develop their critical thinking as they will have to identify which materials are most appropriate for creating the bug hotel, analyzing the characteristics of the materials and the insect's needs. In the case, of visual literacy, this will be developed through the different sessions by analyzing the content of the clips.

As mentioned previously, Willis (1996) also states that children learn a language better when they participate directly in tasks, therefore this proposal gives learners the opportunity to involve themselves in significant tasks that will allow them to develop their communicative competence as they develop other skills such as the ones mentioned above. An example of this, is the pre-task stage of most sessions, when children receive oral input with the videos or teacher's questions, which require their comprehension of the language and stimulate them to produce language in the target language, considering their age and level.

Another example of how learners acquire language by being involved in significative tasks is illustrated in session 8, in which they have to be able to plant a seed by following the instructions given by the teacher orally. Nevertheless, it is worth mentioning that the oral input is supported by a previous exemplification from the teacher and a visual organizer with images and written instructions.

3.2. Topic and context

The central theme selected for this didactic proposal is the knowledge of natural ecosystems as a habitat for numerous living things. The topic is centered around sustainable development goal 15 “Life on land”, from which aspects such as the types of life that can be found in them as well as guidelines for the care and respect of these spaces will be dealt with.

Based on the topic, 8 sessions have been designed (see Appendix 1) in which a progression in the contents can be observed, going from the simplest and most general aspects to the most complex and specific ones. As observed, in the first session, the main objective is to introduce the general topic of nature environments, more specifically forests, and to identify the children's previous ideas. The second session introduces the topic of forest life, focusing especially on insects and birds, since they are the closest to the students' daily lives. Subsequently, an outgoing is made to observe these living beings and better understand the habitat where they live.

Continuing with the progression, in the fourth session the tasks are focused on nature, more specifically on plants and their life cycle, being this a more complex topic. However, session 5 has been designed to summarize and review the content seen so far, in order to identify the children's level of understanding. From session 6 onwards, the complexity in terms of content increases as more specific topics such as forest fires, deforestation, or recycling are addressed. Finally, the last session consists of learning how to plant seeds after having learned about the life cycle of plants and the importance that a plant can have in the environment for living beings.

The sessions have been designed taking into account the TBL approach, which has been previously described in the theoretical framework. In this regard, a sequence based on pre-tasks, tasks, and post-tasks proposed by Willis (1996) has been followed, trying to address both the communicative and cognitive aspects.

In relation to the context, this proposal is designed to be implemented in a third-grade classroom of Infant Education, with five-year-old students. The classroom consists of 20 students and it is characterized by great cultural diversity since most of the students, or their closest environment, are from migrant backgrounds, which is not a limitation except in the case of one girl who arrived last year with a total lack of knowledge of Spanish. However, now she is able to understand the keywords and expressions used in the classroom, as well as to communicate through single words with the teacher and her classmates. The rest of the students have good language development according to their age and tend to participate quite actively in activities that involve speaking, such as assembly.

It is worth mentioning the presence of a child with a developmental delay who cannot receive additional support due to the fact that his diagnosis has not been confirmed. This delay is evident in several aspects, such as language and communication, since this child barely speaks

and still does not understand many instructions, only those that are used on a daily basis (for example: clean up, put on your coat, wash your hands, to name but a few) and when communicating with his peers he uses a very basic and scarce language. Also, one of the students presents certain difficulties in psychomotor development due to his premature birth, although this does not pose any difficulty for him in the day-to-day, or in the normal development of classroom activities.

This is a real context in which my school placements took place therefore, taking into account the characteristics of these children, the appropriate adaptations will be made. Nevertheless, it is worth mentioning that the proposal that is being analyzed has been created for the purpose of this dissertation and has not been implemented in a real classroom.

Since students have different learning profiles, interests and skills, to ensure accessibility of learning for all students, the UDL principles will be followed to offer numerous ways of engagement, accessibility and expression by proposing different entry points, differentiated opportunities for processing, differentiated exit points and different roles throughout the didactic proposal, as it can be observed in section 3.7, in which the process of differentiation that has been conducted is explained in more detail.

3.3.Curricular framework

As decreed by ORDEN EDC/853/2002 of June 13, which approves the curriculum and the characteristics of the evaluation of Early Childhood Education and authorizes its application in the schools of the Autonomous Community of Aragon, at this educational stage children must acquire a series of transversal key competences aimed at the global development of children. As mentioned in the curriculum these competencies aim to offer the necessary tools to face the challenges of today's society, among which is to protect the environment. (Orden ECD/853/2022)

The key competencies developed through this proposal are the following:

- Competencia en comunicación lingüística (CCL)*
- Competencia plurilingüe (CP)*
- Competencia digital (CD)*
- Competencia personal, social y de aprender a aprender (CPSAA)*
- Competencia ciudadana (CC)*
- Competencia en conciencia y expresión culturales (CCEC)*

These competencies are distributed throughout the entire unit. This means that not all of them are necessarily developed in each session, although most are, as can be observed in the curricular links section of each session (see Appendix 1).

First of all, the *Competencia en comunicación lingüística*, in English Competence in linguistic communication, will be developed through the transmission of content in the second language. In this way, throughout the different sessions, learners will have to make oral productions with a communicative intention, as well as receive information orally, which they will have to process and understand to be able to solve the tasks. To name an example, in session 8 (see Appendix 1) children have to plant a seed, so they have to follow a series of steps, which are first presented orally and then supported by a demonstration, so the children first receive oral input that they must process in order to plant the seed correctly. This is directly related to the second competency, *Competencia plurilingüe*, in English Multilingual competence, which will begin to develop allowing children to acquire the ability to communicate and function in different situations and contexts in a foreign language. Therefore, the immersion of children in a multilingual environment, in this case, the classroom, will imply their adaptation to it in order to communicate through English.

The third competency, *Competencia digital*, in English Digital competence, will be present through the use of children's audiovisual resources as a means to transmit visual information related to the topic of the proposal. Throughout the different sessions (see Appendix 1), the children will visualize different clips, which will serve as a starting point to introduce subsequent tasks, so that they will have to analyze two aspects. Firstly, they will have to look at the images themselves, that is the colors, sounds, scenery, characters or language if there is any. Secondly, they will have to analyze what happens in the clip, that is, what it communicates.

To name an example, in session 6, the children watch two different scenes from the movie *The Lorax*, after which the teacher asks them the same type of questions, so that the children, based on what they have visualized (the colors, characters, the story, etc.), must reflect on the differences between one scene and the other. In this way, children will be introduced to visual literacy, whose relevance has been previously justified.

Moreover, the fourth and fifth competencies will be acquired simultaneously. Throughout the unit, students will encounter situations in which they will have to develop their capacity for teamwork and cooperation to solve tasks. This will give them the opportunity to become more autonomous and make decisions while establishing relationships with their peers based on

respect and equality. To illustrate, in session 7 the children must work together to achieve a goal: to collect a specific type of waste. To do this, they must cooperate to identify the type of waste

According to the *Competencia en conciencia y expresión culturales*, in English Competence in cultural awareness and expression, throughout the proposal, children are going to encounter tasks in which they will need to develop their creativity and divergent thinking through the creation of visual resources.

As mentioned in the justification, this proposal simultaneously develops the three areas of knowledge established in the curriculum. Each session has been designed taking into account the objectives, specific competencies, basic knowledge and evaluation criteria established in the ORDEN ECD/835/2022 for each area (see Appendix 2).

3.4. Materials & resources

For this proposal, a variety of didactic materials and resources have been specifically designed (see Appendix 3). The materials are intended to be motivating and engaging for the students, being accessible to them. As can be observed, except for the audiovisual resources, most of the materials can be manipulated by children, such as flashcards, books or worksheets.

All the materials and resources have a common goal, which is to support the teaching and learning process, nevertheless, each material has its own function. Firstly, some of them are focused on eliciting communication and participation of the students. An example of this is the audiovisual resources, which will be analyzed in depth in section 3.6 below. These types of resources serve as an introduction to a specific topic, from which the teacher will initiate an interaction based on questions, with a communicative purpose.

Secondly, other resources have a function of reinforcement or summary of specific content, such as the sheet used in the post-task of session 4, or some others are used by the teacher in order to present information, such as the flashcards used to introduce vocabulary in session 2. Furthermore, there are materials, such as the exit ticket sheets, the green/red cards, or the traffic light poster that are used to assess. In addition, some are intended to be used with the whole group, while others require individual work.

Table 2. Summary of materials and resources

	Materials and resources
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Session 1	<ul style="list-style-type: none"> Pre-task: Sheets of paper, crayons, pencils and flashcards Task: digital board, computer, image of a forest, drawing Post-task: sheets of paper, pencils, crayons
Session 2	<ul style="list-style-type: none"> Pre-task: Clip from Bambi, digital board, computer, flashcards Task: Natural materials (soil, branches, leaves, wood, smalls logs, pine cones and bark), artificial materials (), wooden box Post-task: Book “Peep inside the garden”, flashcards, and exit ticket sheets
Session 3	<ul style="list-style-type: none"> “Explorer’s diary” sheet, pens, visual organizer “One minute paper” sheets
Session 4	<ul style="list-style-type: none"> Pre-task: Digital board, computer, clip from <i>My friend Totoro</i>, Task: Book “Seed”, sheet “Life cycle of a plant” Post-task: Sheet “Life cycle of a plant”, crayons, pencils, labels
Session 5	<ul style="list-style-type: none"> Pre-task: Clip from <i>Minuscule: Valley of Lost Ants</i>, digital board, computer and digital presentation Task: Poster of a forest background, cards with elements of the forest and adhesive gum Post-task: Clay os different colors
Session 6	<ul style="list-style-type: none"> Pre-task: Clip from <i>The Lorax</i>, computer, digital board and presentation Task: Book “Don’t throw that away”, cardboard roll, metal canister, shoebox and plastic bottle Post-task: Recycled cardboard seedlings, markers and stickers
Session 7	<ul style="list-style-type: none"> Pre-task: Clip from <i>Bambi</i>, digital presentation, computer, digital board Task: Dice, containers sheets and waste cards Post-task: Waste of different types, yellow, green and blue containers

Session 8	<ul style="list-style-type: none"> ● Pre-task: Clip from <i>Wall-E</i>, computer, digital presentation and digital board ● Task: Tomato seeds, cardboard seedling, substrate and sprayer
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3.5. Assessment

In relation to the assessment of the didactic proposal, in accordance with the *Artículo 14. Carácter de la evaluación* of the ORDEN ECD/853/2022, the procedure used to evaluate will be direct and systematic observation. In this way, an information collection tool will be used, which in this case will be a rubric that will gather the performance of each student throughout the whole unit (see Appendix 4).

These rubrics contain previously established criteria and different levels of performance from 1 to 3, which are defined. These criteria have been selected according to the specific objectives of each session and will enable the teacher to determine whether or not these objectives have been accomplished. The assessment criteria are distinct from one to another and refer to aspects that can be observed by the teacher throughout the different sessions of the unit.

In this way, the assessment will not only enable to know the level of knowledge of the students and how they perform, but also to improve the teaching-learning process. The type of assessment carried out by the teacher will be formative, to provide information on the student's level of understanding throughout different moments of the unit. This type of assessment is also known as assessment for learning since it helps us perceive our student's learning regarding the subject matter.

The assessment of the children will be done in terms of content and language since the purpose of this proposal is to acquire learning about these two dimensions, moreover, the learning attitude is also considered. Thus, it is important to define clear objectives in relation to these aspects.

The manner to obtain a highly complete assessment would be to observe and collect specific information about each student in each session. However, due to the number of students and the teacher's role as an observer that type of evaluation is not feasible in an infant education classroom. Therefore, considering the characteristics of the students, the aspects to be assessed

and the duration of the unit, it has been considered that the most appropriate way of assessing is to create a single rubric.

Moreover, during the different tasks of the sessions, peer and self-assessment are introduced through specific routines and techniques that involve their participation. With the promotion of self-assessment students will be able to monitor their own learning as well as identify their level of understanding, for instance with the “Exit ticket” technique (see Appendix 2) that will be executed in the pre-task of session 2 children will have to capture something that they have learned. Moreover, in session 3 children will have to represent with a drawing what they liked most about the session following the “One minute paper” technique (see Appendix 3), which will involve a personal reflection.

However, peer-assessment will allow learners to offer feedback to their classmates in order to improve and develop their critical thinking regarding the work of others. An example of peer assessment in the proposal is the “Traffic lights” routine developed in session 7 (see Appendix 1), in which children are required to evaluate the result of an activity performed by the rest of the groups using colors.

3.6. Filmic and audiovisual resources

The analysis of the filmic resources selected to be worked on throughout this unit will be supported by a checklist for each of the selected clips, which are shown in more detail in Appendix 5. These checklists are organized into three sections: content, language and audiovisual aspects, which will be discussed below.

The purpose of the checklist is to be aware if the clips selected are adequate to the students, taking into account the context of the classroom, which has been developed in section 3.1, and if they are suitable to the objectives established for the sessions in which they are used.

The scenes selected come from five different infant movies: *Bambi*, *Minuscules: Valley of Lost Ants*, *The Lorax*, *Wall-E* and *My Neighbor Totoro*. All of them have been selected either for the message they convey, for the environment in which they are set, or for what their characters represent.

As for the content of the clips used, although some of the films used, such as *The Lorax* or *Wall-E* contain a message closely related to environmental care, others such as *Minuscule* or *My Neighbor Totoro* do not have an explicit environmental character. In spite of that, all of

them can be considered to have an educational value since they will be used as a means to introduce children to different topics and debates, asking them questions that lead to reflect on the environment and serving as a common thread for subsequent tasks.

Continuing with the content, as King (2000, p.6) suggests it is important to consider the content and comfort level of the learners when selecting scenes, therefore another relevant aspect to be considered in the selection of clips is the level of appropriateness to the age of the students. Since these films are aimed at a young audience, they contain elements that are easy to remember and understand, and as mentioned in section 2.3.3, some authors refer to these characteristics as motivating and interesting elements for children, making films therefore and engaging tools (Bajrami and Ismaili, 2016; Siregar et al., 2001, Goctu 2017).

Regarding the language, Acario (1992), defends that the criteria for selecting video programs depend on whether the video program is being used as a means of presenting language or as a stimulus to elicit language. In this case, the scenes have been selected with the primary objective of eliciting language in children. This means that in most of the clips, the language shown is not the main element for understanding the message, but rather a supporting element, since it is scarce language and thus does not offer much information about what is happening.

An example of this is the clip from the film *The Lorax* (see Appendix 3), in which although there is minimal use of language, it can be considered comprehensible input, helping children to understand the scene, since it is understood as the “second language input just beyond the learner’s current second language competence, in terms of syntactic competence” (Nunan, 1999). According to Krashen’s Input Hypothesis, one of the conditions to progress when acquiring a language is to be able to comprehend input that is slightly beyond the current level, focusing on the meaning rather than the linguistic form (Krashen, 1982).

Another aspect that has been considered when selecting the clips is the language they contain. As mentioned previously in the theoretical framework, videos are an effective way to present original input to children (Bajrami and Ismaili, 2016; Donaghy, 2017; King, 2002). In this case, the scenes have been selected for two different purposes, although it must be noted that in the majority of clips, language is scarce, and serves as a means to better understand the message along with the visual and auditory support.

The first objective is to elicit the language of the students, through the questions that are posed around them. An example of this is the clips from *The Lorax*, in which the language can be

considered comprehensible input, and serves to reinforce understanding of the message, but is not intended to introduce new vocabulary or structures to the learners. Secondly, the first *Bambi* clip, used in session 2 (see Appendix 5) will be used for introducing new vocabulary to children.

Finally, another dimension considered in the selection of videos has been the audiovisual aspects, that is their visual and auditory characteristics. Donaghy (2005) and Goctu (2017) emphasize the significance of film's visuality and its contribution to a deeper understanding of its content. In this sense, it has been considered that both the visual aspects, including colors, scenery and characters represented, as well as the auditory aspects, including music, sound effects, or the voices of the characters themselves, are attractive and contribute to the understanding of the message as they align with what is happening.

In the selected clips, in accordance with Arcario (1992), who claims that one of the aspects that teachers must consider when selecting videos is the amount of visual support and the clarity of picture and sound, it can be observed how there is concordance between the visual and auditory aspects and how they contribute to the transmission of the message. To illustrate this, in the *Wall-E* clip both the colors help to create a catastrophic environment, and the music that plays when the plant appears contributes to the perception of the plant as something valuable.

The use of these resources is clearly related to the concept of multiliteracies, and more specifically to visual literacy and film literacy, terms that are defined in the theoretical framework. Through the visualization of these scenes, children develop their visual literacy by developing certain skills, such as those mentioned by Potter (2016): synthesis, deduction or induction. To illustrate this, in session 6 the children visualize two clips, in which the natural environment has changed drastically, so they must be able to identify this change, and through the teacher's questions deduce what has caused this change.

3.7. Differentiation

Starting from the previously described classroom context, it will be necessary to implement differentiation to ensure the learning of all students, adopting measures aimed at children with learning difficulties. First of all, it is important to understand the term differentiation, which was defined by Tomlinson and Moon (2013, p.2) as the “teacher’s proactive response to learner needs (...) according to their readiness, interests and learning profiles”.

In this proposal, an inclusive approach will be adopted, based on the provisions established in the legal framework. On the one hand, the *Artículo 3. Principios generales* of the ORDEN ECD 853/2022, establish that the methodological and curricular measures adopted have to follow the principles of the Universal Design for Learning. On the other hand, in the *Artículo 4. Principios pedagógicos*, it is established that Infant Education should promote the development and acquisition of a positive self-image free from discriminatory stereotypes (Orden ECD/853).

Moreover, concerning the assessment of students with specific educational support needs, in the *Artículo 18* it is established that these students will be assessed on the same learning objectives as the rest, having this evaluation a preventive character, and in case there are curricular adaptations, these will require a previous psychological evaluation (Orden ECD/853).

The differentiated responses provided by the teacher in this proposal have distinct aims. Firstly, it is intended that all students receive the information being presented. For this, different means through which the children receive information are proposed, which involve offering both visual and auditory routes for input. To illustrate this, in session 1 (see Appendix 1) the teacher uses flashcards with a written word and an image to introduce new vocabulary while providing this information orally. Furthermore, in session 3 (see Appendix 1) the teacher uses a visual organizer with pictograms and written words to facilitate the understanding of the information.

In relation to this, various scaffolding techniques are also used in order to facilitate the comprehension and entry of information, especially of oral input. Some of these are the identification of prior knowledge, like in the pre-task of session 1, prompting, reformulating, repetition, modeling the activity, breaking tasks into small steps or using simple and clear language when giving instructions.

Secondly, the goal is to give children the opportunity to provide output or show understanding in different ways. An example of this is the material used in the post-task of session 4, in which children who are unable to write the words are offered the option of using labels with the words already written on them. This will allow them to associate each word with the image without the need to write it.

Moreover, although each session has a set time for each task, flexibility should be considered in executing the tasks, making it possible to modify or adapt the time to the needs of each

student. In the same manner, the tasks that group formations will be adapted considering the level and characteristics of each child, creating balanced groups in which students feel comfortable and can successfully develop their teamwork skills.

4. Conclusions

In this section, a summary of the results obtained from the previous critical analysis will be presented, outlining the strengths and weaknesses of the proposal, as well as its innovative aspects.

As mentioned in the justification, the purpose of the current proposal is to approach the development of the sustainable development goal 15, through the acquisition of a respectful attitude towards the natural environment and living beings, from an innovative perspective based on the use of audiovisual resources in order to develop multilitaracies, and simultaneously, developing the acquisition of communicative competence in the English language.

The theoretic tenets that have been addressed for the foundation and justification of this proposal focus on two areas. Firstly, approaches related to foreign language acquisition, more specifically Communicative language teaching (CLT) and Task-based learning (TBL). Secondly, and in relation to the innovative nature of the proposal, theories on the development of multiliteracies, focusing on visual and film literacy, and their relevance in today's society.

After conducting the critical analysis, using a checklist as an analytical tool (see Appendix 4), with a series of criteria based on the aspects that have been considered in the design of the unit, the following results have been determined. Firstly, regarding the dimension focused on second language teaching, it has been concluded that this proposal fosters the development of communicative competence, through the use of the target language as a tool for communicating with others. Learners are constantly exposed to varied input and involved in tasks that demand their participation and performance, therefore they need to understand and produce language in order to complete them.

Moreover, the target language is included in a real and significant context for children, that is, the classroom. With this proposal, they will be able to adapt their language to that context, rather than learning the language through isolated tasks.

In regards to Task-based learning, this proposal has been outlined according to the sequence proposed by this approach, in contrast to the traditional grammar-based methods. Several tasks have been designed proposing significative situations, that are connected with real-world experiences, and in which children will acquire the language by executing them and trying to find a solution to a problem or achieve a goal.

Secondly, the innovative character of the proposal is based on the use of audiovisuals as an educational tool, through which the development of visual and film literacy is fostered. Providing information through moving images leads to the acquisition of a wide variety of skills, including cognitive and communicative ones. Nowadays, with the rise of technology, we are constantly exposed to stimuli through images, making it fundamental to acquire skills related to visual literacy in order to become competent citizens in today's society.

Moreover, using videos, and more specifically film scenes is a motivating resource for learners, as they contain certain elements such as the visuality and auditory that make them engaging and easy to understand and remember.

The implication of the use of film resources as an innovative tool for language learning has certain weaknesses. In this respect, one of the aims of utilizing movie scenes was not only to introduce a specific topic or issue but also to offer authentic and comprehensible input. After analyzing the selected clips, it has been determined that the amount of input that they provide is insufficient and does not meet this objective in most cases. However, it does stimulate student's output through questions guided by the teacher.

Continuing with the aspects to be improved, the possibility of promoting cooperative learning to a greater extent is proposed, with two main objectives. Firstly, to promote interaction and communication among students, thus favoring language learning, and secondly, to foster the development of teamwork skills.

As for the limitations of this dissertation, due to practical constraints, this paper cannot provide a comprehensive review of the actual results obtained with this proposal. In the absence of a real classroom intervention, the analysis has been based on the principles established by the theories on which the proposal is based, however, the effectiveness of the proposal is not based on results obtained in a real classroom.

Regarding the possible lines of action of this proposal, the possibility of expanding the content is contemplated, thus promoting the development of other SDGs related to the topic, such as SDGs 14, 11 or 13, for example. As for the recommendations, this proposal would be more effective if it were carried out in an environment close to natural spaces, forming part of the daily life of students and thus promoting knowledge of their immediate environment. In this way, more outdoor activities could be included that would allow children to observe and analyze the environment.

Appendix

Appendix 1. Design of the didactic proposal

Table 3. Summary of the sessions

“There is no planet B
Session 1: How do we image a forest?
Session 2: Life in a forest
Session 3: We are explorers!
Session 4: How do plants grow?
Session 5: What have we learned?
Session 6: A world with no trees
Session 7: Forest fires
Session 8: Planting a seed

Table 4: Development of session 1

<u>Session 1: How do we imagine a forest?</u>
At the end of this session, children will be able to:
<ul style="list-style-type: none">• Recognise natural elements found in forests• Name natural elements of forests• Repeat the vocabulary related to the forest using the “Echo-echo” technique• Compare their drawings with pictures of forests
<u>Curricular links</u>
<u>Key competencies:</u>
<ul style="list-style-type: none">• Crecimiento en armonía: CA. 4• Deescubrimiento y exploración del entorno: DEE. 2, DEE. 3• Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5
<u>Specific competencies:</u>
<ul style="list-style-type: none">• Competencia en comunicación lingüística (CCL)

- Competencia plurilingüe (CP)
- Competencia digital (CD)
- Competencia personal, social y de aprender a aprender (CPSAA)
- Competencia ciudadana (CC)
- Competencia en conciencia y expresión culturales (CCEC)

Pre-task

To begin the session, the children will be asked to draw a picture of a forest on a sheet of paper in order to know their previous ideas. Based on their drawings, vocabulary related to forests and nature (trees, flowers, animals, plants, etc) will be introduced by the teacher using the “Echo-echo” technique with flashcards, so that children will have to repeat the vocabulary shown by the teacher.

Timing	15 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills since they will receive oral input from the teacher as well as speaking skills since they will have to repeat the new vocabulary.</p> <p>-Other skills: Children will also develop their creativity when drawing the forest.</p>
How the activity will be developed	<p>This activity will start with the whole group, as it will be explained in the assembly what they have to do. Afterwards, the children will work individually to make the drawings and then, the sharing and the introduction of the vocabulary will be done again in the assembly.</p>
Teacher's input	<p>The teacher will provide oral input throughout the whole session. First, to explain to the children what they have to do (e.g: “<i>You have to draw a forest</i>”), also to give instructions (e.g: “<i>Give me your papers</i>”), and to manage the class (e.g: “<i>Sit down properly</i>”).</p>
Differentiation	In order to facilitate access to learning for all students, and

	<p>to ensure understanding of the task the teacher will provide input in different ways. Although the new vocabulary will be introduced with oral input, it will be also supported with pictures (using flashcards) and the written word. Furthermore, the teacher will use some scaffolding techniques such as: breaking the task into small steps (with clear and simple instructions), making links with the learner's previous knowledge and modeling the task (making an example of the drawing).</p>
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Task

The main task of this session will consist of making a comparison between the drawings that the children have made previously and different images of forests. To do this, the images will be projected on a digital whiteboard, and the children will be asked questions about what they observe so that they can use the vocabulary they have learned. For example: "*What can you see in this forest?*", "*What is this?*", "*Have you drawn this in your forest?*".

The teacher can introduce new vocabulary of the elements that have not appeared before.

Timing	20 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills since they will receive oral input from the teacher as well as speaking skills since they will have to use the new vocabulary.</p> <p>-Other skills: They will develop observation skills and their visual literacy.</p>
How the activity will be developed	This task will be performed with the whole group in the assembly.
Teacher's input	The teacher will provide oral input while explaining them the activity (e.g: " <i>We are going to watch images of forests</i> "), while managing the classroom (e.g: " <i>You have to be quiet</i> ") and while asking questions to the children (e.g: " <i>What can you see in this picture?, what is this?</i> "). It is important that

	the language used by the teacher provides comprehensible input to the children through the use of simple and short sentences and vocabulary.
Differentiation	In this case, as one of the objectives is that children use the new vocabulary, the teacher will use scaffolding techniques such as prompting. Moreover, if children don't understand the questions, they can be reformulated, e.g.: " <i>What is this</i> " (<i>pointing at a tree</i>)/ <i>Is this a tree?</i> ". The teacher will also allow children to point at the flashcards instead of making oral productions to answer the questions.
Post-task	
	In the last part of the session, the children will be asked to complete their drawings with the new elements that they have observed in the images and that they had not included in their drawings. Once they have completed the drawings, these will be placed in the corner of the classroom called "Nature Corner", where the children will add their work on what they have learned throughout the unit. The objective of this space is to reflect the knowledge that the children are acquiring in relation to nature.
Timing	10 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills since they will receive oral input from the teacher.</p> <p>-Other skills: Children will also develop analytical skills as they will have to observe their drawings, analyze them and think of the elements they have to add.</p>
How the activity will be developed	This task will be developed individually.
Teacher's input	In this case, the teacher's input will also be oral. It will be directed to explain the task (e.g.: "You have to add new elements"), to manage the classroom (e.g.: "You have to

	share the material") and to give instructions (e.g.: " <i>Color slowly</i> ")
Differentiation	In order to facilitate the understanding of the task the teacher will break it into small steps, using clear and simple instructions and will model it. In addition, the teacher will provide visual support by leaving the images projected in the digital board so students can observe them.

Table 5: Development of session 2

<p style="text-align: center;"><u>Session 2: Life in a forest</u></p> <p>At the end of this session, children will be able to:</p> <ul style="list-style-type: none"> • Repeat vocabulary related to animals of the forest using the “Echo-echo” technique • Show understanding of the clip by answering the teacher’s questions • Distinguish between natural and non-natural elements • Identify the elements that insects need to live by creating a bug hotel • Interpret the story through attentive and respectful listening <p style="text-align: center;">Curricular links</p> <p><u>Specific competencies:</u></p> <ul style="list-style-type: none"> • Comunicación y representación de la realidad: CA. 3, CA. 4 • Descubrimiento y exploración del entorno: DEE. 1, DEE. 2, DEE. 3 • Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5 <p><u>Key competencies:</u></p> <ul style="list-style-type: none"> • Competencia en comunicación lingüística (CCL) • Competencia plurilingüe (CP) • Competencia digital (CD) • Competencia personal, social y de aprender a aprender (CPSAA) • Competencia ciudadana (CC) • Competencia en conciencia y expresión culturales (CCEC)

Pre-task

This session will start by viewing a clip from the film *Bambi* in which different animals appear in a forest. Before it, with the objective of activating their prior knowledge, the teacher will formulate the following question: “*What animals live in a forest?*”.

After viewing the clip the teacher will ask the students some questions about the video such as “*What have you seen?*” “*What animals live in that forest?*” or “*What animal is this?*”. Through these questions, the teacher can introduce the children to the animals that live in nature, and the vocabulary related to them (insects, birds, mammals, reptiles and amphibians) using the “Echo-echo” technique.

Timing	15 minutes
Skills involved	<p>-Communicative skills: Through this activity, the children will develop listening skills as they will be listening to the teacher's instructions and explanations, and also they will listen to the audio of the video. Furthermore, they will develop speaking skills when answering to the teacher's questions and repeating the vocabulary.</p> <p>-Other skills: Children will also develop their ability to analyze and understand moving images.</p>
How the activity will be developed	This activity will be carried out in the assembly with the whole group.
Teacher's input	The language used by the teacher will be directed to explaining the task to the children (e.g.: “ <i>Now we are going to watch a video of a film called Bambi</i> ”) and giving instructions (e.g.: “ <i>You have to stay silent and listen</i> ”).
Differentiation	To make it easier for children to understand the task, the teacher will break it into small steps, giving explicit instructions for each step. Also, to facilitate the understanding of the questions the teacher will use the reformulating technique and the use of the L1 for particular purposes.

Task

After revising what animals live in the forest, the teacher will focus on two types: insects and birds, as they are the simpler ones to observe in natural environments close to the children. This task will consist of reflecting on what these animals need to live. In order to do this the teacher will show the children different elements and materials including natural materials (soil, branches, leafs, wood, small logs, pine cones and bark) and artificial materials (objects of plastic, pieces of paper and pieces of fabric). In the assembly, the classify them between natural and non-natural elements, so students one by one will have to take one object and put it in the correct group. Then, the teacher will say to the children: "*We are going to create a hotel for the insects of the playground. What elements do you think animals need to survive in the hotel?*". After selecting the corresponding materials they will create a bug hotel using a wooden box by introducing the selected materials one by one into the box. Each child will have to choose two objects, which they will have to name, and put them inside the box.

Timing	15 minutes
Skills involved	<p>-Communicative skills: Through this task, the children will develop listening skills as they will listen to the teacher's questions and the answers of their classmates. When answering the questions they will also develop speaking skills.</p> <p>-Other skills: Children will also develop their problem-solving skills, as they are asked to find what materials can help animals to survive.</p>
How the activity will be developed	This task will be developed with the whole group although children will also participate individually.
Teacher's input	In this task, the teacher's input will consist of questions to encourage children to speak (e.g.: " <i>What is it?</i> "), instructions to manage the classroom (e.g.: " <i>You must raise your hand to speak</i> ")
Differentiation	In order to facilitate access to learning for all students, and to ensure understanding of the task the teacher will provide

	<p>input in different ways. First of all, the teacher will break the task into small steps with clear instructions. Then, to present the vocabulary of the materials in different ways (using flashcards with a picture and the written word). After presenting the vocabulary, the teacher will show the real materials and, to encourage children to repeat the vocabulary the teacher can use the “Echo-echo” technique while pointing at each object.</p> <p>When the children have to select the materials to introduce in the box, the teacher can also use the prompting technique to elicit students to say the names of the objects.</p>
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Post-task

In the last task of the session will consist of an introduction to the trip that the children will do next day. The teacher will read the story "Peep inside the garden" to introduce the children to the different types of insects that can live in nature. Through this story, the teacher will introduce the following vocabulary related to insects using flashcards: ladybird, butterfly, spider, worm and caterpillar.

Moreover, it will be introduced a technique for self-assessment, in this case, children will be asked to create an “Exit ticket” in which they will have two minutes to make a simple draw or write a word related to something they have learned in today’s session. This will be placed in the “Nature’s corner” of the classroom

Timing	15 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills when listening actively to the story and the oral input of the teacher.</p> <p>-Other skills: Children will develop their capacity to understand images as well as their memory.</p>
How the activity will be developed	This activity will be developed in the assembly with the whole group.
Teacher’s input	The teacher will provide oral input when telling the story,

	managing the classroom, and presenting the vocabulary (e.g.: “This is a butterfly”)
Differentiation	The teacher will use flashcards with a picture and the written word to present the new vocabulary and support the oral input with visual input.

Table 6: Development of session 3

<p style="text-align: center;"><u>Session 3: We are explorers!</u></p> <p>After this session, children will be able to:</p> <ul style="list-style-type: none"> • Identify the features of the insects by completing a record sheet • Develop their observation skills by observing the insects they found • Follow instructions in the target language <p>The third session will consist of a trip to a natural environment close to the school. The main objective of this session is for the children to observe the environment and become aware of the living beings that live there. The children will already have some previous knowledge since in the previous session they have worked on what animals can be found in nature and they have been introduced to the vocabulary of insects with the book “Peep in the garden”.</p> <p>The children will be divided into groups, and a teacher will accompany each group. Each group will be given an “Explorer’s diary” which consists of a record sheet in which the children will have to complete a checklist according to the characteristics of the animals they have observed. The teacher will take pictures of each of them so that these pictures will be included in the classroom mural.</p> <p>The last part of the session will be done in the classroom and will consist of the routine “One minute paper” in which children will be asked to make a drawing about what they have enjoyed most of the session. This paper will be placed in the Nature’s corner of the classroom.</p>
<p>Curricular links</p> <p><u>Specific competencies:</u></p>

- Crecimiento en armonía: CA. 3, CA. 4
- Descubrimiento y exploración del entorno: DEE. 1, DEE. 2, DEE. 3
- Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5

Key competencies:

- Competencia en comunicación lingüística (CCL)
- Competencia plurilingüe (CP)
- Competencia personal, social y de aprender a aprender (CPSAA)
- Competencia ciudadana (CC)

Timing	45 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills when listening to the teacher's instructions.</p> <p>-Other skills: Children will develop collaboration skills since they will be working in teams and responsibility when respecting the environment. They will also develop their observation skills when noticing the features of the insects as well as their curiosity. Moreover, as they are in a different context to the class they might encounter some difficulties or challenges, therefore they will also develop their adaptability and capacity to solve problems.</p>
How the activity will be developed	This task will be developed in small groups depending on the number of the students of that day.
Teacher's input	The teacher will provide oral input to explain the task (e.g.: " <i>We are going to observe animals</i> "), to formulate questions (e.g.: " <i>What insects have you seen?</i> "), to manage the classroom (e.g.: " <i>You have to stay with the teacher</i> ") and to give instructions (e.g.: " <i>You have to complete the sheet</i> ")

Differentiation	In order to facilitate the understanding of the activity and the rules children must follow, the teacher will break the task into small steps and will provide a visual organizer with a list of the instructions to follow. Moreover, the teacher will use the L1 when necessary to manage the classroom or explain some of the instructions.
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Table 7: Development of session 4

<u>Session 4: How do plants grow?</u>
At the end of this session, children will be able to:
<ul style="list-style-type: none"> ● Show understanding of the clip by answering to the teacher's questions ● Identify the four elements that plants need to survive (water, air, soil and sun) ● Order the stages of the life cycle of a plant
<u>Curricular links</u>
<p><u>Specific competencies:</u></p> <ul style="list-style-type: none"> ● Crecimiento en armonía: CA. 3, CA. 4 ● Descubrimiento y exploración del entorno: DEE. 2, DEE. 3 ● Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5 <p><u>Key competencies:</u></p> <ul style="list-style-type: none"> ● Competencia en comunicación lingüística (CCL) ● Competencia plurilingüe (CP) ● Competencia digital (CD) ● Competencia personal, social y de aprender a aprender (CPSAA) ● Competencia ciudadana (CC)
<p style="text-align: center;">Pre-task</p> <p>In the pre-task the children will watch a clip from the movie <i>My neighbor Totoro</i> which shows how trees suddenly grow out of the ground. The teacher will ask the students if they think plants and flowers grow like that, and if not, how they grow. The objective of this task</p>

is to discover the previous ideas that children have about plant growth, and from there introduce the routine “I used to think...now I think” for self-reflection. Then, the teacher will introduce the question: “*What do plants need to live?*”. Taking into account the age of the children, most of the language produced by them will be in their mother tongue, so it will be the teacher who, through questions will offer them oral input in the second language and encourage them to produce short answers in English (e.g.: Teacher: “*Do you think they need water*”, Students: “*Yes/no*”).

Timing	15 minutes
Skills involved	<p>-Communicative skills: Children will develop listening skills when listening to the teacher talk and speaking skills when sharing their ideas.</p> <p>-Other skills: Students will develop their ability to observe and analyze moving images and their content.</p>
How the activity will be developed	This activity will be developed in the assembly with the whole group.
Teacher's input	The teacher's input will consist of questions directed to the students (e.g.: “ <i>Do you think plants grow like this?</i> ”) and instructions.
Differentiation	In order to provide options for comprehension, the teacher will activate the background knowledge about plant growing, and then link it with the question “ <i>What do plants need to live?</i> ”.
Task	
<p>The task will consist of reading the story "Seed" by Maggie Li, which tells the life cycle of a plant, how it grows from a seed to a tree and what is needed for this to happen (water, sun, soil and air). In this way, the children will be able to understand the life cycle by ordering the stages that a seed goes through until it grows. After reading the book, they will do an activity to show that they have understood the story by ordering images that represent the different stages of the growing cycle.</p>	

Timing	10 minutes
Skills involved	<p>-Communicative skills: Children will develop listening skills when listening actively to the storytelling, and speaking skills when repeating the vocabulary.</p> <p>-Other skills: Children will develop their capacity to understand images as well as their memory.</p>
How the activity will be developed	This task will be developed in the assembly with the whole group, but for the last activity the teacher will call for volunteers to participate.
Teacher's input	The teacher will provide oral input when telling the story and when explaining the activity to the students (e.g.: <i>"You have to order these pictures as in the story"</i>)
Differentiation	In order to ensure the understanding of the content, the teacher will break the task into small steps, using clear and simple vocabulary. Moreover, the teacher will provide oral input accompanied by visual input, in this case, the images of a book, and an activity where they can manipulate the images and order them.

Post-task

Finally, the children will be given a sheet of paper with a drawing of a flower with petals. They will have to draw and write on each petal one of the four elements that plants need to grow: air, sun, water and soil. Then, they will have to repeat the vocabulary aloud one by one. After this, the teacher will repeat the question “How do plants grow?” to see if the ideas of children have changed or not, and to make them reflect on their own thinking.

Timing	10 minutes
Skills involved	<p>-Communicative skills: Children will develop listening skills when listening to the teacher's instructions and speaking skills when saying aloud the vocabulary.</p> <p>-Other skills: They will develop their creativity</p>

How the activity will be developed	This task will be done individually.
Teacher's input	The teacher will provide oral input to explain the task (e.g.: “ <i>You have to draw one of the elements in each petal</i> ”), and to manage the classroom.
Differentiation	To promote the participation of all children and to facilitate their correct execution of the task, the teacher will offer different manners of doing it. As it is asked for children to write the words, there will be an option for those who have difficulties in writing, to stick the word instead of writing it. Moreover, the teacher will model the activity first and will give explicit instructions for each step.

Table 8: Development of session 5

<p style="text-align: center;"><u>Session 5: What have we learned?</u></p> <p>At the end of this session, children will be able to:</p> <ul style="list-style-type: none"> • Show understanding of the video by asking the teacher's questions. • Make oral productions using the vocabulary learned in the previous sessions following the structure “This is ...” • Show understanding of the vocabulary by selecting the correct elements when creating the forest.
<p style="text-align: center;">Curricular links</p> <p><u>Specific competencies:</u></p> <ul style="list-style-type: none"> • Crecimiento en armonía: CA. 3, CA. 4 • Descubrimiento y exploración del entorno: DEE. 2, DEE. 3 • Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5 <p><u>Key competencies:</u></p> <ul style="list-style-type: none"> • Competencia en comunicación lingüística (CCL) • Competencia plurilingüe (CP)

- Competencia digital (CD)
- Competencia personal, social y de aprender a aprender (CPSAA)
- Competencia ciudadana (CC)
- Competencia en conciencia y expresión culturales (CCEC)

Pre-task

In the first part of the session, children will view a clip from the movie *Minuscule: Valley of the Lost Ants* and then they will have to answer questions about it. The teacher will pause the video and ask questions about what appears in each scene, such as: “*What animals can you see here?*”, “*Are they insects?*”, “*What insects are they?*”, “*Where do they live?*”, “*They live in the nature?*”, “*Are they small or big?*”, *What is in that forest?*”, “*Can you see trees/leafs/plants/branches/water?*”. Then, the teacher will introduce the “Green-Red cards” routine by asking them yes or no questions about images from the video, so that children will have to show a color (green for yes and red for no) depending on their answers. This technique will help the teacher to know the level of understanding of the children and will allow children to check on their own learning.

Due to the age of the children, they are not expected to produce complex answers in the target language, but the teacher will be the one who through the questions will observe their level of understanding of the vocabulary, encouraging the children to produce short answers.

Timing	15 minutes
Skills involved	<p>-Communicative skills: In this task, children will develop listening skills since they will be receiving oral input from the teacher’s questions as well as speaking skills when producing answers to those questions.</p> <p>-Other skills: They will develop their visual literacy.</p>
How the activity will be developed	This activity will be developed in the assembly with the whole group class.
Teacher’s input	The oral input of the teacher in this task will be given through questions about the video (e.g.: “ <i>What animals can you see here?</i> ”) and through instructions to explain and manage the classroom (e.g.: “ <i>You have to observe</i>

	<i>the video and stay quiet”)</i>
Differentiation	To facilitate the understanding of the language produced by the teacher and therefore the task itself, the oral input will be supported with the images of the video they have seen previously, making links between language and images. Moreover, the teacher could use the mother tongue when necessary.
Task	
<p>To continue to review the concepts seen so far, this task will consist of creating a forest together. For this, the teacher will bring a large image with only a background with the sky and grass, and images of different elements that compose a forest (insects, birds, trees, flowers, plants, sun, earth, etc.). The students, seated in the assembly, will have to go out one by one, choose the image that the teacher tells them, and stick it on the background image. For example, the teacher will say: “<i>Take the spider</i>”, “<i>Take the tree</i>”, “<i>Take the sun</i>”. In this way, the teacher will observe if they have acquired the vocabulary.</p>	
Timing	20 minutes
Skills involved	<p>-Communicative skills: In this task children will only develop listening skills when listening to the teacher's instructions.</p> <p>-Other skills: Through this task, they will also develop their memory skills and their ability to make links between the language and the corresponding image.</p>
How the activity will be developed	This activity will be done in the assembly with the whole group.
Teacher's input	The teacher will provide oral input when explaining the task (e.g.: “If I say take the water, you have to take the image of the water”) and when giving the instructions to each student (.e.g: “ <i>Take the flower</i> ”)
Differentiation	In this task, children will be given different kinds of input

	(linguistic and visual), and explicit instructions for each step through the use of simple and clear vocabulary.
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Post-task

The last part of the session will be focused on making oral productions using the vocabulary learned. After completing the forest, children will have to select one of the elements that appear there and they will have to make it using clay. Then, they will have to explain to the rest of the class what they have learned using this structure: This is... (e.g.: “*This is a ladybug, this is a tree, this is a flower, this is an ant...*”

Timing	10 minutes
Skills involved	Students will develop speaking skills when making oral productions, and listening skills when listening to their classmates.
How the activity will be developed	This activity will be developed individually.
Teacher's input	In this task, the teacher will only provide oral input when explaining to the students what they have to do (e.g.: “ <i>You have to select one element and make it using clay</i> ”), to manage the classroom (e.g.:” <i>You have to go to your seats</i> ”) and to correct students' errors in their productions with specific techniques. For example, if a student says “This a butterfly”, the teacher will rephrase it correctly, “So, this is a butterfly”.
Differentiation	To ensure that all children can perform the task, in the case of children who have language difficulties, they will have the option of pointing to the image that represents what they have created instead of making oral productions.

Table 9: Development of session 6

<p style="text-align: center;"><u>Session 6: A world with no trees</u></p> <p>At the end of this session, children will be able to:</p> <ul style="list-style-type: none">• Show understanding of the video by answering the teacher's questions• Identify differences between a normal forest and a deforested forest• Show understanding of the concept of “reuse” by giving examples
<p style="text-align: center;">Curricular links</p> <p><u>Specific competencies:</u></p> <ul style="list-style-type: none">• Crecimiento en armonía: CA. 3, CA. 4• Descubrimiento y exploración del entorno: DEE. 1, DEE. 2, DEE. 3• Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5
<p><u>Key competencies:</u></p> <ul style="list-style-type: none">• Competencia en comunicación lingüística (CCL)• Competencia plurilingüe (CP)• Competencia digital (CD)• Competencia personal, social y de aprender a aprender (CPSAA)• Competencia ciudadana (CC)• Competencia en conciencia y expresión culturales (CCEC)
<p style="text-align: center;">Pre-task</p> <p>To introduce the children to the deforestation issue, the teacher will project two scenes from the movie <i>The Lorax</i> with the objective of reflecting on the difference between a normal forest and a deforested one. To do this, the teacher will apply the routine “I used to think...now I think” that will be introduced through the following question, which will also be asked at the end of the task: “<i>Do you think trees are important for animals?</i>”.</p> <p>The first clip, shows a forest with a lot of colorful trees and happy animals that live there, while in the second one appears a dark, colorless environment with no trees and sad animals that have to leave the place. After viewing the first video the teacher will ask some questions such as: “<i>What have you seen?</i>”, “<i>Have you seen animals?</i>”, “<i>Are they happy or sad?</i>”, “<i>Are there trees?</i>”. Then, after viewing the second video the teacher will ask the same questions so that they can reflect on the impact of deforestation on the environment. Due to</p>

the age and level of children, it is not expected that they will be able to produce long answers in the target language, so the teacher will be the one offering input to them through questions.

Timing	20 minutes
Skills involved	Children will develop listening skills since they will receive oral input in the target language through the video and also when listening to the teacher's questions.
How the activity will be developed	This activity will be developed in the assembly with the whole group.
Teacher's input	The oral input of the teacher in this task will be given through questions about the video (e.g.: “ <i>Are there trees</i> ”) and through instructions to explain and manage the classroom (e.g.: “ <i>You have to observe the video and stay quiet</i> ”)
Differentiation	To facilitate the understanding of the language produced by the teacher and therefore the task itself, the oral input will be supported with the images of the video they have seen previously, making links between language and images. Moreover, the teacher could use the mother tongue when necessary.

Task

The main task will consist of reading the story “Don’t throw that away”. This book teaches children concepts such as recycling and reusing, and it also offers some examples of objects made with recycled materials. After reading the book, the teacher will show children the following objects: a cardboard roll, a shoebox, a metal canister and a plastic bottle, and will ask them “*What can we create using these objects?*”. Children will have to think and share their ideas.

Timing	10 minutes
Skills involved	-Language skills: Children will develop listening skills when

	<p>listening actively to the storytelling and the teacher's language. Moreover, they may develop speaking skills when sharing their ideas.</p> <p>-Other skill: Through this task children will also develop their creativity and divergent thinking.</p>
How the activity will be developed	This task will be developed in the assembly with the whole group class.
Teacher's input	The teacher will provide oral input when telling the story, explaining the task and managing the classroom.
Differentiation	To facilitate the understanding of the task the teacher will offer visual and oral input when telling the story and will provide real objects that children can manipulate.
Post-task	
<p>The last part of the session will consist of an activity to put into practice what they have just learned; how to reuse materials. The teacher will give each child a recycled cardboard seedling that they will have to decorate as they want using markers and stickers.</p> <p>Then, they will be asked to do an "exit ticket" with a drawing about something they have learned throughout the session.</p>	
Timing	15 minutes
Skills involved	<p>-Language skills: Children will develop listening skills when listening to the teacher's language.</p> <p>-Other skills: They will also develop their creativity and divergent thinking.</p>
How the activity will be developed	This activity will be developed individually.
Teacher's input	The teacher will offer oral input when explaining the task (e.g.: " <i>You have to decorate the seedling</i> ") and managing the classroom (e.g.: " <i>You have to share the material</i> ")

Differentiation	The teacher will break the task into small steps, using clear language and modeling the activity.
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Table 10: Development of session 7

<p style="text-align: center;"><u>Session 7: Forest fires</u></p> <p>At the end of this session, children will be able to:</p> <ul style="list-style-type: none"> • Show understanding of the video by answering the teacher's questions • Identify three different types of waste: organic, plastic and paper • Classify the types of waste in their containers
<p style="text-align: center;"><u>Curricular links</u></p> <p><u>Specific competencies:</u></p> <ul style="list-style-type: none"> • Crecimiento en armonía: CA. 3, CA. 4 • Descubrimiento y exploración del entorno: DEE. 1, DEE. 2 • Comunicación y representación de la realidad: CRR. 1, CRR. 2, CRR. 3, CRR. 5 <p><u>Key competencies:</u></p> <ul style="list-style-type: none"> • Competencia en comunicación lingüística • Competencia plurilingüe • Competencia digital • Competencia personal, social y de aprender a aprender • Competencia ciudadana
<p style="text-align: center;"><u>Pre-task</u></p> <p>To introduce children to forest fire they will view a scene from the movie <i>Bambi</i> in which a fire ravages a forest so that the animals must leave. Then, the teacher will ask some questions related to the clip to make children reflect on how fire affects the ecosystems, such as: “<i>What has happened to the animals?</i>”, “<i>Do you think they were scared?</i>”, “<i>What has happened to the trees and plants?</i>” <i>Can you see the same colors?</i>”. Then, the teacher will continue asking questions to make them reflect on the causes of forest fires, such as “<i>What do you think has caused the fire?</i>” “<i>Is it the trash?</i>” “<i>Or the heat?</i>” “<i>Do you think a person caused it?</i>”.</p> <p>Due to the age and level of children, it is not expected that they will be able to produce long answers in the target language, so the teacher will be the one offering input to them through</p>

<p>questions.</p>	
Timing	15 minutes
Skills involved	<p>-Language skills: Children will develop listening skills since they will receive oral input in the target language through the video and also when listening to the teacher's questions.</p> <p>-Other skills: Through the questions, children will develop their ability to analyze and understand moving images.</p>
How the activity will be developed	This activity will be developed in the assembly with the whole group.
Teacher's input	The oral input of the teacher in this task will be given through questions about the video (e.g.: <i>“Are there trees?”</i>) and through instructions to explain and manage the classroom (e.g.: <i>“You have to observe the video and stay quiet”</i>).
Differentiation	The teacher will offer both visual and oral input in order to ensure the understanding of the task. Besides, as this is a task in which children receive a lot of oral input the teacher will use some scaffolding techniques such as reformulating, repetition, giving examples and prompting.
<p style="text-align: center;">Task</p> <p>The task will be focused on the prevention of forest fires through the cleaning of natural areas. Previously, through the questions posed by the teacher, the students will have to reflect on the causes of a fire, among which is the presence of garbage in the forests.</p> <p>Now, they will do a sorting activity in which they will have to put different materials in their corresponding containers depending on the type of waste they generate. In this case, it is assumed that children recycle in the classroom, so they already have prior ideas about recycling.</p> <p>In this task, the children will one by one roll a dice in which there will be three colors: green</p>	

for organic waste, blue for paper and cardboard and yellow for plastic. Depending on the color of the dice, they will have to say the name of the waste (organic, plastic or paper) and choose a waste to be thrown into the container of the same color, and paste the image of the waste in the image of the container.

Timing	15 minutes
Skills involved	<p>-Communicative skills: Through this task, children will develop listening skills while listening to the instructions of the teacher, and speaking skills when saying the colors.</p> <p>-Other skills: Children will also develop their ability to reason and connect ideas (type of waste and color of the container).</p>
How the activity will be developed	This activity will be developed in the assembly but all children will participate individually.
Teacher's input	The teacher will offer oral input when explaining the task and managing the classroom.
Differentiation	The teacher will offer input in different ways: visual support, written words and orally.

Post-task

The students will be divided into three teams so that each team will be assigned a type of waste (organic, plastic and paper), and will have to clean up the waste they find at the playground, throwing it into the corresponding container. The teacher will have previously placed different types of waste on the floor so that students will have to look for them.

Once they have finished the activity, they will have to peer-assess each team using the “Traffic lights” routine, so that the teacher will show all the objects that each team has collected and the others will have to put a sticker on the corresponding colors depending on how they have done it.

Timing	15 minutes
Skills involved	-Communicative skills: Children will develop listening skills

	when listening to the teacher's explanation and instructions. -Other skills: Through this task, children will develop their ability to work in groups, organization and their capacity to solve problems.
How the activity will be developed	This activity will be developed in the playground, and the students will be divided into three groups depending on the number of children that day.
Teacher's input	The teacher will provide oral input when explaining the task (e.g.: "You are going to clean the playground"), and when giving instructions (e.g.: "Each team has to collect only one type of waste").
Differentiation	The teacher will provide a visual organizer with the different types of waste and the groups and will break the task into small steps, using clear vocabulary and modeling the activity.

Table 11: Development of session 8

<p style="text-align: center;"><u>Session 8: Planting a seed</u></p> <p>At the end of this session, children will be able to:</p> <ul style="list-style-type: none"> ● Plant a seed by themselves ● Follow instructions in the target language ● Identify what is necessary for plants to grow
<p style="text-align: center;">Curricular links</p> <p><u>Specific competencies:</u></p> <ul style="list-style-type: none"> ● Comunicación y representación de la realidad: CA. 3, CA. 4 ● Descubrimiento y exploración del entorno: DEE, 1. DEE, 2. DEE, 3 ● Comunicación y representación de la realidad: CRR, 1. CRR. 2, CRR. 3, CRR. 5

Key competencies:

- Competencia en comunicación lingüística
- Competencia plurilingüe
- Competencia personal, social y de aprender a aprender
- Competencia ciudadana
- Competencia en conciencia y expresión culturales

Pre-task

To contextualize the task, children will view a scene from the movie *Wall-E*, in which a plant appears in the middle of an environment without nature, destroyed by pollution. Then, the teacher will ask some questions to make children reflect on what plants need to survive and how a plant can change that environment such as: “*Can you see many plants in that place?*”, “*Are there animals or people?*”, “*What will the plant need to grow?*”

Timing	15 minutes
Skills involved	The children will develop listening skills when listening to the sounds and language of the clip but also to the language produced by the teacher. -Other skills: They will also develop their visual literacy when analyzing the moving images.
How the activity will be developed	This task will be developed in the assembly with the whole group.
Teacher's input	The input of the teacher will consist of questions in the second language referred to the video and instructions in order to manage the classroom.
Differentiation	To facilitate the understanding of the language produced by the teacher and therefore the task itself, the oral input will be supported with the images of the video they have seen previously, making links between language and images. Moreover, the teacher could use the mother

	tongue when necessary.
Task	
<p>In order to apply the contents that children have learned throughout the previous sessions and to promote significant learning, they will plant tomato seeds in the seedlings they have decorated in session 6. First, the teacher will present them the tools that they are going to use: seedling, substrate and sprayer. The teacher will model how to plant the seed while giving the following instructions: <i>“First, you have to take some substrate and put it in the seedling. Then you have to put the seed on top and add a little more substrate. Then we will add water with the sprayer and finally, we will place the seedbeds in a sunny place.”</i> During the demonstration, the teacher will introduce the “Thumbs up/down” after each step by asking them if they have understood it. This routine will be used to check their understanding and make them reflect on their own learning.</p>	
<p>Once the explanation has finished children will plant the seeds. The teacher will give a seed to each student and they will be divided into four groups so that they will have to share the materials and help each other. The teacher will give a paper with the steps to follow to each group, so that there will be a sprayer, a bag of substrate and a paper for each group.</p>	
Timing	45 minutes
Skills involved	During this task, children will develop listening skills when listening to the instructions to plant the seed.
How the activity will be developed	This activity will be developed individually as each child will plant his/her own seed.
Teacher’s input	The teacher will provide oral input when giving the specific instructions to plant the seed, when managing the classroom and asking questions to the students.
Differentiation	To facilitate the understanding of the task, the teacher will provide oral input while modeling the steps to follow. Moreover, there will be a visual organizer with the steps to follow to support the explanation with visual aid.

Appendix 2. Curricular justification of the three areas of knowledge

Table 12: Comunicación y Representación de la Realidad

Comunicación y Representación de la Realidad	
Objectives	<ul style="list-style-type: none"> -Communicate using different languages -Develop communicative attitudes based on respect toward other persons. -Acquire intercultural awareness through the learning of a foreign language.
Specific competencies	<ul style="list-style-type: none"> -<i>CRR.1.</i> Manifestar interés por interactuar en situaciones cotidianas a través de la exploración y el uso de su repertorio comunicativo, para expresar sus necesidades e intenciones y para responder a las diferentes oportunidades o situaciones que nos brinda el entorno. -<i>CRR.2.</i> Interpretar y comprender mensajes y representaciones apoyándose en conocimientos y recursos de su propia experiencia para responder a las demandas del entorno y construir nuevos aprendizajes. -<i>CRR.3.</i> Producir mensajes de manera eficaz, personal y creativa utilizando diferentes lenguajes, descubriendo los códigos de cada uno de ellos y explorando sus posibilidades expresivas para responder a diferentes necesidades comunicativas. -<i>CRR.5.</i> Valorar la diversidad lingüística presente en su entorno, así como otras manifestaciones culturales, para enriquecer sus estrategias comunicativas y su bagaje cultural.
Basic knowledges	<p>A. <i>Intención y elementos de la interacción comunicativa</i></p> <ul style="list-style-type: none"> - Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.

	<p><i>B. Las lenguas y sus hablantes</i></p> <ul style="list-style-type: none"> - Repertorio lingüístico individual. - Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica. <p><i>C. Comunicación verbal y oral. Expresión-comprensión-dílogo</i></p> <ul style="list-style-type: none"> - El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias. - Discriminación auditiva y conciencia fonológica. <p><i>E. Aproximación a la educación literaria</i></p> <ul style="list-style-type: none"> - Conversaciones y diálogos en torno a textos literarios libres <p><i>I. Herramientas digitales y tecnologías emergentes</i></p> <ul style="list-style-type: none"> - Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute. - Lectura e interpretación crítica de imágenes e información recibida a través de medios digitales.
Assessment criteria	<p><i>CRR. 1:</i></p> <ul style="list-style-type: none"> - Participar de manera activa, espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de complejidad progresiva, indagando en las posibilidades expresivas de los diferentes lenguajes y ajustando su repertorio comunicativo a las propuestas, a los interlocutores y al contexto. - Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos, incluidas las lenguas y modalidades lingüísticas propias de la Comunidad Autónoma de Aragón. <p><i>CRR. 2:</i></p> <ul style="list-style-type: none"> - Interpretar de forma eficaz los mensajes e intenciones comunicativas de los demás.

	<ul style="list-style-type: none"> - Mostrar actitud de escucha atenta y respetuosa, e interés por las comunicaciones de los demás. - Interpretar los mensajes transmitidos mediante representaciones o manifestaciones artísticas, o en formato digital, reconociendo la intencionalidad del emisor y mostrando una actitud curiosa y responsable. <p><i>CRR. 3:</i></p> <ul style="list-style-type: none"> - Evocar y expresar espontáneamente ideas a través del relato oral. - Hacer un uso funcional del lenguaje oral aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales. <p><i>CRR. 5:</i></p> <ul style="list-style-type: none"> - Relacionarse con normalidad en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas. - Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas.
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Table 13: Crecimiento en Armonía

Crecimiento en Armonía	
Objectives	<ul style="list-style-type: none"> -Establish positive relations with their equals based on respect for diversity. -Acquire progressive autonomy through their involvement in tasks.
Specific competencies	<ul style="list-style-type: none"> -CA.3. Adoptar modelos, normas y hábitos, desarrollando la confianza en sus posibilidades y sentimientos de logro, para promover un estilo de vida saludable y ecosocialmente responsable.

	<p>-CA.4. Establecer interacciones sociales en condiciones de igualdad, valorando la importancia de la amistad, el respeto y la empatía, para construir su propia identidad basada en valores democráticos y de respeto a los derechos humanos.</p>
Basic knowledges	<p><i>C. Hábitos de vida saludable para el autocuidado y el cuidado del entorno</i></p> <ul style="list-style-type: none"> - Hábitos y prácticas sostenibles y ecosocialmente responsables relacionadas con la alimentación, la higiene, el descanso, el autocuidado y el cuidado del entorno. <p><i>D. Interacción socioemocional en el entorno. La vida junto a los demás</i></p> <ul style="list-style-type: none"> - Resolución de conflictos surgidos en interacciones con las otras personas. - Habilidades sociales y de convivencia: comunicación de sentimientos y emociones y pautas básicas de convivencia, que incluyan el respeto a la igualdad de género. - Fórmulas de cortesía e interacción social positiva. Actitud de ayuda y colaboración y empatía.
Assessment criteria	<p>CA. 3:</p> <ul style="list-style-type: none"> - Realizar actividades relacionadas con el autocuidado y el cuidado del entorno con actitud de respeto, mostrando autoconfianza e iniciativa. - Adquirir de forma progresiva actitudes de cuidado personal y cuidado del entorno. <p>CA. 4:</p> <ul style="list-style-type: none"> - Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y empatía, y evitando todo tipo de discriminación. - Desarrollar destrezas y habilidades para la gestión de

	conflictos de forma positiva, proponiendo alternativas creativas y teniendo en cuenta el criterio de otras personas.
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Table 14: Descubrimiento y Exploración del Entorno

Descubrimiento y Exploración del Entorno	
Objectives	<ul style="list-style-type: none"> -Initiate the discovery of the nearby natural environment -Develop respectful attitudes towards terrestrial ecosystems -Acquire an awareness of environmental care
Specific competencies	<ul style="list-style-type: none"> -<i>DEE.1.</i> Identificar las características de materiales, objetos y colecciones y establecer relaciones entre ellos, mediante la exploración, la manipulación sensorial y el manejo de herramientas sencillas para descubrir y crear una idea cada vez más compleja del mundo desarrollando las destrezas lógico-matemáticas. -<i>DEE.2.</i> Desarrollar, de manera progresiva, los procedimientos del método científico y las destrezas del pensamiento computacional, a través de procesos de observación y manipulación de objetos, para iniciarse en la interpretación del entorno y responder de forma creativa a las situaciones y retos que se plantean. -<i>DEE. 3.</i> Reconocer elementos y fenómenos de la naturaleza, mostrando interés por los hábitos que inciden sobre ella, para apreciar la importancia del uso sostenible, el cuidado y la conservación del entorno en la vida de las personas.
Basic knowledges	<p>A. <i>Diálogo corporal con el entorno. Exploración creativa de objetos, materiales y espacios</i></p> <ul style="list-style-type: none"> - Objetos y materiales. Interés, curiosidad y actitud de

	<p>respeto durante su exploración.</p> <ul style="list-style-type: none"> - Cualidades o atributos de los objetos. Relaciones de orden, correspondencia, clasificación y comparación. <p><i>B. Experimentación en el entorno. Curiosidad, pensamiento científico, razonamiento lógico y creatividad</i></p> <ul style="list-style-type: none"> - Pautas para la indagación en el entorno: interés, curiosidad, asombro, cuestionamiento y deseos de conocimiento. - Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno natural y sociocultural. - Estrategia para proponer soluciones: creatividad, diálogo, imaginación y descubrimiento. <p><i>C. Indagación en el medio físico y natural y sociocultural. Cuidado, valoración y respeto</i></p> <ul style="list-style-type: none"> - Influencia de las acciones de las personas en el medio físico y natural y en el cambio climático. - Respeto y empatía por los seres vivos y por los recursos naturales.
Assessment criteria	<p><i>DEE. 1:</i></p> <ul style="list-style-type: none"> - Establecer distintas relaciones entre los objetos a partir de sus cualidades o atributos, mostrando curiosidad e interés. <p><i>DEE. 2:</i></p> <ul style="list-style-type: none"> - Gestionar situaciones, dificultades, retos o problemas planificando secuencias de actividades, mostrando interés e iniciativa y colaborando con sus iguales. - Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.

	<ul style="list-style-type: none"> - Utilizar diferentes estrategias para la toma de decisiones con progresiva autonomía, afrontando el proceso de creación de soluciones originales en respuesta a los retos que se le planteen. - Participar en salidas que permitan observar la localidad y su entorno, mostrando actitud de respeto hacia el patrimonio natural y cultural. Criterios asociados a la competencia específica <p><i>DEE. 3:</i></p> <ul style="list-style-type: none"> - Mostrar una actitud de respeto y cuidado hacia el medio natural, el patrimonio y los espacios compartidos en la localidad, identificando el impacto positivo o negativo de algunas acciones humanas sobre estos - Establecer relaciones entre el medio natural y social a partir de conocimiento y observación de algunos fenómenos naturales y de la vida en sociedad de las personas en su entorno. En particular, identificar la relación con el medio natural y social de los diferentes oficios.
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Appendix 3. Resources and materials

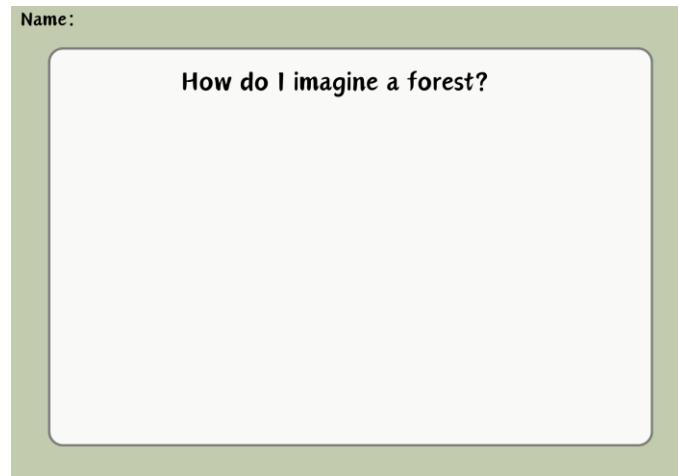
Resources session 1

-Link to the digital presentation session 1:

https://www.canva.com/design/DAGHEY6iTNE/5PRn69Dz26oUHDPygvzk9A/view?utm_content=DAGHEY6iTNE&utm_campaign=designshare&utm_medium=link&utm_source=editor

-Sheet “How do I imagine a forest?”

Figure 1: Sheet “How do I imagine a forest?”



Note. Own elaboration.

-Flashcards of natural elements

Figure 2: Flashcards of natural elements



Note. Own elaboration.

-Image of a forest for the task

Figure 3: Picture of a forest for the task



Note. This picture has been created with AI

Resources session 2

-Flashcards of animals for the pre-task

Figure 4: Flashcards of animals



Note. Own elaboration.

-Flashcards of natural resources for the task

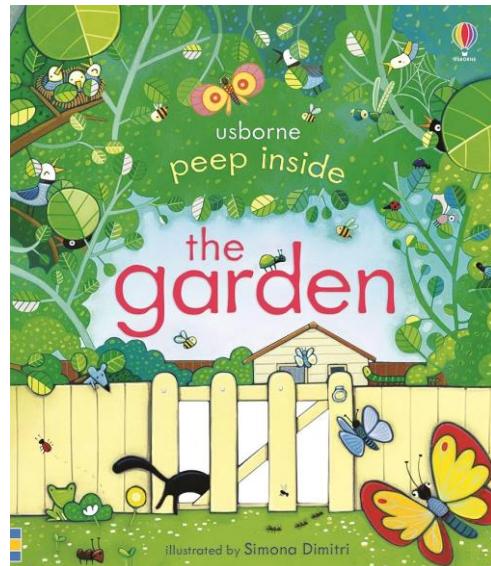
Figure 5: Flashcards of natural resources



Note. Own elaboration.

-Book “Peep Inside the Garden”

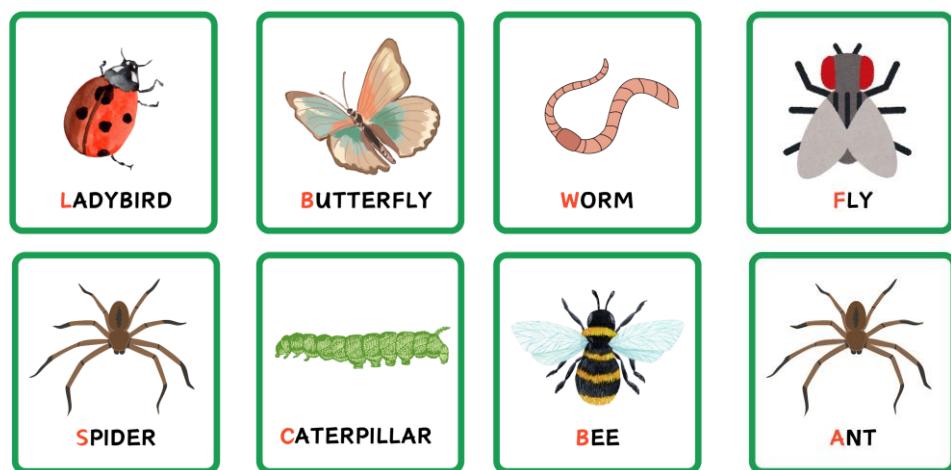
Figure 6: Cover “Peep Inside the Garden”



Note. Peep Inside the Garden (Milbourne, 2015)

-Flashcards of insects for the post-task

Figure 7: Flashcards of insects



Note. Own elaboration

-Sheet “Exit ticket” for self-assessment

Figure 8: Exit ticket

EXIT TICKET SESSION 2

Name: _____



Note. Own elaboration

Resources session 3

-Visual organizer with the instructions

Figure 9: Visual organizer



Note. Own elaboration

-Record sheet “Explorer’s dairy”

Figure 10: Explorer’s Diary



The form is titled "EXPLORER'S DIARY" in green capital letters. At the top, there are four small illustrations of insects: a bee, a dragonfly, a spider, and a butterfly. Below the title, there are four sections with checkboxes:

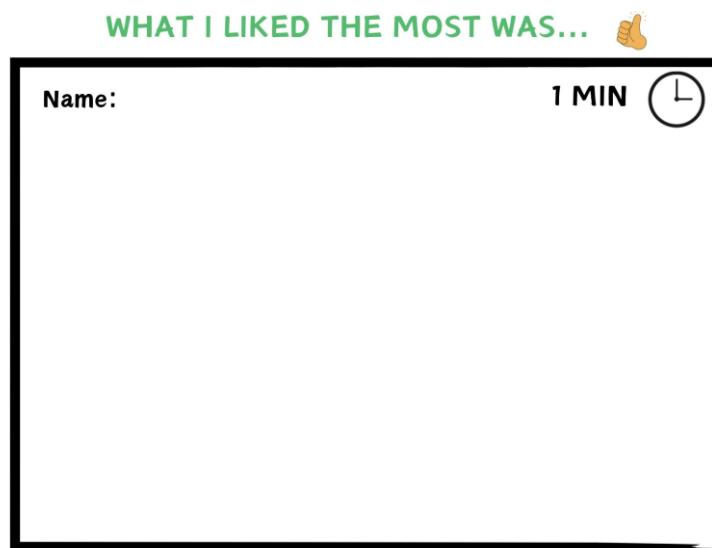
- COLOR** (paint palette icon):
Two rows of two checkboxes each, with a bee and a ladybug icon to the right.
- SIZE** (bee icon):
Two rows of two checkboxes each, with a large bee icon labeled "BIG" and a small bee icon labeled "SMALL" to the right.
- WINGS** (butterfly icon):
Two rows of two checkboxes each, with a "YES" and "NO" icon to the right.
- SOUND** (speaker icon):
Two rows of two checkboxes each, with a "YES" and "NO" icon to the right.

Below these sections is a large empty rectangular box labeled "PLACE" with a location pin icon above it.

Note. Own elaboration

-Sheet “One minute paper” for self-assessment

Figure 11: One minuter paper



The form has a black border. At the top, it says "WHAT I LIKED THE MOST WAS..." in green capital letters, followed by a thumbs-up icon. Below this is a large empty rectangular area for writing. In the top right corner, it says "1 MIN" next to a clock icon.

Note. Own elaboration.

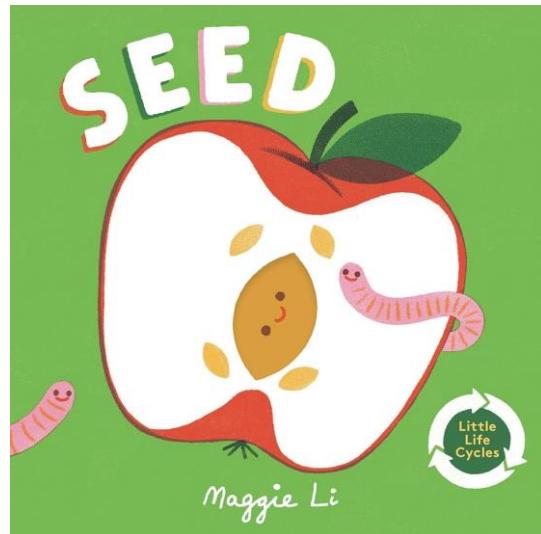
Resources session 4

-Link to the presentation for the pre-task

https://www.canva.com/design/DAGIGn4Rbok/O6S2qeVEVTtM-IMrVb1fzQ/view?utm_content=DAGIGn4Rbok&utm_campaign=designshare&utm_medium=link&utm_source=editor

-Book “Seed: Little Life Cycles” by Maggie Li

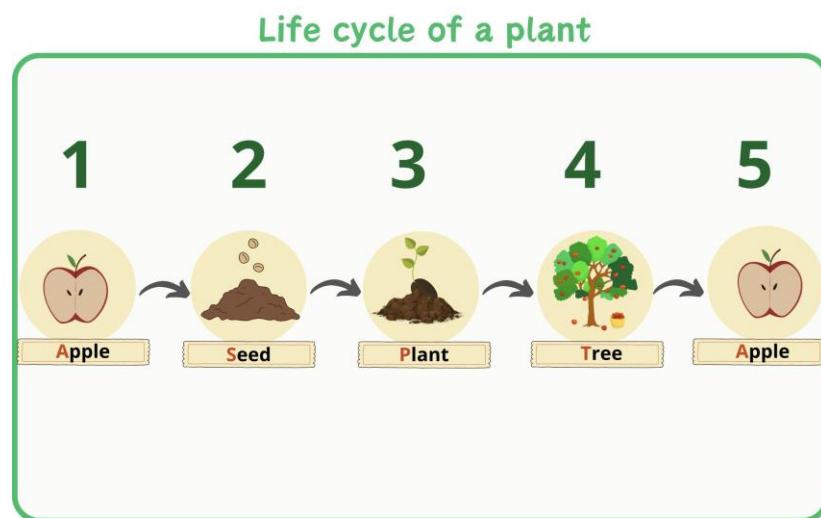
Figure 12: Cover “Seed”



Note. Seed: Little Life Cycles (Li, 2022)

-Sheet “Life cycle of a plant” for the task

Figure 13: Sheet “Life cycle of a plant”

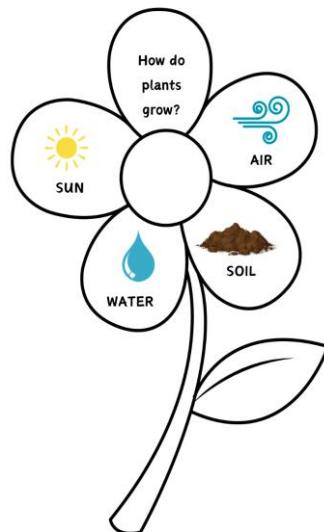


Note. Own elaboration

-Sheet “How do plants grow? for the post-task

Figure 14: Sheet “How do plants grow?”

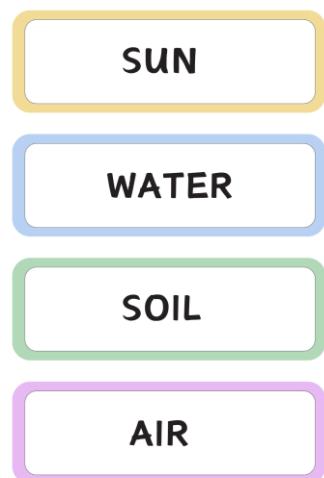
Name: _____



Note. Own elaboration

-Labels for the sheet “How do plants grow?”

Figure 15: Labels



Note. Own elaboration

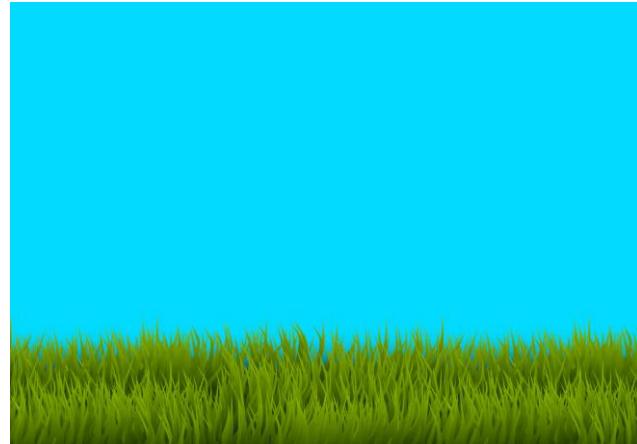
Resources session 5

-Link to the presentation for the pre-task

https://www.canva.com/design/DAGIGrjEEcs/2CLK-hzvnxWYoWwNmlBlFw/view?utm_content=DAGIGrjEEcs&utm_campaign=designshare&utm_medium=link&utm_source=editor

-Poster of the forest's background

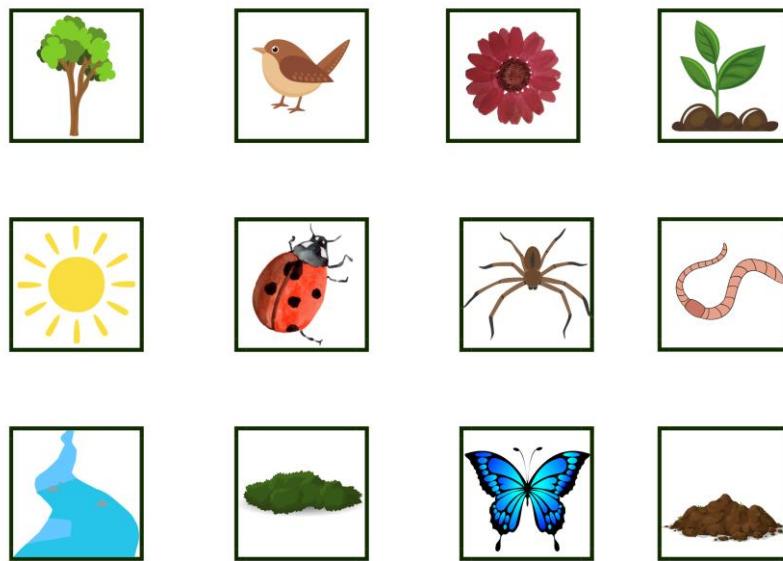
Figure 16: Forest background



Note. Own elaboration

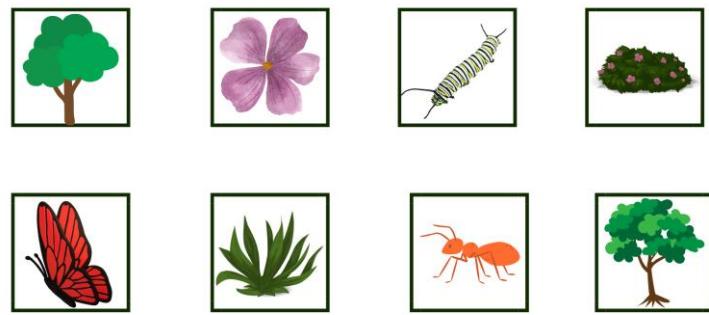
-Elements to create a forest

Figure 17: Elements of the forest I



Note. Own elaboration

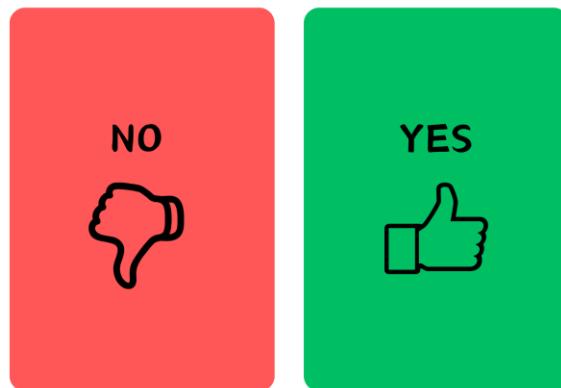
Figure 19: Elements to create a forest II



Note. Own elaboration

-Green/ red cards for checking understanding

Figure 19: Green/red cards



Note. Own elaboration

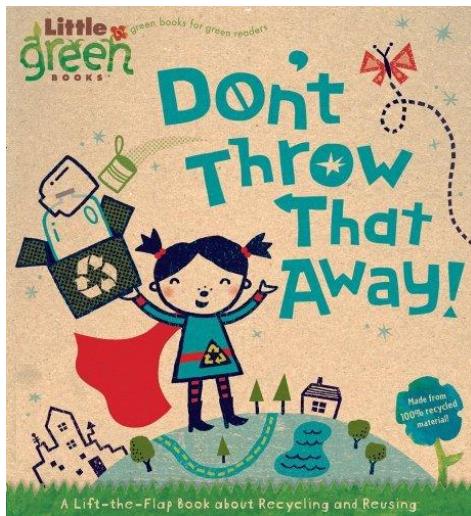
Resources session 6

-Link to the presentation for the pre-task

https://www.canva.com/design/DAGIG5Z9UNQ/QAJWAVoHnv8Jt3hraiYbNQ/edit?utm_content=DAGIG5Z9UNQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

-Book “Don’t throw that away”

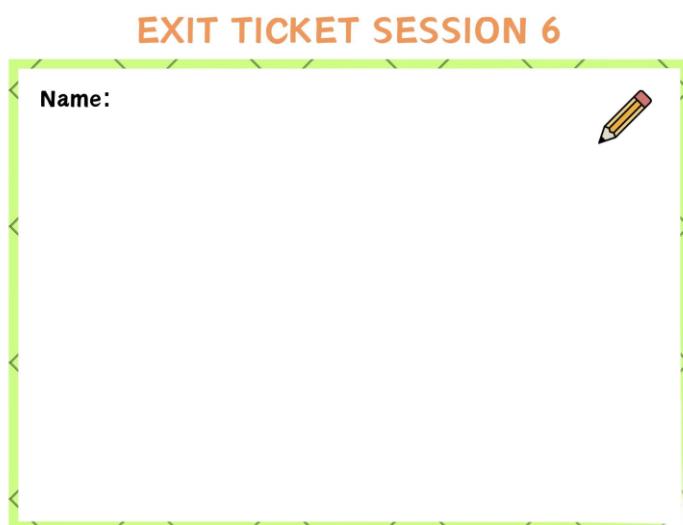
Figure 20: Cover “Don’t throw that away”



Note.

-Sheet “Exit ticket” for self-assessment

Figure 21: Exit ticket II



Note. Own elaboration

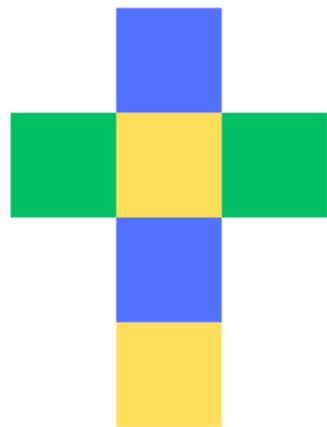
Resources session 7

-Link to the clip from the movie *The Lorax*

https://www.canva.com/design/DAGIG5Z9UNQ/rHC-ryBffuFPO9GNSeeyeq/view?utm_content=DAGIG5Z9UNQ&utm_campaign=designs_hare&utm_medium=link&utm_source=editor

-Dice template for the task

Figure 22: Recycling dice



Note. Own elaboration.

-Containers images for the task

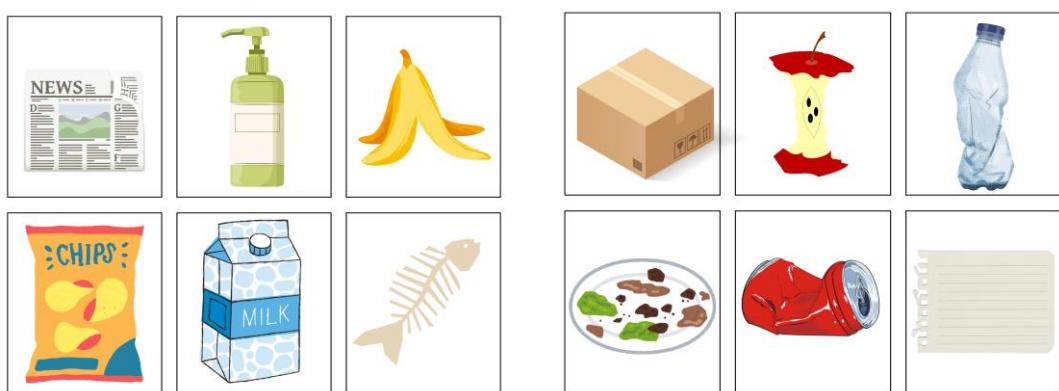
Figure 23: Recycling containers

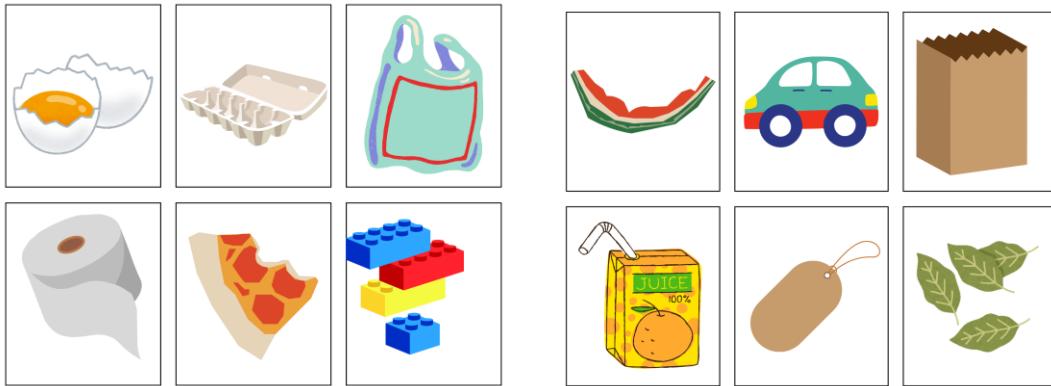


Note. Own elaboration.

-Pictures of waste for classify

Figure 24: Images to classify waste

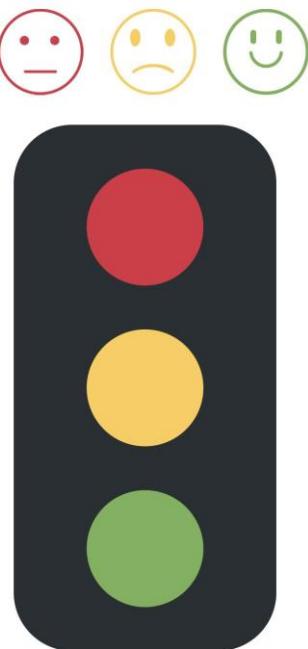




Note. Own elaboration.

-Poster “Traffic lights” for peer-assessment

Figure 25: Traffic lights



Note. Own elaboration.

Resources session 8

-Link to the presentation for the pre-task

https://www.canva.com/design/DAGIJIk-BT0/9QANFMSauGh8a044MppJbg/view?utm_content=DAGIJIk-BT0&utm_campaign=designshare&utm_medium=link&utm_source=editor

-Visual organizer with the instructions to plant a seed

Figure 26: Visual organizer



Note. Own elaboration.

Appendix 4. Checklist for the critical analysis

Table 15: Checklist for critical analysis

Criteria	Yes	No	Comments
Methodology			
Authentic input is provided		X	Through the use of movie scenes in the target language authentic input is provided, however, it is scarce. Most of the oral input students receive is from the teacher, who adapts the language to the learner's age.
The tasks promote the development of communicative competence	X		Language is used as a communicative element, through which content is taught, thus it is

			required the ability to understand and produce language in different situations.
The TBL sequence is followed	X		With the exception of two sessions, the other sessions are organized following the sequence of pre-task, task and post-task.
There is a focus on form and meaning	X		A focus on form is promoted through techniques such as echo-echo technique, so that children repeat vocabulary correctly, but there is also a focus on meaning as children are valued for being able to use the vocabulary or structures in appropriate situations.
Language is used in a real communicative context	X		The language is used in a real context for the children, such as the classroom. The objective is for children to be able to communicate in this context through the target language, not to

			learn English in isolation.
The four communicative skills are promoted		X	Given the age of students, this proposal focuses on speaking and listening skills, placing less emphasis on writing and reading.
Topic and tasks			
The topic is appropriate and understandable	X		This is a relevant and age-appropriate topic for students.
The tasks are in accordance with the topic	X		The tasks follow the guiding thread of the main topic.
The tasks are appropriate for learner's age and interests	X		The content has been adapted through tasks that children can complete independently.
There is a progression in the difficulty of the content throughout the unit	X		There is progression in the content, from the most general to the most specific.
Curricular links			
The three areas of knowledge are	X		The three areas of knowledge are

worked on			developed simultaneously with an emphasis on CRR and DEE.
The key competencies are developed throughout the unit	X		The key competencies developed in this proposal are distributed throughout the sessions, depending on the content.
The activities promote the acquisition of the general stage objectives	X		Tasks lead to the development of the general stage objectives established.
Materials and resources			
The materials presented are varied	X		Materials with different characteristics and objectives are used.
Materials are accessible to all children	X		Materials are designed to be manipulated and understood by children.
Materials provide input in different ways	X		Some materials provide oral, visual and written input.
Materials promote children's participation	X		Some materials are used to stimulate children's output
Assessment			
Different ways of assessment are provided	X		In addition to the teacher assessment, in some moments peer and self-assessment are promoted.

The assessment reflects the learning process			The rubric has been designed to observe students throughout various moments, so their performance will be considered in different situations, considering if there is progress or not.
The assessment criteria are observable	X		Criteria have been defined that can be observed through student's performance in tasks.
The assessment criteria are definable	X		The criteria have been defined in the rubric in order to reach an objective assessment.
The assessment criteria are distinct from one another	X		Each criteria refers to a different aspect related to content, communication and attitudes.
Filmic and audiovisual resources			
Filmic resources promote the development of visual literacy	X		The development of skills related to visual literacy is stimulated
Filmic resources present specific vocabulary		X	Film resources don't present useful vocabulary to children in relation to the topic
Filmic resources provide comprehensible input	X		Although the oral input is scarce, it can be considered comprehensible.
Filmic resources stimulate children's production of	X		From audiovisual resources, tasks that stimulate children's

language			production of language are proposed.
Differentiation			
Differentiation is supported through materials	X		Materials offer input in different ways.
The language is presented in different ways	X		Language is presented orally and visually.
Children have different ways of offering output	X		Children can offer oral input but in case they need, they can use pictures or write their answers.
The time given is varied	X		Although each session has a set time, there is flexibility according to each student's needs.
Different ways of working are offered: individually, in small groups and large groups.	X		Throughout the entire proposal, there are moments of individual work, whole-group instruction and group work.

Appendix 5

Table 16: Checklist clip session 2

<i>Bambi</i>			
Criteria	Yes	No	Comments
Content			

The duration of the clip is appropriate	X		The clip has a duration of 2:39 minutes, so it is adequate to keep the attention of the students.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		This content shows different types of animals living in the forest.
The content helps children to understand and/or value the environment	X		Children learn to understand the forest as the habitat or “home” of many animals
Language			
The language used contributes to expanding and increasing of students’ vocabulary	X		Through this clip, children can learn concrete words that they will use throughout the unit, such as “bird”, “flower” or “butterfly”
The language used can be considered comprehensible input	X		Even if they do not understand all the words, the language used, along with the visual and auditory aids, can be understood.
The clip uses simple structures that facilitate comprehension.	X		The language contains short and simple structures that facilitate comprehension.
There is repetition of linguistic elements (words, structures, sentences, etc)	X		The words bird and butterfly are repeated numerous times, as well as the structure “say bird”.

Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		Music and sound effects contribute to create an atmosphere of tranquility and harmony in the forest and among the animals.
Visual elements contribute to the understanding of the message	X		As with the auditory support, the green and brown tones and the bright colors of the flowers create a space of joyful nature.
The images and sounds increase children's interest in the content	X		The combination of both elements results in an engaging scene for children

Table 17: Checklist clip session 4

Clip <i>My Neighbor Totoro</i>			
Criteria	Yes	No	Comments
Content			
The duration of the clip is appropriate	X		The clip has a duration of 2:00 minutes, so it is adequate to keep the attention of the students.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		This content will be used to introduce students to the topic of plant growth and life cycle.

The content helps children to understand and/or value the environment	X		Through this content, children will reflect on how plants grow.
Language			
The language used contributes to expanding and increasing of students' vocabulary		X	
The language used can be considered comprehensible input	X		There is a minimal language and it is simple, allowing children to rely on it to understand the message.
The clip uses simple structures that facilitate comprehension.	X		
There is repetition of linguistic elements (words, structures, sentences, etc)		X	
Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		Both the music and the auditory effects contribute to the understanding of the scene because as the tree grows so does the intensity of the music.

Visual elements contribute to the understanding of the message	X		Both the space in which they are placed and the colors used help to create a natural space. The movements of the characters also help to understand the growth of the plants.
The images and sounds increase children's interest in the content	X		The combination of auditory and visual elements creates an engaging scene for children.

Table 18: Checklist clip session 5

<i>Minuscule: Valley of the Lost Ants</i>			
Criteria	Yes	No	Comments
Content			
The duration of the clip is appropriate	X		The clip has a duration of 2:00 minutes, so it is adequate to keep the attention of the students.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		This video will be used to review the content seen so far in relation to nature.
The content helps children to understand and/or value the environment	X		Through this content, children perceive the nature as the habit of insects.
Language			

The language used contributes to expanding and increasing of students' vocabulary		X	
The language used can be considered comprehensible input		X	
The clip uses simple structures that facilitate comprehension.		X	
There is a repetition of linguistic elements (words, structures, sentences, etc)		X	
Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		Sound effects contribute to the immersion of the viewer in the environment, which in this case is a natural environment.
Visual elements contribute to the understanding of the message	X		Although this clip does not convey any message as such, since it is to be used as a vocabulary and concept review, the colors and scenery contribute to a better understanding of the scene.
The images and sounds increase children's interest in the content	X		The combination of auditory and visual elements is engaging for children

Table 19: Checklist clip 1 session 6

Clip <i>The Lorax</i>			
Criteria	Yes	No	Comments
Content			
The duration of the clip is appropriate	X		The clip has a duration of one minute, so it is adequate to keep the attention of the students.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		This scene acquires an educational value by showing the forest full of trees as a place inhabited by a variety of happy animals, so it is used to convey a message of the importance of a well-tended forest.
The content helps children to understand and/or value the environment	X		This clip has an environmental character as it shows the forest and its trees as the habitat of numerous animals.
Language			
The language used contributes to expanding and increasing students' vocabulary		X	In this clip there is no mention of any words or structures to be introduced later to the children.
The language used can be considered comprehensible input	X		In this scene, the language used is sparse but clear, so it can be understood by children even if they do not understand all the words.

The clip uses simple structures that facilitate comprehension.	X		Language is not the main element of understanding but supports it.
There is a repetition of linguistic elements (words, structures, sentences, etc)		X	
Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		The music and voices of the animals represent the happiness of the place and therefore of the animals that live there.
Visual elements contribute to the understanding of the message	X		The colors used to represent the forest and the trees, make it look like a cheerful and almost magical place, transmitting that feeling to the viewer.
The images and sounds increase children's interest in the content	X		The combination of sound and images creates a striking image and engaging.

Table 20: Checklist clip 2 session 6

<i>The Lorax</i>			
Criteria	Yes	No	Comments
Content			

The duration of the clip is appropriate	X		The clip has a duration of one minute, so it is appropriate to keep children's attention.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		The educational value of this video lies in understanding how the environment has changed from the previous video and the consequences of this.
The content helps children to understand and/or value the environment	X		This clip conveys the importance of caring for trees to respect the habitat of animals.
Language			
The language used contributes to expanding and increasing of students' vocabulary		X	In this clip there is no mention of any words or structures to be introduced later to the children.
The language used can be considered comprehensible input	X		Although children may not understand all the words, they will be able to understand the information being conveyed.
The clip uses simple structures that facilitate comprehension.	X		The language used contains simple structures and contributes to the understanding of the message to be conveyed.

There is repetition of linguistic elements (words, structures, sentences, etc)		X	
Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		In contrast to the other clip, this one uses music and intonation to convey sadness and therefore helps to better understand the situation.
Visual elements contribute to the understanding of the message	X		As with the music, in this scene, the colors change and there are no longer tall, colorful trees, but a gray environment without the presence of nature. The expressions of the animals also help to understand the message, as they no longer sing and are no longer happy, but leave the forest sad.
The images and sounds increase children's interest in the content	X		The combination of sounds and images create a dark atmosphere that in contrast to the previous clip, arises children's curiosity.

Table 21: Checklist clip session 7

<i>Bambi</i>			
Criteria	Yes	No	Comments

Content			
The duration of the clip is appropriate	X		The clip has a duration of 3:27 minutes, so it is appropriate to keep children's attention.
The content has educational value and is appropriate for children between the ages of 3 and 6	X		This video has educational value as it will be used to introduce children to the issue of forest fires, showing how they affect the habitat of many animals.
The content helps children to understand and/or value the environment	X		The video helps to understand the seriousness of fires and therefore the importance of preventing them.
Language			
The language used contributes to expanding and increasing of students' vocabulary		X	
The language used can be considered comprehensible input	X		Although children may not understand all the words, they will be able to understand the information being conveyed.
The clip uses simple structures that facilitate comprehension.	X		The language contains simple phrases and structures such as "come with me".

There is a repetition of linguistic elements (words, structures, sentences, etc)	X		The structure “get up” is repeated.
Audiovisual aspects			
Auditory support contributes to the understanding of the message	X		The music and the sounds help create an atmosphere of tension and danger that supports the comprehension of the message
Visual elements contribute to the understanding of the message	X		The dark and reddish colors also contribute to the creation of the catastrophic scene and therefore enhance the understanding of the content.
The images and sounds increase children’s interest in the content	X		The combination of images and sound creates an engaging environment for children.

Table 22: Checklist clip session 8

Wall-E			
Criteria	Yes	No	Comments
Content			
The duration of the clip is appropriate	X		The clip has a duration of 2:22 minutes, so it is appropriate to keep children's attention.

The content has educational value and is appropriate for children between the ages of 3 and 6	X		The educational content resides in showing the consequences of pollution and the disappearance of nature in the environment.
The content helps children to understand and/or value the environment	X		The aim of this clip is for children to learn to value and respect nature in order to avoid the situation shown.
Language			
The language used contributes to expanding and increasing of students' vocabulary		X	
The language used can be considered comprehensible input		X	
The clip uses simple structures that facilitate comprehension.		X	
There is a repetition of linguistic elements (words, structures, sentences, etc)		X	
Audiovisual aspects			

Auditory support contributes to the understanding of the message	X		As there is no language in this scene, sounds play a fundamental role as a support to understand what is happening. In addition, the moment in which the plant is found, an ambient sound appears, different from the rest of the scene, which reinforces the value given to the plant.
Visual elements contribute to the understanding of the message	X		The use of yellowish and gray tones contributes to the perception of a catastrophic world and therefore helps to understand the message to be conveyed.
The images and sounds increase children's interest in the content	X		The combination of images and sound creates an engaging environment for children.

Appendix 6. Assessment rubric :

Table 23: Assessment rubric

Student:	Level of accomplishment		
	1	2	3
Responds to questions on the videos posed by the teacher.	Does not answer the questions.	Answers the questions in the target language but makes mistakes.	Correctly answers the questions in the target language.
Repeats the vocabulary presented by the teacher using the “echo-echo” technique	Does not repeat the vocabulary or repeats less than half of it correctly.	Correctly repeats half of the vocabulary following the technique.	Correctly repeats all or most of the vocabulary following the established technique.
Names the different natural elements that appear throughout the unit in the target language.	Correctly names less than half of the items during the unit.	Correctly names half of the items during the unit.	Correctly names all or most of the items during the unit.
Makes oral productions using the vocabulary learned in the target language.	Is not able to make oral productions using the vocabulary in the target language.	Makes oral productions using the vocabulary in the target language but makes some errors.	Correctly makes oral productions using the vocabulary in the target language.
Recognizes the vocabulary learned by selecting or pointing at images.	Correctly relates less than half of the vocabulary to the corresponding pictures or none.	Correctly relates half of the vocabulary to the corresponding pictures.	Correctly relates all or most of the vocabulary to the corresponding pictures.
Interprets instructions given in the target language	Correctly follows less than half of the instructions given in the target language.	Correctly follows half of the instructions given in the target language.	Correctly follows all or most of the instructions given in the target language.
Makes oral productions following	Does not follow the structures	Follows the structures presented	Correctly follows the structures

the specific structures given by the teacher	given by the teacher to make oral productions.	by the teacher but makes some errors.	presented by the teacher.
Cognitive skills	1	2	3
Makes connections between his/her previous ideas and the new content.	Does not include new learning in subsequent sessions, showing him/herself stuck on his/her previous knowledge	Shows understanding of some new concepts but makes mistakes regarding some new content learned.	Includes the new content learned throughout the unit, showing an expansion of their knowledge and skills.
Makes classifications according to the established criteria.	Does not conform to the criteria when making classifications or makes a high number of mistakes.	Conforms to the established criteria but makes some mistakes.	Correctly conforms to the established criteria for making classifications.
Completes the sheets used in each session according to the established guidelines.	Does not complete the sheets or does not follow the guidelines.	Completes most of the sheets following the guidelines but makes some mistakes.	Correctly completes all the sheets following the guidelines.
Shows understanding of the videos by answering the questions both in the L1 or L2.	Responds coherently to isolated questions or none at all.	Coherently answers a few questions but is unable to answer others.	Answers to the teacher's questions or most of them in a coherent manner.
Provides examples of the content presented when requested by the teacher.	Is not able to exemplify when asked so does not show understanding.	Is able to give examples in some situations but in others gets confused or does not exemplify.	Is able to give examples in all or most situations by showing understanding.
Offers solutions to the problems and challenges that arise throughout the unit.	Is not able to offer solutions to the problems posed.	Is able to offer original solutions to some of the problems posed by developing critical thinking.	Is able to offer original solutions to most of the problems posed by developing critical thinking.
Attitudes to learning	1	2	3
Listens attentively and	Does not pay attention and does	Does not disturb but does not pay	Maintains an appropriate attitude

respectfully to the stories	not let others listen.	attention.	throughout the entire story.
Respects the turn-taking in group conversations	Does not respect the turn-taking and is distracted or disturbed.	Respects the turn to speak and listens to classmates and the teacher but sometimes interrupts or is distracted.	Respects the turn-taking and listens to the classmates and teacher.
Cooperates with others when working in groups	Does not participate in group work or shows a negative attitude towards others.	Actively participates in group work but sometimes does not respect other opinions.	Actively participates in group work and collaborates with others, respecting their opinions.
Treats the materials appropriately	Treats the material poorly and does not share it with peers.	Respects the material but sometimes does not share it	Respects the materials and shares them with peers.
Works independently when requested	Is unable to work individually without assistance or is constantly distracted and disturbing others.	Works individually but is distracted or requires assistance on many occasions	Is able to work individually by concentrating on the work and completing it correctly without assistance.
Respects his/ her classmates	Does not respect his colleagues and is constantly initiating conflicts.	Generally shows an appropriate attitude towards his peers but sometimes initiates conflicts.	Shows an appropriate attitude towards his peers and helps them
Follows the instructions given by the teacher	Does not follow the teacher's instructions and rules and initiates conflicts.	Follows the teacher's instructions and rules correctly in most cases, but sometimes disobeys	Follows the teacher's instructions and rules properly

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