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Implementing a Positive School Climate in a Vulnerable School

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ABSTRACT

Nowadays, there is a growing awareness about positive school climate. MINEDUC has created laws and policies to control problems related to school coexistence and school violence. There and then sprang the idea of having a proposal related to the improvement of the school coexistence. Consequently, and according to previous observation, a proposal was made to improve the positive school climate in a vulnerable school, doing activities outside the classroom. Nevertheless, it must be clarified that not all the activities contemplated in the proposal were applied to the institution because of the lack of time and the absence of resources in the school. On the other hand, the three activities achieved in the proposal were the bulletin board; pick your activity and short story contest. What the implementation of the proposal is looking for, is to promote values, respect for the school community members, collaborative work, and the improvement of the levels of English. Finally, it could be said that there is an improvement in the school climate because students were predisposed to participate in two of the three activities of the proposal.

Key words: School coexistence, vulnerable schools, resources, values, improvements.

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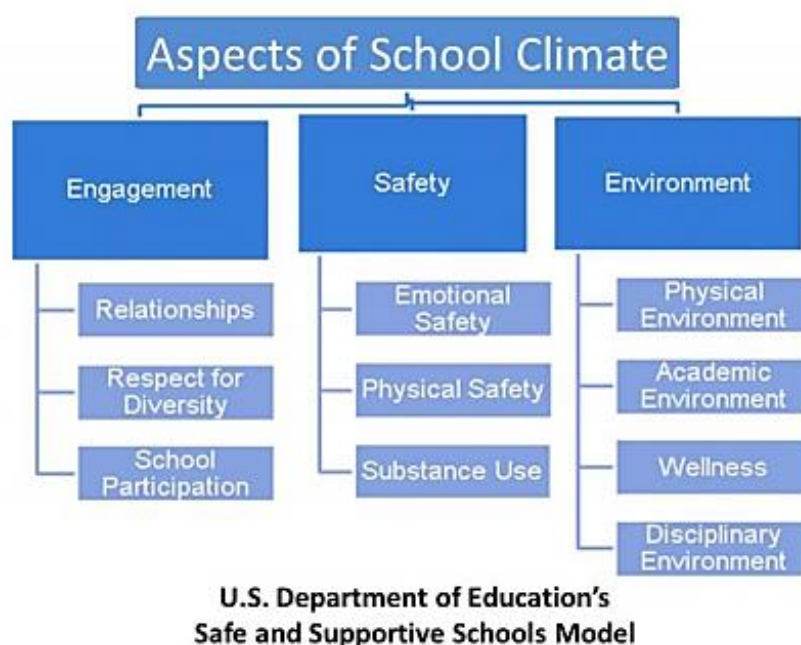
I. INTRODUCTION

In today's society, school life is one of the relevant topics that parents and teachers have to take into consideration when talking about education in our country. According to MINEDUC (2010), School Climate is the ability of people to live with others in a scenario of mutual respect and reciprocal solidarity. School climate plays a doubly important role as challenge and learning, since involve teaching that is closely connected with the educational process of the person and, thus, in direct relation to the context, the social and family environment where it has developed. Besides that, is a result of the teaching and learning of coexistence in the classroom, break time, sport class, extracurricular events, among others. Therefore, in order to develop these coexistence an improvement through outside classroom activities will be implemented at Liceo Técnico Profesional Obispo Rafael Lira Infante, located in Quilpué. Which according to their webpage, has more than 280 students and about 80% come from vulnerable families. In this context has been identified a problem in the relationship among students and school authorities, but as MINEDUC (2010) claims that school climate is not totally related with discipline and authority, but rather with the conformation of an favorable environment to teaching and learning. From this perspective, discipline should be understood as the fulfillment of the roles that each member of the educational community. For instance, the existence of norms and rules, with a consensual discipline and known throughout the educational community in which each member has responsibilities to achieve to reach a common goal. School climate has a greater impact on the students' school performance than the material and personal resources of the school (OECD, 2005). For this reason, this proposal pretend to improve the climate in the target group using extracurricular activities, as it was said before.

PROBLEM

For a positive school climate is essential to have successful relationship among students, teachers and the different educational agents. This school coexistence makes a great impact in the ethical and socio-affective development of students in any educational setting. Besides, the school climate is a collective construction and a responsibility of all educational members. Furthermore, Henríquez, (2016) consider that establishments have their own system, values, and norms. That is to say, the coexistence, conflicts, and the solutions of these depend on the school context and the members of each community. According to this, it is important to explore whether students and teachers perceive the establishment as a place where they are taught how to relate. And also, inquire into the perception of teacher-students relationship and school community.

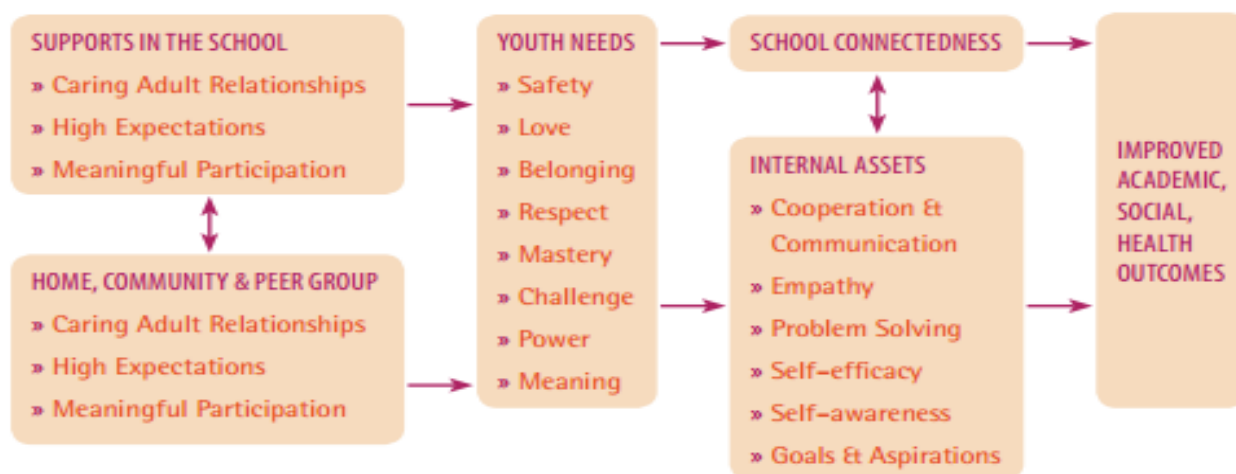
Figure 1 Aspects of School Climate



Taken from [Nea.org](https://www.nea.org)

According to O'Brennan and Bradshaw (2013), a positive school climate is identified as a determining objective for school improving. For instance, in schools with good climate is possible to find fewer discipline problems, as aggressive or violent behavior, suspensions or absences. As O'Brennan and Bradshaw (2013) claims, studies have also presented connection between school climate and lower levels of alcohol and drug use. Additionally, to decrease students' exposure to risk factors, school climate can promote positive youth development. Also, a favorable school climate has been associated with higher student academic motivation and engagement, along with higher emotional health (Treviño, 2013).

Figure 2 School Youth Development Conceptual Model



Taken from WestEd.org

According to Henríquez (2016), there are school activities that contribute to have an integral education, one of these are extra programmatic workshops that value the students' interests. This practice aims to have an integral development of students in the cognitive, affective and social fields; promotes a good coexistence, characterized by participation, respect and equality; and offer meeting places with recreational activities that strength them interactions between peers.

OBJECTIVE

1.1 General objective

Increase positive school climate among students through activities outside classroom.

1.2 Specific objectives

- To design learning experiences outside the classroom aiming at the improvement of positive school climate.
- To promote the use of English in a school through meaningful learning.

RESEARCH QUESTION

How can a school use activities to improve the school climate and motivate their students to learn English?

II. THEORETICAL FRAMEWORK

2.1 English Language Skills

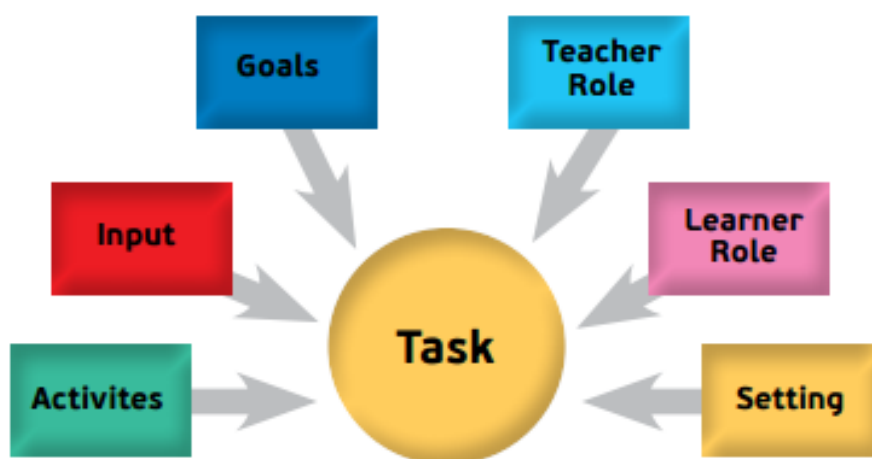
2.1.1 Approaches

2.1.1.1 Communicative Approach

Larsen-Freeman (2000) claims that the aim of communicative language teaching is to create communicative competencies in students that are learning a new language. The teacher has to facilitate the interaction in the classroom making students' talk in the target language. Furthermore, the teacher has to create situations to promote: dialogues, discussions, conversation, among others. On the other hand, students have an active role in the class, participating in games, role plays, solving problem tasks or in any other activity that promote communication. Besides, according to Richards and Rodgers (1986) communicative language is an approach rather than a method, as it symbolizes a philosophy of teaching that is based on communicative language; while approaches are held to be teaching philosophies that can be applied in various ways in the classroom. Now it is seen as an approach that attempts to make communicative competence the principal aim of language teaching, and elaborate methods for the teaching of the four languages skills that recognize the mutual dependence of language and communication. Nunan (1988) propose that the students not only had to have a perfect grammar level, but also had to develop the abilities to use the language to obtain a successful communication. According to Nunan (1988), it was demonstrated that students who were able to create grammatical structures were not mean that being able to use the language for a communicative purpose, nor to be able to participate in conversations, nor to be able to create a relationship between interlocutors in an interaction. Basta (2011) mention, that communicative competence supposes language as an instrument used for communication. This capability not only aims to emphasis on developing the four skills, but also depends on the connection among skills. Also according to Basta (2011), the communicative approach supports the idea that social

and cultural knowledge are basic preconditions for comprehend and using linguistic forms. Çelik (2014), emphasize the requirement for language learners to generate communicative competence, which propose that effective communication involves managing when and how to say what to whom. Nunan (1988) mention six fundamental features that should considerate in planning communicative assignments, illustrated in Figure 3.

Figure 3 A frameworks for analyzing communicative tasks



Taken from [researchgate.net](https://www.researchgate.net)

As Richards and Rodgers (1986) stress, communicative learning activities are those which promote learning through communication itself. According to Çelik (2014), communicative language teaching establish a kind of practice, where students have the chance to put into test the language, involve and adopting them with its forms beforehand placing it to use in real-life communications. Taking into account the content or materials of language teaching, communicative language teaching emphasizes the use of genuine and authentic materials that satisfy the learners' communicative requirements. According to Richards and Rodgers (1869), Communicative language teaching specialists consider that materials perform a main role of helping communicative use.

Littlewood (2013) defines one of the characteristics of the Communicative Approach to language teaching is that it pays regular attention to functional likewise structural sides of language, joining both into a completely communicative vision. Communicative Approach allows a broader perception on language. In specific, contemplate language in terms of structures (grammar and vocabulary), and in the communicative function that it does. In other words, consider not only at language forms, but also at what learners do with these forms when they want to communicate with each other. Also, according to Littlewood (2013), mentions that there has been an uncertainty about the meaning of CTL, since there have been two versions of the main sources of CLT: a communicative perspective on language and a communicative perspective on learning. The communicative perspective on language is mainly about what is learned. It suggests that when a language, structures are not learned first but rather the functions. These communicative functions perform a main role in syllabus design and methodology. The communicative perspective on learning emphasizes consideration on how people learn, particularly on natural faculties to acquire language merely over communication without open tutoring. Hamid (1990) states that through this approach, it is probable to supply language students' significant task perform, to increase their enthusiasm in language learning, to boost natural learning in the language atmosphere, and to generate an environment that guides learning.

2.1.1.2 Desuggestopedia Method

According to Larsen-Freeman (2000) desuggestopedia well known as affective humanistic approach is a method where feelings takes a relevant part in the learning process. Students fear that they are not able to perform and learn a new language because they will fail and create psychological barriers to learn. This approach has been developed to help students to remove negatives feelings and barriers that prevent them from learning. In this method, there are certain elements or situations that do not follow traditional patterns and one of those is the classroom, inside of the room everything should be bright, shiny and colorful. Besides, there are posters all over the classroom with relevant information, such as: grammatical information, verb conjugation, images, among others. Furthermore, it could be found some props in a table with rhythm instruments, hats masks and all elements that the teacher could use to make the class understandable. Moreover, the teacher has an important role in this approach, he is the authority and the one in charge of explain all different topics of the class. Besides, the teacher uses all necessary tools to make the class clear and also delete all those barriers that inhibit the language learning process. Thus, the students' confidence will increase and the learner goals will be achieved. On the other hand, Larsen-Freeman (2000) states that the students trust the teacher thus; they feel more confident and protected. Thereby, if students are secure, they will be feeling more confident and less inhibited. Finally, in this method feeling are the main issue about what the teachers have to deal with and all psychological barriers that students could have should be removed during the teaching process. In the desuggestopedia method, peripheral learning takes a relevant place on it. This technique is based upon the idea that learners received a considerable amount of input from the environment. For instance: using posters with grammatical information about the target language will help the students to understand those grammatical points effortlessly. All the extra material that the teacher uses in the room to make the class easy to understand must be related to the learning content.

2.1.2 Receptive Skills

2.1.2.1 Reading Skills

According to Mikulecky (2008) successful reading is vital for achieving a second language. As is known, reading is the center of teaching in all facets of language learning: through textbooks for language programs, developing vocabulary, acquiring grammar, writing, revising, among others. Reading training, thus, is an indispensable section of each second-language curriculum. Harmer (1998) raises some reasons why it is important for a teacher to ensure that their students read texts in English. For example, it could be motivating for them in order to learn about a specific topic or just for fun. Also, exposing students to any entry in English will always be useful and will help improve your understanding or accomplish other goals. Moreover, if the texts are particularly fascinating and captivating, the acquisition will be probably more successful through the use of some lexical chunks previously learned. Besides, reading texts supply solid examples for English writing, showing texts models will encourage students to read them before to write. Also it provides the chance to study language: vocabulary, grammar, punctuation, how to compose sentences, paragraphs and texts. Finally, good reading texts could present interests issues, encourage discussion, and stimulate creative responses, among others. In addition, Williams (1987) states some of the aims which readers in foreign language may have are to improve language proficiency and to extract information from the text. The readers will put the mayor's dedication in their reading objective if they read for their own determination and aspirations, and rather than demand by a specific task. The aim of the teacher in foreign language classrooms is to design conditions where students can read texts because they are interested and motivated. According to Harmer (1998) students need to be able to do multiple things with a text. For example, scan the text to get specific information, without the need to read the text completely. Also, skim the text, to acquire a general idea of the text, just looking over it. Either scan or skim, what it should be used depends on the type of text and what the reader want to get from it. Another of the functions in the exercise of teachers to train students in reading is to let them know the advantages of reading and what

they are reading is really important. MINEDUC (2011) state that reading comprehension involves gather definitions based on written information, which is expressed in different text types and the reader's previous knowledge. This ability should be associated with clear and understandable information in the target language. The improvement of this skill provide students to get new knowledge, became familiar with interest topics and aspects of the English culture, therefore is an essential tool that will be modeled with the utilization of student's previous knowledge, and through objectives and tasks of the reading activities. Thus, the students will be able to read simplified and authentic texts in which they can recognize the main topic, general ideas, or simply express their feelings about what they read.

2.1.2.2 Listening Skills

According to Harmer (1998) one of the most important reasons of why teachers have to expose students to listening activities is because, learners should hear variety of accents, such as: American English, Australian English, Caribbean English, among others. Tape materials are useful tools to present listening activities, where the teacher can show to the students, audios with different topics and with dissimilar level of complexity. In addition, teaching through listening tasks let the students acquire the language subconsciously. Furthermore, listening helps pupils to get a better pronunciation, rhythm, intonation, pitch and stress. Besides, Anderson and Lynch (1988) establish that listening skills are equally essential as speaking skills. It is not possible to communicate face-to-face except if the two skills are built up one behind the other. Another point that is mentioned about listening is that implicate multiply sub-skills in order to compose the process of listening face-to-face conversation. For instance, distinguish the signals articulated from the middle of the environment, fragment the constant flow of speech to identify them as words, comprehend the syntax of the sentences and the speakers' aim, and employ linguistic knowledge to formulate a proper response to what has been said. In addition to that, states that listening has been considered, paralleled to reading, as a passive language skill however suggests that this view require to be challenged and exposes that the function of the listener should be assume as an active one. According to MINEDUC (2011) listening comprehension is about attending the target language and gives meaning to the sounds perceived to recognize and understand the information expressed orally. The development of this skill is relevant to learn a language, because through it student receives a clear input, which is needed to promote the interaction in class. The improvement of this ability is not due to simple decoding of sounds or phonemes in the language. By listening, the listener plays an active role in rebuilding the message by attributing meaning to what he/she listens to. In this process, is important to be aware of the context and the situation of the message beforehand to understand what will be heard. Also, Sharma (2011) defines listening strategies as procedures or practices that contribute directly to the understanding and remains of listening input. Listening strategies can be ordered by in what way the listener

developments the input. The listener takes advantage of previous information of the topic, the background or context, the kind of text, and the language. This background knowledge motivates a set of opportunities that help the listener to clarify what was heard and expect what will be heard later.

2.1.3 Productive Skills

2.1.3.1 Writing Skills

Spratt, Pulverness and William (2011) mention that writing takes part in one of the four language skills and is considered as a productive skill. That is to say, this skill produces the language instead of receiving it. Additionally, written text such as essays, postcards, emails and stories have two things in common: communicate a message to an individual, and someone who receives the message. Besides, writing has several sub-skills. For example, accuracy, that involves choosing the appropriate vocabulary, writing legibly, punctuating and spelling correctly. Writing is not just about accuracy, but rather communicating messages successfully to other people with a correct organization of ideas. Harmer (1998) states that teaching writing is of great relevance, because when students have these visual demonstrations, it is easier for learners to start working with the new language. Furthermore, pupils find it interesting and useful to write sentences using the language they have learnt. Additionally, there are learners that just learn looking or listening but, there are other students that are slower and have to think and rethink what they are producing. Writing skills are suitable for those types of students considering that they do not have to deal immediately with face to face communication. Besides, it is essential that students learn how to write a letter, an email, because, pupils need to have a notion about punctuation and paragraph construction. According to Kellogg (2008) learning how to write a clear and effective text is a challenging and extended accomplishment of cognitive development. Writing a long text at an advanced level implicates not only the language system. It gives meaningful challenges to cognitive systems, as memory and critical thinking. Learning how to create an effective long text, should be conceived as a task similar to acquiring expertise speaking. The type of writing that students could perform depends on their age, interest and level.

2.1.3.2 Speaking Skills

Harmer (1998) claims that developing speaking skills give the students the chance of rehearsing what they were learning in the class. The teacher has to create a new context where the students feel that they are facing a real situation of communication that is to say, real English. In addition, feedback is very significant because, it is great a way to know what the students are doing correctly and which are their weakness. Moreover, the teacher can realize if his or her methodologies are working, in this sense, the teacher can change some aspects of the teaching process. The activities that could be allowed in the class are role-playing, solving problem, and discussion, among others. All those tasks allow the whole class participation. Also, Harmer (1998) mentions another important feature in speaking development. Rehearsal, which is different to practice because, in rehearsal students can really feel themselves, how communicating in different language is. On the contrary, in practice takes place a more specific study. Besides, better speaking tasks should be motivating and catch the attention of students. When teacher builds up an activity correctly, give opportunities to engage and also useful feedback, students will get great enjoyment from it and their performance will be significant. Some examples of interesting tasks are role plays, problem solving, debates or discussion. According to Spratt, Pulverness and William (2011) speaking is a productive skill that include the use of speech to communicate meaning to others. To have a good interaction is necessary the use of the language and body language in order to maintain the listener involved in what is being talked about. It cannot be forgotten that to have a successful conversation it must be included pronunciation and grammar for giving an appropriate message. In addition, one significant aspect mentioned by Harmer (1998), is the relevance of that mistakes must be corrected by teachers during studying exercise. For example, when choral drill activity is been carried out, correct pronunciation in a clearly and kind way. On the contrary, if students are speaking deeply involved in the discussion, is not a good idea to interrupt the course of the conversation, destroying the objective of the task.

2.1.4 Materials that promote English Language Learning

2.1.4.1 Authentic Materials

Polio (2014) defines authentic materials as raw materials that were not produced for academic or language learning purposes. They were formulated with real-life intention, commonly for native speakers. They can include both written and spoken language samples. A few examples are magazine ads, movie reviews, television shows, and conversation between native speakers, among others. In addition, according to Ianiro (2007) authentic materials are print, video and audio materials that are in our daily life. For example: job applications; menus; voice mail messages; radio programs and videos. All of this is not created specifically to be used in the classroom, but they make excellent learning tools for students. Using authentic materials contributes to students can connect the classroom with the outside world. A fundamental way to help learners reach their goals is to use authentic, goal-directed materials. As Newmann (2007) states, the greater the connection, the lesson will be more authentic. Thus, it is essential that authentic learning environments be planned in assistance teaching exercise. Also, teachers should be educated in authentic environments so that they also have a connection with the real world and experience it so they can then be a model for students. Besides, according to Oguz (2008), authentic materials used in a learning environment are not produced specifically to be used in class, but they are the resources already existing in real life so they display real life and its cultural values. For example, a song heard at a festival, an article read in a newspaper or magazine, a speech by a political figure seen on television. These resources can be used in the classroom to meet educational goals, and can serve for educational purposes. Nowadays, with technology, it is easier to access these materials, which as Oguz (2008) mentions, allow students to be more active in their learning, think critically and also learn how to research, find information, select, among others. Also, Torregrosa and Sánchez-Reyes (2012) state, that authentic materials should be obtained from the real world and not firstly made for pedagogical purposes. These materials are mainly essential for communicative aims since they give a realistic framework for assignments that link to

learner's needs. Authentic materials can highly profit problem-solving, project-based learning, case-based learning, role-play, and gaming practice. Torregrosa and Sánchez-Reyes (2012) mention that authentic materials and realia are habitually found in ESP course books today, they can enhance students' motivation and face them to genuine language and culture. According to Ahmed (2017), well-designed textbooks have a number of advantages for teachers and learners because they transmit language input; suggest captivating and well-organized material; giving the possibility to make revisions and continuity of study outside of classroom; and helps the teacher prepare classes by optimizing time. Another aspect mention by Alijani (2014), is that working with authentic materials is an uncomplicated action, since it is simply select instances of language which made by native speakers for real intentions. Thus, they are unlike from language learning purposes, designed only for use in classroom. According to Tomlinson (1998) authentic tasks are which implicates learners in employing language in order that reproduces its practice in the real world outside the language classroom. For instance, filling in blanks, changing verbs forms and completing vocabulary puzzles are non-authentic activities. Examples of authentic tasks would be replying a letter or e-mail, also analyze few holiday brochures in order to choose where to go for a holiday.

2.1.4.2 Simplified Texts

According to Simensen (1987) simplified materials are created to be used with a specific language feature, such as the use of prepositions, modals, different tenses or the third person singular verb form; in this way teachers can modify the input they want to teach to their learners. Additionally, Allen and Widdowson (1979) claim that simplified materials have a significant benefit because, they exclude unnecessary and distracting idiosyncratic words, this new material that is being adapted to be use with different levels of English still having features and concepts that are found in authentic materials though. Besides, Widdowson (1978) defines simplified versions are texts portions which are resultant from natural parts of lecture through an action of verbal and syntactic exchange. It is a type of transformation from the usage existing to the author of the segment to that which is obtainable to the learner. Besides, one of the dilemmas of this technique is that simplification of this practice can often outcome in an alteration in meaning. According to Tomlinson (1998) simplified texts are these which have been prepared simpler so as to make it easier for learners to read them. Some of the typical characteristics of this type of adaptation implicate cropping the text extension; minimize sentences, absence of difficult words or structures, omission of non-important details, among others. In this way readers can read them more easily. Consequently teachers can apply materials variation which Tomlinson (1998) explain as applying few changes in materials due to make them more suitable for students and the specific goal of the classroom. On the other hand non-authentic materials are made by nonnative speakers and usually are simplified form of authentic materials. Language exposure may come through texts that are specially prepared and simplified for students. On the other hand, Torregrosa and Sánchez-Reyes (2012) states that is not possible to represent the use of real language by non-authentic texts, simplified materials usually lost the meaning and the learners are better prepared to meet real-world situations with authentic texts.

2.1.4.3 Using Movies to Teach English

According to Donaghy (2014) Teachers have long used movies as a resource for their classes for many reasons. For instance, learning from films is motivating and enjoyable. Motivation is really significant factor in setting successful second-language acquisition. Films and TV shows are a fundamental part of students' lives so it makes a perfect reason to conduct them into the classroom, transforms the language learning process more entertaining and enjoyable. In addition, Donaghy (2014) states that films provide authentic and varied language, an additional advantage of working with films is that it gives a source of authentic and diverse language. Film provides the opportunity to students interact with examples of real situations in English apart from the classroom, that is to say language of real-life communication. Films bring to light students to common expressions and the natural flow of speech. As they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input. According to Berk (2009) applying videos in the teaching process is not something new. On the contrary, there are some changes in terms of the variety of videos, the use of internet, the application in the classroom and the students' motivation. When the students are being motivated through a movie or a TV show, emotions are elicited. Those emotions are heightened by the music, actors' performance, and visual scenes, among others. Videos can have a strong effect in the learners and they can remember the specific situation for a longer period of time. On the other hand, one of the main advantages of the use of movies in the English class is that students are involved with real English. Moreover, the words that students hear in movies are contextualized and with the use of visual scenes it is easier to understand. Besides, the use of English subtitles makes easier to understand what the actor or speaker is saying and the students can easily recognize the different words or grammar structures. Also, Berk (2009) states that if teachers use technological devices in the classroom motivation will increase thanks to the use of technology. The use of music, video clips, news, TV programs and movies will make the class understandable and more significant for the students. In addition, teachers should select appropriate videos to motivate the class and they have to take into account the audience, the age group, the

students' interest, and the content of the class. The use of movies or videos seems to be complicated, but if teachers select the right movie or scenes the class will be a resounding success. In addition, according to Lucena (2016), films are not normally created for English language learners; otherwise they are made for native speakers. Therefore, the language is perfectly how it can be heard in real life. Also it is expressed quickly, with native accents and pronunciation or colloquial expressions. Thus watching movies is good methods to students improve English, especially listening and speaking skills. Picking a film to watch that is appropriate for students' level of English can be hard, so English subtitles should be used thus students can read along at the same time they are listening. Some parts of the films may be spoken too fast for them to understand but it will be a perfect way for them to get used to hearing native speakers talk to each other. Furthermore, it is possible to hear how to link words together and where to put intonation on certain words and sentences.

2.1.4.4 Using Comics in the English Classroom

According to Drolet (2010) working with authentic material is far meaningful for the students than being working with simplified material because learners are in touch with real language. The comic book format is an appropriate way of developing reading fluency, writing accuracy and artistic creativity. Furthermore, comics can be understood as a visual language because of the use of images and words, allowing learners to explore and expand their visual-spatial intelligence. Additionally, comics are easily manageable to foreigner speakers of English since of their interaction of visuals and words, and it is interesting to almost any age group. Moreover, integrating comics in the English learning process, allow students to learn new vocabulary through the use of dialogues. On the other hand Drolet (2010) states that comics give the reader the chance to learn at their own pace and not losing the flow of the context. Besides, comics foster students' participation in discussions on comic books more than other forms of traditional literature. That is to say, learners are more familiar with comic style and more engaged with this type of material. Moreover, Drolet (2010) claims that comics are a useful and adequate tool to develop reading skills in second language learners. In general terms, the use comics will increase students' motivation in the English learning process and provide the teachers the opportunity to develop other kind of activities inside the classroom such as: make the students create their own comics and story, color the comic, or create a reading comprehension. Also, the use of authentic material gives the learners the chance of being working with real language. According to Baker (2011) a graphic novel is a fiction or non-fiction section of literature printed in comic book system, in which words and pictures both, perform an essential part in telling the story. Graphic novels are much thicker than comics and usually contain an entire story within their covers. Also, comic strips can be suitable tools in successful literacy and teaching. Comic strips are solid visual tool that can help students advance their vocabulary and practice using adjectives to describe characters.

2.1.4.5 Using Songs to Teach English

According to Budden (2008) to listen songs is a great technique of realizing the level of progress in terms of the language. Before bringing any activity related with songs into the class, it is relevant to ask the students first what type of music they are listening to. Using authentic materials makes the class more authentic and real and also students will use English in context. Songs can be used for teaching grammar structures, vocabulary and to make listening activities. Moreover, listening songs can contribute to the students' fluency. Additionally, song can change the atmosphere of the class and will increase students' motivation. If students do activities that they enjoy the most, the learners will achieve their academic goals and the lesson is going to be more significant. Summing up, the use of songs or authentic material will contribute to the teacher work and will make the students learning more pleasurable. In addition, Boothe (2015) states that using songs to teach is an excellent way to improve pronunciation and grammar, also learn and remember new vocabulary. Singing along with English songs will help students to learn how to pronounce English, learn grammar and remember new vocabulary and idioms. Besides, students are more possible to recall new words and English expressions if they listen to them in a song than if they read them or learn them in the English class. Besides, Boothe (2015) mentions that listening to music will be useful to remember grammar points and learn how to use grammar correctly in everyday dialogue. The role of music in promoting language skills contributes to the development of reading skills; it is actually an excellent technique to progress in English learning. Music benefits students' development of the skills that are necessary for ELL, in an original and innovative way, encouraging them and affecting learning in a positive manner.

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2.2 MINEDUC and Educational Policies

According to Henríquez (2016) to get a higher level of education, it should be considered that all the students have the ability to learn. Besides, to have a successful teaching learning process is very important to develop inclusion programs. On the other hand, inclusion is understood as both the process that let you identify which are the barriers that prevent students from learning and which are the limitation in students' participation in different academic activities. Moreover, the head teacher should identify which are the students' needs in order to work on them and also give the learners all necessary tools to achieve all the different goals that students may have. Additionally, it is relevant to make parents be participant in the school community because, they can recognize if their children have any sort of problem, or something that they think that should be worked at school with a specialist. Furthermore, it is essential to involve the family in the educational process to obtain better academic results. To have a competent inclusion program, according to Law 20.845, all the school community should be part of it. Indeed, there must be a collaborative work among teachers, students, families, specialists and other school agents and also a strong commitment with the school community. At first it was said that all the students have the ability to learn. As Henriquez (2016) mention, to complete that process, it is necessary to have good school coexistence, an appropriate school climate, respect among the school community members, ethical rules of conduct and last but not least a good dialogue to resolve internal conflicts. To develop an optimal academic process there are many factors that affect the way how students are learning. It could be said that those agents are the teacher, the students, the school and parents among others. It is important to consider that the more support students receive, the better the results they will obtain. According to Van Roekel (2008), parents are an essential aspect of the students' development either academically or emotionally. Formerly the ones in charge of the education of children were only the teacher and the school community; and parents expected that all knowledge the students could learn relied on teachers' responsibility. Currently the way that parents get involved in their children's academic progress has changed, building more opportunities to perform a collaborative work among parents,

students, teachers and school members. Therefore it is of great relevance to have an extra support coming from parents in order to complement what the students should do at school and at home. With this collaborative work student will have more opportunities to have an appropriate learning. Henríquez (2016), claims that in education it is always said that families should be more integrated, however something happens that makes it difficult to put this intention in practice. Moreover, under the present living conditions, everything goes in the opposite direction, that is to say, more and more families have less time and skills to perform their social function, releasing their role in favor of schools and the media. The same family as a social institution is going through a period of profound transformations, which aims to modify significantly our traditional idea of what a family is. The mission is to educate children and young people, whatever their living conditions. This new scenario requires schools and high schools to review their traditional forms of relationship with families: this does not mean giving up the principle of family integration. Almost all families are deeply interested in the education of their children, and for the vast majority this is one of the most important and vital challenges and commitments.

In education it is always said that families should be more integrated, however something happens that makes it difficult to put this intention in practice. Moreover, under the present living conditions, everything goes in the opposite direction, that is to say, more and more families have less time and skills to perform their social function, releasing their role in favor of schools and the media. According to Henríquez (2016), the same family as a social institution is going through a period of profound transformations, which aims to modify significantly our traditional idea of what a family is. The mission is to educate children and young people, whatever their living conditions. This new scenario requires schools and high schools to review their traditional forms of relationship with families: this does not mean giving up the principle of family integration. Almost all families are deeply interested in the education of their children, and for the vast majority this is one of the most important and vital challenges and commitments. In addition to that, MINEDUC (2009) define the Fundamental objectives (known by its Spanish acronym, OF) as the knowledge that students should achieve in the different levels of primary and secondary education at the end of their educational process. Moreover, OF are the skills and attitudes that students

should obtain when they finish their academic period. Skill is the ability to perform a cognitive and motor act. On the other hand, attitude is the disposition to face an object, ideas or people, and here is also included inculcate mutual respect and values, personal improvement, learning process and rights and duties of citizens. Also mention by MINEDUC (2009), the Minimal obligatory contents (known by its Spanish acronym, CMO) are aimed to develop skills that are considered essential to the personal, social and citizen development, answering to all social requirements. Skills are expressed with an action and suppose an effective knowledge mobilization and a positive attitude that the person has learned in formal and informal context. In the curriculum, described by MINEDUC (2009) also could be found the Fundamental Transversal Objectives (known by its Spanish acronym, OFT) which are aimed to the personal development, moral and ethical behavior and social improvement of students. Moreover, OFT promote values and attitudes of respect, national interests and ideals; contribute to the process of growth and personal self-affirmation; give guidelines as to the way the person related with others and the universe; direct the way that the human being is related to the world around him or her; developing creative and critical thinking and to be responsible with the ICTs (Information and Communication Technology). ICTs are used for personal issues, professional work and social environment. In order to improve both personal development and academic process, the role of education is to supply all the necessary tools to the students to use ICTs in a better way. Growth and personal self-affirmation is related with formative experience of primary and secondary education; affirming personal identity, sense of belonging and participate in different social groups; therefore, increasing the self-awareness and self-acceptance, the emotional balance and to deepen our sense of common vision of love and friendship. According to MINEDUC (2009), critical thinking development looks to ensure students to acquire solid skills related with classification, evaluation and generation of ideas. Hence, improving the ability to experiment and learn how to learn and developing the ability to predict and to be perseverant. Ethic formation aims students develop and strengthen the will to self-regulate their behavior and autonomy in function of an ethical conscience in the sense of their transcendence, their vocation for truth, justice, beauty, the common good, the spirit of service and foster respect for others.

According to MINEDUC (2015) new Bases Curriculares and Programas de Estudios, Bases Curriculares, are all the knowledges that students should acquire in their academically learning process. Also, the learning objectives are organized through subjects and course and they are defined as the abilities and attitudes that students are expected to achieve. Besides, Programas de estudio, are the pedagogical proposals of the learning objectives which include: a year overview, didactic methodologies, suggestions for both evaluation indicators and learning activities, among others. The learning objectives are divided into three dimensions: knowledge, abilities and attitudes. The Knowledge is defined as: concepts, information about facts, processes and procedures. Besides, the knowledge is considered not only as theoretical information (events, phenomena, and symbolic processes) but also as a comprehension (Information provided by explanatory and explicative framework and the ability of discern and argue).

Figure 4 Tree dimensions of learning objectives according to MINEDUC (2015)

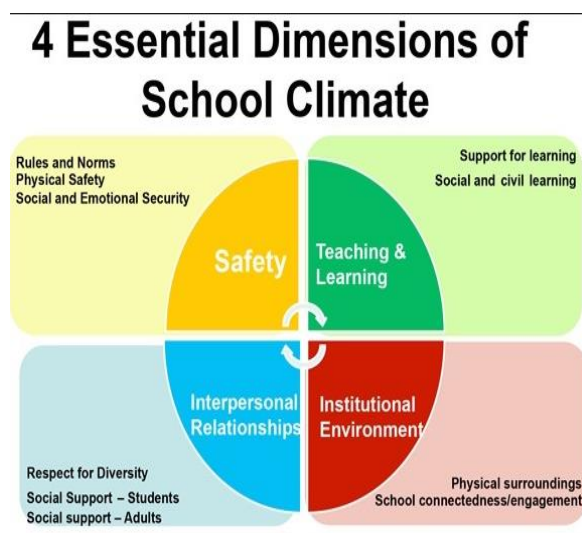


In the English subject, there is an emphasis in the development of the four skills (speaking, listening, reading and writing). Furthermore, the language is used to communicate meaning in different communicative situations. Additionally, the technology is used to improve the four skills and to motivate the students in the class.

2.3 Positive School Climate

Nowadays, to obtain an appropriate academic achievement, high levels of attendance, less behavior problems it is important a good development of school climate. O'Brennan and Bradshaw (2013) describe school climate as the set of rules, values and beliefs that foster the community perceive it as emotionally, physically and socially secure. It is a consequence of interpersonal relationships among members of the school community. Educators represent a determining factor in classrooms, portraying respectful, inclusive and positive climate in schools (Ontario, 2013). School climate can be described as the learning place and personal connections established between school and school participants. This special ambient carry on the condition that each and every member of the school community is considered secured, supported and recognized as part of it. Moreover, the development of positive performance and intercommunication contributes to achieve values of respect, inclusion, and equality, which is extremely important to prevent inappropriate behaviors. To improve and maintain a good climate the community involved in the process should work collaboratively; formulate school routines and educational policies. Positive school climate involves several features such as, safety, interpersonal relationships, teaching and learning, and institutional environment.

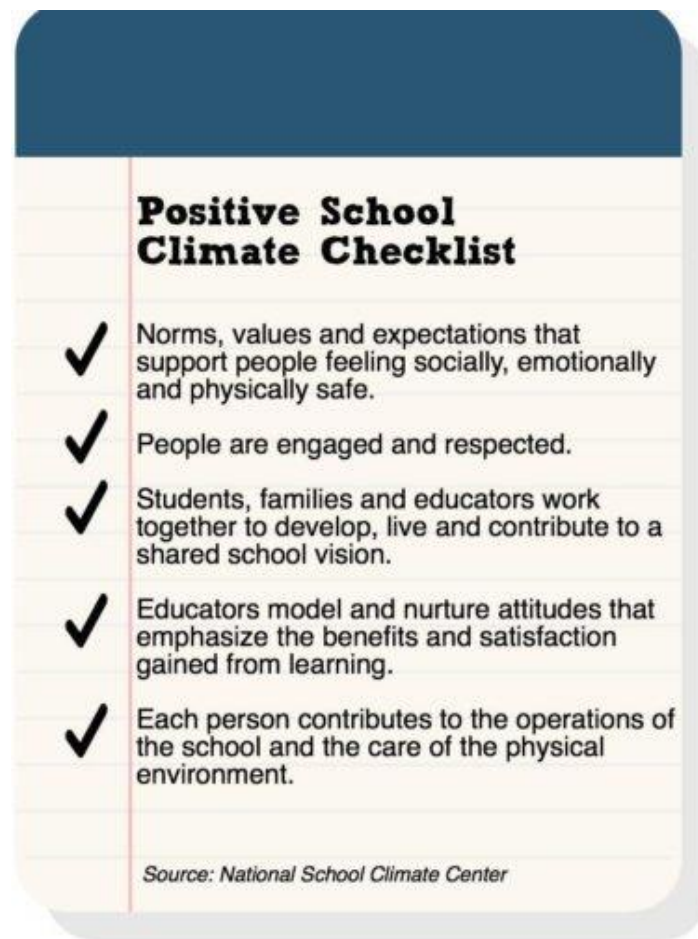
Figure 5 Four essential dimensions of School Climate



Taken from NASSP.org

Spittler (2017) mention safety among the dimensions, which is related to the presence of bullying. Not directly, since it does not happen deliberately, but a situation is necessary that triggers it. Therefore proposes some advice to strengthen security. Among those that stand out: model good behaviors of respect, kindness, empathy every day. Build opportunities for dialogue on issues such as gender, religion, race and sexual orientation, to reduce differences. Guide the work through a team including the students. Be aware of school and country policies. Another factor that Spittler (2017) mention is a firm base of interpersonal relationships, which are the principal element that make students feel part of the school and the community. According to this, students have close relationships with adults, people at school and among students themselves. Cultivating these ties between students and teachers is an essential step in fulfill the academic, social and emotional needs of students, which helps to foster a positive school climate. Also, these connections build ideal structure for teaching and learning. Spittler (2017) state that effective teaching reveals the use of strategies and techniques specially designed to involve students and bolster up high academic achievement through a rigorous curriculum. Besides, enhancing the institutional environment can increase feelings of safety and is favorable to improved learning. According to the National School Climate Center (2017), the institutional environment includes two dimensions of school life: the physical surroundings and the positive engagement of students in school. The main aim of a great institutional environment is to provide interesting, helpful, and appropriate conditions that welcome all members of it. The achievement of building relationships in good shape will be determined by the specific role of each member of the educational process, students, parents, staff members, school leaders, and all those who are committed to the promotion of this positive climate. Besides, it is necessary to center the attention on cultivating proper relationships within students and adults, along the school community. The construction of positive school climate implies inclusion and equality as educational values in all perspectives of learning environment.

Figure 6 Positive School Climate Checklist



Taken from NeaToday.org

Values are the heart of these relationships, they are important also because make the learning process positive and strong. Weissbourd, Bouffard, and Jones (2013) state that in this climates, people are likely to greet each other at the school entrance or hallways, help selflessly in any problematic situation, being part of the other's success; in these environment's values live and breathe. School staff and leaders are concerned to promote these values, that is to say, develop moral and social within the school. Helping students and young people to think critically and to face problems in social situations, is part of their daily work.

In addition, the above mentioned could be linked with the students experiences. School staff is concerned to know every student realities and listen to them in the long term. They act as role models for students, teaching and reinforcing social values and skills to become the identity of students. There is a concern to expand consideration of others' values; respect and empathy are essential goals. To ensure that students are considered with all the community, not only teachers or managers, but also administrative staff, cleaning staff, lunch staff, sports coaches, and other staff; this will contribute to a positive climate. Weissbourd, Bouffard, and Jones (2013) suggested a guide to ensure that these values are taken from reality to reality. For instance, it is fundamental for social and moral development to prioritize the relationship between student and teacher, which is a model for the student, that is, a person they observe, respect and learn from them. When young people feel appreciated and considerate they are more open to receive and develop activities related to values. Some teachers say they have a good relationship with their students, but few are really reflective and are interested in knowing the different realities and interests of their students. Moreover, it will be ideal for all school staff to demonstrate proper ethical and moral behavior, as adolescents often mimic the behaviors of adults they respect. For example, simple routines such as, greeting in the morning or cheering each other up. In addition, students need opportunities to practice their skills and know how to use them when necessary, either in a time of conflict or solving a problem. Also, it is necessary to have opportunities for dialogue and to make them participate in discussions. For example role-plays or long-term activities, where students can recognize the importance of respect, empathy, and positive climate in the classroom. Furthermore, these activities can include English language while promoting the acquisition of the second language, using reading activities, research project or writing tasks (Bunch, 2013). Besides, the students themselves are agents of change. They are part of the new generations so it is important to motivate them to be leaders, to be a fundamental part of the changes of society. Create opportunities where they can generate ideas and carry out solutions. Although home is an important part of student values development, the school also has an essential role since there are occasions for interactions with peers and other adults.

According to MINEDUC (2015) the school coexistence or fellowship is the relationship that occurs among the members of the school community. This relation brings with new learning experiences and new ways of living. Moreover, to have a high-quality education is essential to have a school coexistence plan. Thus, as MINEDUC (2015) says in Law 20.845, it is needed a regulation per each educational institution. Nowadays, those regulations should ensure students' school attendance; preventing all kinds of discriminations, including LGBT communities (lesbian, gay, bisexual and transgender); respect for both people with special education needs and people with physical impairments; accept original peoples and immigrants; create a special program for students with low achievement and give the chance to the school community to participate in different activities. On the other hand, school coexistence seeks to provide an inclusive democracy. This inclusion should include values, respect, caring for others, community's participation and the right atmosphere for an effective learning. Additionally, it should be remembered that the school is the first public institution where children and youths are preparing for being a citizen. Then, the coexistence helps the students to learn how to behave as a civilized society and respect all different ways of thinking. Last but not least, the coexistence regulations that are part of every school in this country regulate how the students act inside the school community. Furthermore, to achieve higher levels of internal cohesion, the community itself should have a framework of action for solving school conflicts and foster a good work environment to promote a better learning procedure. Besides, according to the Law 20.845 of inclusion, all school regulation must have a framework of school coexistence; set rules of behavior; rights and duties of students, teacher and other parties concerned; procedures of offences and disciplinary penalties. Lastly, it is prohibited any sanction that involves school absences or that impedes a learning process. According to UNESCO (2014) school coexistence must be understood as the prevention of violence, therefore, it should be part of the human rights. If there is a good atmosphere in the educational establishment and inside the classroom, students will learn and participate on an appropriate way. Additionally, attention should be paid to bullying, which is any form of psychological, verbal or physical mistreatment between students, this bullfighting will be repeatedly over a period of time and this can happen both in the

classroom and through social networks. According to National School Climate Center (2017) it could be an improvement process of the school climate, which is established on a cyclical progression described as follow.

Figure 7 Stages of School Climate Improve Process



Taken form schoolclimate.org

These five stages preparation, evaluation, understanding the evaluation findings and action planning, implementing the action plan and re-evaluation, developed by NSCC (2017), are a guides or instruments to support schools comprehension and control these tasks. School climate influences each aspect of school life and requires guidance committed to increasing their community. Leaders need to initiate by modeling the change in behavior.

III. METHODOLOGICAL FRAMEWORK

The following theoretical framework aims to describe the different steps that had to be made to apply the proposal about implementing a positive school climate in vulnerable schools, exposing the students to outside the classroom activities in order to improve students' learning; the relationship among students, teachers, and school authorities; and finally to get a better school environment. This proposal was carried out in Liceo Tecnico Profesional Obispo Rafael Lira Infante. In addition, this is a technical high school with a gastronomy and hotel industry specialty. Furthermore, this is state-subsidized high school which receives 150 students in vulnerable situations. In the first place, to understand the problem of the institution, a period of observation was implemented. What is more, a checklist was applied to get precise and concrete data (See appendix 11). Base on the results, outside the classroom activities were the best option to improve a positive school climate. Consequently, those activities are going to be related with the development of the English language and the improvement of the school environment. Besides, it must be said that learn a new English, makes you be part of a 21st century citizen, and also, students will have the opportunity to interact, participate and be part of the community in which the they participate. On the other hand, it should be recalled that proposal is being done with students in position of vulnerability, that is to say, that to be working with English learning and also with activities outside the classroom, will give the learner different tools and better opportunities to get a superior job and to take an active role in the society we live in. Afterwards, a formal letter which contains the objectives and whole proposal was presented to the principal of the school. Then, the proposal had to be presented to the psychologist and the social worker of the institution in a formal meeting (both professionals were in charge of school discipline program). Moreover, the proposal was shown to the English teacher requested by the principal.

These were the activities presented to the school staff:

1. Literary corner: This is going to be a specific place in the library, where students will have a variety of books for them to read.
2. Music playlist: The main idea of this task is to have a playlist available for the students, with the corresponding lyric of the playlist songs.
3. Pick your activity: The students will have a series of activities related to grammar, vocabulary about different topics, games, word puzzles, among other. This portfolio is going to be located in the library. All those activities are going to be available on a digital version.
4. Comic section: Comics can be used from beginner level to advance level. Furthermore, comic strips can tell a complex story in few images. In this activity the students will fill in the blanks with appropriate vocabulary, learn grammar in context and order the stories according to the images.
5. Cinema day: Films are an attractive material for students to improve their English skills. In this activity the student are going to learn about values, how to be responsible, friendship, respect, among others.
6. Bulletin board: This board will contain the quote of the week, the menu of all this activity, relevant information of the school and students' suggestions. Additionally, every member of the school can make use of the bulletin board to share information if they want.
7. International food festival: In this activity the student are going to prepare different dishes from English speaking countries. Then, they are going to share the recipes with the school community.
8. YouTube channel: In this activity, students who are really interested in participating in the creation of a YouTube channel, will record small capsules of: information about the school, school activities, among others.
9. Singing and dancing festival: The objective of this activity is to promote certain values such as respect, empathy, responsibility, among others. The festival will provide opportunities to students to participate in an award-winning contest. It will

be two categories to participate, singing and dancing. Songs have to be in English, and previously revised and approved by the English teacher.

10. Short story contest: The English Writing Competition allows students to develop their creative writing skills, as well as helping them to structure their thoughts and build an argument in English. The goal is to create a space in which the students can express themselves fluently through written English.

After several meetings, only three activities were authorized (bulletin board, pick your activity and short story contest). Moreover, surveys were carried out in order to know the students preferences, this survey was applied to 80 students approximately. Furthermore, it was used an online platform (Google form) for collecting qualitative data.

The first activity applied was the bulletin board. After a thorough investigation it was concluded that the bulletin board should have the form of a social network, in this case Facebook was the most suitable shape to catch the school community attention. The activity lasts a month. The second activity applied was the short story contest. In this task all students in the school community were invited to participate in the literary contest. The activity lasts three weeks and also has a deadline to deliver the task. Finally, the last task applied was the pick your activity. This task lasts a month.

Lastly, a final survey was carried out in order to know the impact of the activities. This survey was implemented using Google forms using an iPad. Besides, it was very useful the use of this platform because, students were more motivated answering the survey.

IV. PROPOSAL

In order to continue with the analysis of the proposal and the results obtained, it is essential to mention and clarify that this project was implemented at the Technical High School Obispo Rafael Lira Infante, located in Quilpué. This institution belongs to the Refugio de Cristo, counting with 150 students and 14 teachers. Some problems have been observed regarding the poor relation and the little respect that the students have for both, the teachers and the authorities of the institution. This hinders the school coexistence as well as the academic performance of the students, since the absence of an appropriate environment for an effective learning. Furthermore, it must be said that both, the school authorities and the teachers of the establishment show little interest in the problems of bad coexistence. In terms of what was observed, there is not an active plan against the school violence. According to the problem of the institution, it is stated a proposal to improve the positive school climate. Which consists in provide work files that could be used and modified by any teacher of any school context in order to develop the positive school climate and at the same time the motivation for English language and in parallel some language skills. The materials contain a total of ten worksheets which were previously named in the methodological framework of this research. Some of these activities, bulletin board, pick your activity and short story contest, were tested in the context of the school defined above. A discussion will be held later on what the impact on the school community was.

LITERARY CORNER

DESCRIPTION:

The reading corner is a relaxed space for student can find books, sit and read. The books can be displayed in shelves or racks on the wall, and appropriate lighting. Literature should be prudently selected keeping in mind the need and interests of students, according to genre, content, language, illustrations, English level.

LITERARY CORNER:

BOOK LIST

The time machine:

In The Time Machine, H. G. Wells presents two horrifying visions of the future. In one, the Eliot fear the meat-eating Morlocks, who feed on the gentle Eliot. In the other, humanity has been destroyed. The time traveler returns home, chastened by his experiences.

Taken from: www.bbc.com



MATERIALS:

- ❖ NOVELS
- ❖ MAGAZINE
- ❖ COMPUTER
- ❖ DICTIONARY
- ❖ BOOKSHELF

PERSON IN CHARGE:

- ❖ SUPERVISOR
- TEACHER

SKILLS:

- ❖ Reading



See appendix 1

MUSIC PLAYLIST

DESCRIPTION:

Working with songs is an excellent way to improve pronunciation, grammar, and vocabulary. In this activity, students are going to have different songs with the corresponding lyric. This task is going to take place during the break time, and lunch time. Besides, the lyrics will be able in the library in a printed format.

PLAYLIST PROPOSAL:

Playlist link



MATERIALS:

- ❖ COMPUTER
- ❖ SPEAKERS
- ❖ PEN DRIVE
- ❖ LYRICS HANDOUT
- ❖ MP3
- ❖ SONGS

PERSON IN CHARGE:

- ❖ SUPERVISOR
- TEACHER

SKILLS:

- ❖ Listening
- ❖ Reading
- ❖ Speaking

PLAYLIST:

1. John Lennon - Imagine (soft rock, pop) **Lyrics**
2. Katy Perry - Firework (teen pop) **Lyrics**
3. Christina Aguilera - Beautiful (pop) **Lyrics**
4. Demi Lovato - Skyscraper (pop) **Lyrics**
5. Selena Gomez - Who Says (pop) **Lyrics**
6. The climb-Miley Cyrus (country pop ballad) **Lyrics**
7. Taylor Swift - Mean (country music) **Lyrics**
8. Hold My Hand - Michael Jackson feat Akon (R&B) **Lyrics**
9. Beauty And the Beast - Ariana Grande

See appendix 2

PICK YOUR ACTIVITY

DESCRIPTION:

THE OBJECTIVE IS TO PROVIDE DIFFERENT ACTIVITIES FOR THE STUDENTS TO SELECT WHAT KIND OF TASK SUITS THEM BEST. THIS ACTIVITY IS GOING TO BE SET UP IN A BOX FORMAT, WHICH IS GOING TO BE DIVIDED IN THREE SECTIONS: GRAMMAR, READING AND VOCABULARY. ALL THE ACTIVITIES SHOULD INCLUDE THE ANSWER.

ACTIVITY BOX

MATERIALS:

- ❖ HANDOUT
- ❖ BOX
- ❖ COMPUTER

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Reading
- ❖ Writing



See appendix 3

COMIC SECTION

DESCRIPTION:

Comics can be used from beginner level to advance level. Furthermore, comic strips can tell a complex story in few images. With the use of visual aids, the learners not only are going to have the story on a written form but also there are going to be images that will help the student to understand the story. Working with this kind of material will increase students' motivation and also teachers will catch the learners' attention easily. In this activity the students will fill in the blanks with appropriate vocabulary, learn grammar in context and order the stories according to the images.

COMIC EXAMPLES:



MATERIALS:

- ❖ COMIC BOOKS
- ❖ COMPUTER
- ❖ BOOK SHELF
- ❖ POSTER
- ❖ FOLDER

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Reading

See appendix 4

CINEMA DAY

DESCRIPTION:

FILMS ARE NOT NORMALLY CREATED FOR ENGLISH LANGUAGE LEARNERS, OTHERWISE THEY ARE MADE FOR NATIVE SPEAKERS. FILMS ARE AN ATTRACTIVE MATERIAL FOR STUDENTS TO IMPROVE THEIR ENGLISH SKILLS. IN THIS ACTIVITY THE STUDENT ARE GOING TO LEARN ABOUT VALUES, HOW TO BE RESPONSIBLE, FRIENDSHIP, RESPECT, AMONG OTHERS.

MOVIE ACTIVITY LIST

- ❖ Shrek
- ❖ Billy Elliot
- ❖ Toy Story
- ❖ The Pursuit of Happyness
- ❖ A Walk to Remember

MATERIALS:

- ❖ TV
- ❖ DVD
- ❖ MOVIES
- ❖ DATA
- ❖ PROJECTION SCREEN
- ❖ COMPUTER
- ❖ SPEAKERS
- ❖ CHAIRS

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Listening
- ❖ Reading



See appendix 5

BULLETIN BOARD

DESCRIPTION:

Bulletin board allows the participation of all the members of the school community. Furthermore, can improve the relation among student with the rest of the agents of the school. Bulletin boards can contain different topics, depending on what the teachers or the students wanted to promote. The main idea of this wall is that the students will participate leaving messages or thoughts about the quote of the week. On the other hand, the second part of this bulletin board will contain the information of the extra academic activities of the school, information about the library, teacher schedule, academic events, among others.

BULLETIN BOARD EXAMPLE:



MATERIALS:

- ❖ BOARD
- ❖ CLIPS
- ❖ PAPER
- ❖ INFORMATION CARD
- ❖ PICTURES
- ❖ CARTON
- ❖ MARKET

PERSON IN CHARGE:

- ❖ SUPERVISOR
- TEACHER

SKILLS:

- ❖ Reading
- ❖ writing

See appendix 6

INTERNATIONAL FOOD FESTIVAL

DESCRIPTION:

An international food festival will give you an opportunity to share and teach topics related to culture, language, vocabulary, ways of living, to know about other countries and different recipes. In this activity the student are going to prepare different dishes from English speaking countries. Then, they are going to share this recipes with the school community.

FOOD FESTIVAL:

MATERIALS:

- ❖ POSTERS
- ❖ BROCHURES
- ❖ ROOM
- ❖ RECIPE BOOK

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Reading
- ❖ Speaking
- ❖ Listening
- ❖ Writing



See appendix 7

YOUTUBE CHANNEL



DESCRIPTION:

The main purpose is to share information emulating a News channel as we can normally see on TV or internet.
In this way, students who are really interested in participating in the creation of a YouTube channel, recording small capsules of:

- information about the school
- relevant news
- promotions and commercial announcements
- requests
- the weather
- Among others.

LICEO OBISPO RAFAEL LIRA INFANTE CHANNEL

MATERIALS:

- ❖ CAMERA
- ❖ TRIPOD
- ❖ COMPUTER
- ❖ INTERNET

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Speaking
- ❖ Writing
- ❖ Listening
- ❖ Reading



See appendix 8

SINGING AND DANCING FESTIVAL

DESCRIPTION:

The objective of this activity is to promote certain values such as respect, empathy, responsibility, among others. The festival will provide opportunities to students to participate in an award-winning contest. It will be two categories to participate, singing and dancing. Both categories will reward three places each. Songs have to be in English, and previously revised and approved by the English teacher.

IN THIS CONTEST JUDGES SHOULD TAKE INTO ACCOUNT:

- ❖ PRONUNCIATION, RHYTHM, FLUENCY, MOVEMENTS.

MATERIALS:

- ❖ SOUND EQUIPMENT
- ❖ COMPUTER
- ❖ POSTERS
- ❖ BROCHURES
- ❖ AWARDS
- ❖ MUSIC

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Listening
- ❖ Speaking



See appendix 9

SHORT STORY CONTEST

DESCRIPTION:

The English Writing Competition allows students to develop their creative writing skills, as well as helping them to structure their thoughts and build an argument in English. The goal is to create a space in which the students can express themselves fluently through written English.

Adapted from: [ESUCL](#)

In this contest judges should take into account:

- Innovative narrative structure.
- Creativity.
- Theme originality.
- Amount of words.
- Spelling.

The modality of this short story contest will be:

- Individual work.
- One story per student.
- The theme of each story is free.
- 200 words maximum.
- Written in Arial 12, double spaced.

MATERIALS:

- ❖ POSTERS
- ❖ BROCHURES
- ❖ AWARDS
- ❖ COMPUTERS

PERSON IN CHARGE:

- ❖ SUPERVISOR
TEACHER

SKILLS:

- ❖ Writing
- ❖ Reading



See appendix 10

V. DISCUSSION

According to the observation related to school coexistence, general and specific objectives were set to delimit the scope of the investigation. Our general objective was set to increase positive school climate between students through activities outside the classroom. And then, the specific objectives were set to design learning experiences outside the classroom aiming at the improvement of a positive school climate and to promote the use of English in a school through a meaningful learning. Then, a proposal was designed to improve the school coexistence. Besides, of the total of the activities, three of them were carried out during the proposal period. The data will be analyzed according to the cyclical progression of improvement process from the school climate de National School Climate Center (2017).

Categories of analysis

- Preparation, action plan, implementation
- Development of Language skills and motivation to learn a second language
- Development of authentic and adapted Materials
- Evaluation

5.1 Bulletin Board

1. Preparation, action plan, implementation

In order to achieve the implementation of the bulletin board in the first place, students were surveyed to know their former motivation with this type of activity, the results were: 45.8% of the total surveyed said they would like to participate in the activity. On the contrary, 38.6% say they would like to have a bulletin board but not participate in it. Therefore most of the universe surveyed would like to have a bulletin board in their school (see appendix 13). A list of materials was prepared to build the bulletin board, designed from the idea of a Facebook profile. The Facebook wall was included to post publications, reactions, emoticons, group of friends and news. The plan was that students could participate actively

posting on Facebook wall, their opinions and thoughts about the quote of the week. This quote was changed every week during the four weeks of activity. Also, relevant information from the school was shared and promoted the other activities of the proposal. The bulletin board was located in one of the busiest corridors of the school near the lunchroom, to attract their attention when they go to their break time. The first day of implementation was the most successful, since it was interesting to see for the teachers, staff of the school and obviously the students, who approached immediately to ask what it was and if they could participate. At this moment the objectives of the activity were explained and the students were invited to put their opinions on the Facebook bubbles previously installed on the board. At every recess, more than a few students took interest in the activity. This scene was observed on several occasions in the following weeks that the quotes were changed, with four in total. This can be seen in photos in appendix 6.

2. Development of Language skills and motivation to learn a second language

During the weeks in which this bulletin board was applied, many students approached to the English teachers to ask for grammatical structures or help in the translation of their messages. Therefore, a motivation of the students for the use of the English language was evident. In addition they were able to learn and practice new vocabulary through an interesting activity for them.

3. Development of authentic and adapted Materials

The design of the mural diary was also an important element that defined the students' interest in participating in this activity, since using a known and significant element for them allowed them to approach easily. Besides that they were promoting activity with their peers, enabling collaborative work. In previous observations in the classroom, Facebook was recognized as one of the social networks most used by students and representing a great interest for them.

4. Evaluation

At the conclusion of the activity, the survey to know the perceptions of the students was applied. The results were as follows: The most chosen alternative was "Yes, I would like to have more activities like this bulletin board", chosen by 26.4% of the people, the following two, "Yes, I work collaboratively with other classmates of the school" and "Yes, because I share great moments with some of my classmates", are equal to 18.6%. With these data it can be observed that most of the students were satisfied with the activity, contributing to the school climate of the school. (See appendix 13) In the third and fourth majority we can find the collaborative work between peers and learning new vocabulary respectively. Finally, after this analysis, it can be said that this activity produces positive changes in the school climate in this particular context. It promotes the interaction of the students with their peers and teachers, as well as the friendship and learning of English in a friendly and meaningful environment. If another establishment wishes to use this activity it should consider all these points previously named.

5.2 Short story contest

1. Preparation, action plan, implementation

To carry out this task, a survey was achieved in order to know if the students would be willing to participate. The questionnaires showed that a 37.8 % of the student would participate in the story contest and a 42.7% of the students would not be very sure of being part of the activity (see appendix12). On the other hand, to implement this task, a poster promoting the activity was created and pasted in some of the school's walls.

2. Development of Language skills and motivation to learn a second language

Alternatively, this activity is very convenient to develop reading and writing skills because students can write using their own time, use different sources, play with their imagination, read different stories to get some ideas and to develop their creative writing skills.

3. Evaluation

Thus, it was expected more students' participation because it was a new activity in the school and also there were gifts for the students who participate in the task. Finally, anybody participated in this contest and it can be concluded that in school with lower levels of English (in terms of language), it is difficult to implement this type of tasks, considering that students tend to say that it is impossible to write in a language that they do not manage. But also, students need more opportunities of being exposed to challenging tasks. Besides, it is important to make the learners feel that they can achieve anything that they propose and if they have any doubt or personal concern, teachers are going to be always for them.

5.3 Pick your activity

1. Preparation, action plan, implementation

As it was previously mentioned, to carry out this task, a survey was achieved to know what kind of activities the students prefer the most to practice English. 30.1% of the alternatives showed that tasks related to vocabulary are the ones that they like the most. Then, reading activities got a 27.7% of preference and finally, grammar tasks got a 9.6% of inclination. It was created a box with the activities that the students like the most. This box was divided into three sections: vocabulary, grammar and reading. Besides, This task was implemented out of the classroom. The main idea was that the students could be motivated doing the activity but, on a more free and dynamic way because they were not going to have the pressure of being in the classroom or being assessed by the teacher.

2. Development of Language skills and motivation to learn a second language

On the other hand, the "pick your activity" proposal was an excellent opportunity to develop reading and writing skills in a more attractive way due to, the students will have short text to practice reading skills whereby they also will practice writing skills answering the question of the text. Moreover, the learners will practice vocabulary doing search word puzzles (see appendix 3).

3. Development of authentic and adapted Materials

Alternatively, all the material used in the box was adapted to the school reality and the level of English of the students which in most of the cases were very low. For example: adapted texts were used as well as search word puzzle and grammar activities.

4. Evaluation

At the end of a month of implementation, a new survey was applied in order to know the effectiveness of the activity. This part of the proposal was positively assessed. 29.7% of the students said that they did the activity for pleasure and 27.6% of the students said that they like the activity because they did it with their friends. As can be seen, the activity not only worked to develop English skills or learn more vocabulary but also, to make the students participate with the community and work collaboratively. This activity could be perfectly applied in other schools because the box with activities is very attractive and the material or activities that box contain could be perfectly modified to any kind of reality or English level.

5.4 Literary Corner

1. Preparation, action plan, implementation

Another part of the proposal was literary corner. At first, a previous survey was conducted, which yielded the following results. When asked, from the following books genres, what is your favorite? Science-fiction got 19%, Classic romance novels got 15.3%, Historical period got 11.7%, Suspense/horror got 23.4% and finally Action and adventure got 30.7%. After these results, the following in the action plan was to create a catalog of a total of 45 books, separated by gender (see appendix 1), based on existing categorizations, but with books chosen considering the interests of students. Unfortunately this activity was not implemented in the aforementioned context, due to lack of resources and time.

2. Development of Language skills and motivation to learn a second language

The idea of this activity was to find a specific place in the school library, where students will have a diversity of books for them to read and also they can share leisure time among them. It offers a space that is inviting them to a world of interesting stories, pictures, emotions, outside the classroom.

3. Development of authentic and adapted Materials

The idea of this activity is to expose students to books written in English will increase their motivation. For that reason, it would be important to use books according to their level and interests. After the survey, an online book catalog was created (see appendix 1), which contains 45 different books, organized by the genres based on student preferences.

4. Evaluation

In the final survey, it was possible to observe a great interest on the part of the students in this type of activity. 35.6% of students think it would be great to have English books in the school. Another 28.8% think that “we need more books in the library to improve our reading comprehension”. And finally the 26% would like to have more interesting books in the library (see appendix 13). Therefore, it can be considered that this activity can be applied in this context according to the interest of the students. On the other hand, resources and materials are really necessary. So it will probably be successful in a school that has a bigger budget to invest in authentic material.

5.5 Comics Section

1. Preparation, action plan, implementation

Also, another of the activities that was not implemented was Comics Section. The main idea of this comic section was to create different opportunities for the student to learn inside and outside the classroom. This section was planned be placed in the library, in where students could learn and at the same time share with their classmates.

2. Development of Language skills and motivation to learn a second language

In this research, comics are planned to be used to develop reading skills and also higher levels of motivation, through the use of visual aids. Comics are useful for almost all levels of English. The comics section wanted to improve reading skills, and also motivate students to learn a new language through an authentic material.

3. Development of authentic and adapted Materials

This activity creates opportunities to use authentic and adapted material. As it was stated in the theoretical framework by Nunan (1988) through authentic materials, we present students with a valuable source of language input, thus students don't expose only to language presented by textbook. In this case input in a more interesting way, not only text, but also images.

4. Evaluation

This activity could not be evaluated; also needs an amount of resources to be carried out. In the case of another context that wishes to apply this activity, it should take into account the above explained.

5.6 YouTube Channel

1. Preparation, action plan, implementation

One more activity of this proposal was the creation of a YouTube channel with the purpose of share information emulating a News channel. In keeping with the plan, the first action was creating the channel, then upload videos recorded or edited by students, and share them with the community.

2. Development of Language skills and motivation to learn a second language

The idea of employing YouTube for language learning is a good way for students to internalize with the target language, while simultaneously teaching the targeted content. The result for the students is learning without realizing that they were learning.

3. Development of authentic and adapted Materials

According to what was observed in research, this multimedia resource is one of the most used by students to find information, learn things, or just entertain. Therefore it would be very interesting for them to be part of it and generate authentic material using their knowledge of English.

4. Evaluation

Expecting to receive a positive and constructive feedback, this contributes to the school climate. This activity was not done due to lack of time; however it can be perfectly done in other contexts, which have the motivation and the resources to record, edit and upload the videos.

5.7 Music playlist

1. Preparation, action plan, implementation

During the observation period, students tended to be constantly listening music in their cell phones; this is the reason why that it was created an ideal music playlist. This list of songs is available on the internet in an online platform (calameo.com). In this website, all the songs have their own respective lyrics. To carry out this activity, surveys were applied to know the students preference in terms of music. In the first surveyed the students were asked what kind of music they like the most. The most chosen alternative was Pop music which got 42.2% of preferences. Then, Hip-Hop got 24.1% of inclination and reggae obtained 18.1% (see appendix 12).

2. Development of Language skills and motivation to learn a second language

This activity would have been an excellent opportunity to develop reading and speaking skills in a more didactic way. Moreover, learners are going to work with song that they like, they are going to be more motivated and familiarized with the activities. Students not only will improve their pronunciation and fluency but also they will improve their reading skill because they are going to have the lyrics to read.

3. Development of authentic and adapted Materials

On the other hand, this activity gives a great opportunity of being working with authentic materials. As it can be seen in the theoretical framework, working with this kind of material will give the learner the chance of being working with real and authentic language.

4. Evaluation

This activity was not carried out, because of the lack of time and resources of the school. This task could be perfectly done in others institutions. Moreover they can use the lyrics that were made for this proposal.

5.8 Cinema day

1. Preparation, action plan, implementation

The idea of this part of the proposal was to promote values and positive thoughts through different movies (see appendix 5). As the school where the activity could have been probably implemented has some problems with the positive school climate, this activity fits perfectly in this environment. This part of the proposal could have been done two or three times during the semester. In addition, as the tasks are activities outside the classroom, films could have been projected in the library or in any room which gets the necessary tools to perform the activity.

2. Development of Language skills and motivation to learn a second language

On the other hand, this activity will be very useful to develop the four English skills (listening, reading, speaking and writing) because the students not only are going to watch and listen the movie but also, they are going to read the script of the movie and they will write answers of the task. In the case that the students have some doubts there is always going to be a teacher near them.

3. Development of authentic and adapted Materials

It should be considered that movies are part of authentic materials which is of great importance due to the students are exposed to real English. In this activity a part of being working with films the teacher is going to adapt the activity for the students develop the task. For example: the teacher is going to pick part of the script and he or she is going to ask the students questions related to values, respect, love, among others.

4. Evaluation

Cinema Day was one of the activities that were part of the proposal but, unfortunately, it could not be applied because there was not enough time and to resources to implement the task.

5.9 International food festival

1. Preparation, action plan, implementation

To implement an international food festival, it needs to specify the place where the activity is going to take place, verify if the room has enough space to perform the task and define what kind of food and dishes the students are going to show to the school community. It must be informed that all the dishes that the students are going to present must come from English speaking countries.

2. Development of Language skills and motivation to learn a second language

This activity is going to promote the development of speaking and listening skills because the students not only are going to show some typical dishes but also they are going to explain to their classmates and the school community what are the main ingredients of the meal that they are showing and where do the dishes come from. Moreover, listening and speaking are related because in the activity some students are going to expose and others who receive information.

3. Development of authentic and adapted Materials

In this case, the students are going to work with authentic materials which are the recipes that they will use to cook the typical dishes. This authentic material not only works to prepare the dishes but also to learn more vocabulary, in this case vocabulary about food.

4. Evaluation

This activity was not carried out, because of the lack of time and resources of the school. This task could be perfectly done in others institutions which have space, time and resources.

5.10 Singing and dancing festival

1. Preparation, action plan, implementation.

To achieve a singing and dancing festival, it should be taken into account the promotion of the event among the different members of the school community. Furthermore, the rules of the contest must be announced in order to make the students organize their performances based on the rules of the competition. Moreover, It should be considered where the event is going to take place and also if the school has the necessary equipment to implement the activity.

2. Development of Language skills and motivation to learn a second language

This activity allows the development of listening and speaking skills due to the songs that the students are going to sing must be in English as well as the music that the students are going to dance. On the other hand, the students are going to develop those skills in a more dynamic way and at the same time on a more unconscious form because the students are not going to have the pressure of being assessed or being inside of the classroom.

3. Development of authentic and adapted Materials

Undoubtedly, students are going to work with authentic materials due to the song that they are going to use to participate in this task must be in English. As it was set in the theoretical framework this type of material was not designed to be used for academic purposes

4. Evaluation

This activity it was not carried out in this proposal because of the lack of time and resources. This activity could be implemented in school where the students are highly motivated to participate in activities that are out the time of classes. On the other hand, in school with positive school climate problems, it could be a bit difficult to implement the activity but students deserve the opportunity to be exposed to other types of activities.

Lastly, an important part of this investigation was the relationship that students have with their teachers and the school authorities. Firstly, surveys were carried out in order to know the students' perception about their teacher and the authorities. The first survey to be implemented was at the beginning of the observation and the results were the following: 47.6% of the students said that they have a good relationship with some teachers and 38.6% of the students stated that they have got excellent rapport with all of their teachers and just a 20.7% of the students claimed that there are not good relation among them (see appendix 12). After that, it can be concluded that students have a great perception of their teachers. Furthermore, there is a contradiction between how the students perceive their teachers, and how the learners act inside the classroom. Some of the students have inappropriate behavior which impedes the efficient functioning of the class. On the contrary, students have a negative perception about the authorities of the school. A 58.5 % of them stated that they do not care about the authorities and a 34.1% of the students claimed that they do not respect them (see appendix 12). In both surveys, during the observation, and after the observation the results were the same. In the school, there is no respect for the authorities. Besides, sometimes the school staff do not respect the students either, generating awkward situations which sometimes were a bit violent. To conclude, with all this gathering information, it can be inferred that even when students tend to say that they respect their teacher, in the classroom this respect does not exist. Furthermore, teachers do not do any kind of action to improve those situations. In the same way, the authorities tend to make the students under control but, most of the time the students insult them very aggressively. The last thing to mention, as observed, with the activities implemented was an improvement in the school climate among the students. To improve the other relationships would be ideal, generate more opportunities for activities where everyone can share, give opportunities for dialogue and exchange of opinions, to build an ideal learning environment.

VI. CONCLUSION

It is undeniable how important a positive school climate is to have an appropriate environment inside of the school. That is the reason why this proposal aims to improve the school coexistence through activities outside the classroom. To implement this project, a period of observation was carried out in order to know what the factors that affect a school climate were. On the other hand, as the period of intervention ended, it could be said that there is an improvement in the school climate because students were predisposed to participate in two of the three activities of the proposal. Alternatively, the students were very receptive with the project and the different steps that were carried out in the whole process. For instance, they actively cooperated with the process of filling out the surveys, the use of an iPad was highly attractive for them. Furthermore, it could be said that it was the first time that the students were exposed to this type tasks. According to the objectives of the proposal, the first one which aimed to design learning experiences outside the classroom, improving the school coexistence, obtained positive results, because the students collaborate on a positive form, they respected each other and also they tried to do the activity even when it was a bit challenging. Alternatively, the second objective which aimed to improve both the motivation to learn English and to improve the school climate also obtained positive results. Consequently, the students complete the task required by the teachers, they looked for vocabulary to participate in the bulletin board, the learners completed the task from the "pick your activity" box and also, they worked side by side to finish the exercises. In addition, before to implement the proposal, there were some problems to carry out this project. Firstly, the proposal was not authorized by the authorities of the school because they feared a negative reaction by the students but later, after several meetings, the principal of the institution approved three activities the bulletin board, pick your activity, and the short story contest. Secondly, part of the school staff refused to participate in the project. For example, at the beginning, one of the activities was going to take place into the library but, the librarian declined the possibility to carry out the activity in the library because the students could destroy the books in her absence. Additionally, even when some teachers were called to participate in the bulletin board, they

did not participate in the task. In fact, it must be said that this proposal can be put into practice in any other instance or institution if they seek for the improvement of the positive school climate. Last but not least, it has to be stated that this investigation not only wanted to create more outside the classroom activities but also it looked for demonstrating that all members of the school community can do the same type of activities thinking about the school and student's needs. In addition, this proposal also aims to develop English skills in a more dynamic and motivated way.

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APPENDIX

Appendix 1: [Calameo Book catalogue](#)



10 BEST SCIENCE FICTION BOOKS OF ALL TIME

The book cover for 'The Armageddon Rag' by George R.R. Martin. It features a stylized eye with a flame in the center, set against a dark background with purple and orange hues. The title 'THE ARMAGEDDON RAG' is at the bottom, and the author's name 'GEORGE R.R. MARTIN' is at the top.

The Armageddon Rag:

A journalist investigates the murder of a rock promoter and its connection to a sixties rock band. Sandy Blair is a novelist in his mid-thirties living in New York city in the late eighties. He is reasonably successful and lives with his realtor girlfriend. But once upon a time Sandy was a counterculture reporter for an alternative newspaper called the Hedgehog (known as Da Hog).

Taken from: allreaders.com

The Hunger games "mockingjay":

Suzanne Collins' Mockingjay begins in the midst of a war, a revolution led against President Snow and the Capitol by rebels who have taken refuge in the previously believed destroyed District 13. Katniss agrees to be the Mockingjay, the face of the rebellion, to rally those fighting for the cause, but fulfilling this role becomes increasingly difficult as the Capitol uses Peeta against her. While there is no official Hunger Games in this novel, Katniss recognizes that she is fighting in just that. The rules in these Games, however, are different because more than one person can survive, and Snow is a player as well. Katniss' ultimate goals are to kill Snow and save Peeta; these are the thoughts that drive her forward during her grueling transformation into the Mockingjay.

Taken from: allreaders.com

The book cover for 'Mockingjay' by Suzanne Collins. It features a white bird (a Mockingjay) flying against a blue background with a grid pattern. The title 'MOCKINGJAY' is at the top, and the author's name 'SUZANNE COLLINS' is at the bottom.

The book cover for 'Divergent' by Veronica Roth. It features a stylized eye with a flame in the center, set against a dark background with purple and orange hues. The title 'DIVERGENT' is at the bottom, and the author's name 'VERONICA ROTH' is at the bottom.

Divergent:

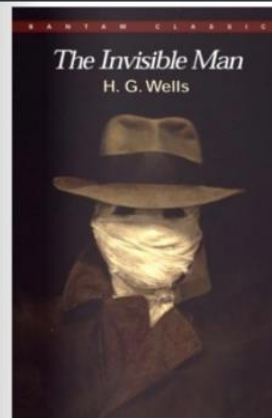
Set in a futuristic dystopia where society is divided into five factions that each represent a different virtue, teenagers have to decide if they want to stay in their faction or switch to another - for the rest of their lives.

Taken from: imdb.com

The time machine:

In *The Time Machine*, H. G. Wells presents two horrifying visions of the future. In one, the Eloi fear the meat-eating Morlocks, who feed on the gentle Eloi. In the other, humanity has been destroyed. The time traveler returns home, chastened by his experiences.

Taken from: enotes.com



The invisible man:

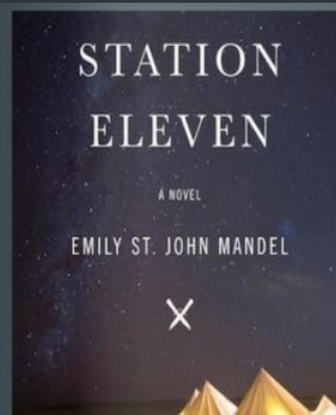
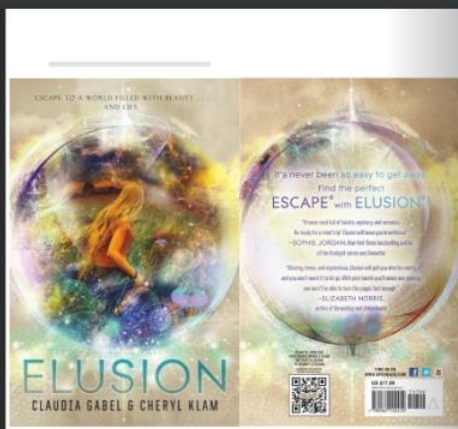
In *The Invisible Man*, Griffin loses his humanity after unlocking the secret of invisibility. Isolated by his new power, Griffin turns to Dr. Kemp. He confesses his plans to terrorize his neighborhood. Kemp calls the police, and Griffin is killed in the ensuing manhunt.

Taken from: enotes.com

Elusion:

A new technology called Elusion is sweeping the country. An app, visor and wristband will virtually transport you to an exotic destination where adventure can be pursued without the complications—or consequences—of real life.

Taken from: goodreads.com



Station Eleven:

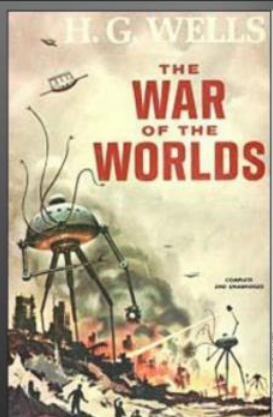
One snowy night a famous Hollywood actor slumps over and dies onstage during a production of *King Lear*. Hours later, the world as we know it begins to dissolve.

Taken from: goodreads.com

The war of the worlds:

With H.G. Wells' other novels, *The War of the Worlds* was one of the first and greatest works of science fiction ever to be written. Even long before man had learned to fly, H.G. Wells wrote this story of the Martian attack on England. These unearthly creatures arrive in huge cylinders, from which they escape as soon as the metal is cool.

Taken from: goodreads.com



The illustrated man:

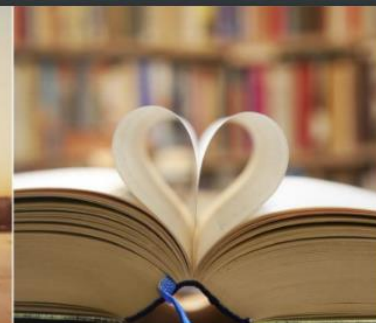
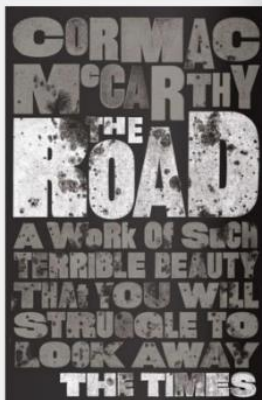
That *The Illustrated Man* has remained in print since being published in 1951 is fair testimony to the universal appeal of Ray Bradbury's work. Only his second collection (the first was *Dark Carnival*, later reworked into *The October Country*), it is a marvelous, if mostly dark, quilt of science fiction, fantasy, and horror. In an ingenious framework to open and close the book, Bradbury presents himself as a nameless narrator who meets the Illustrated Man—a wanderer whose entire body is a living canvas of exotic tattoos.

Taken from: goodreads.com

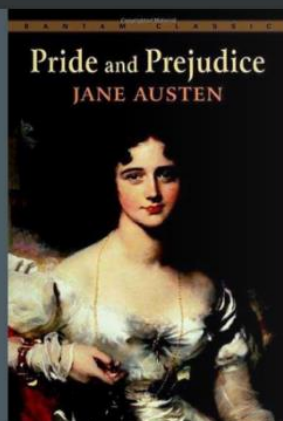
The road:

A father and his son walk alone through burned America. Nothing moves in the ravaged landscape save the ash on the wind. It is cold enough to crack stones, and when the snow falls it is gray. The sky is dark. Their destination is the coast, although they don't know what, if anything, awaits them there. They have nothing; just a pistol to defend themselves against the lawless bands that stalk the road, the clothes they are wearing, a cart of scavenged food—and each other.

Taken from: goodreads.com



Romance Novels



Pride&Prejudice

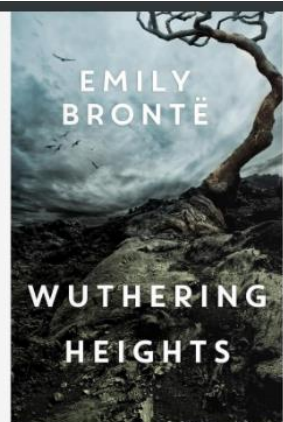
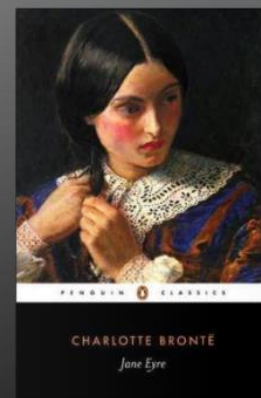
Few have failed to be charmed by the witty and independent spirit of Elizabeth Bennet in Austen's beloved classic *Pride and Prejudice*. When Elizabeth Bennet first meets eligible bachelor Fitzwilliam Darcy, she thinks him arrogant and conceited; he is indifferent to her good looks and lively mind. When she later discovers that Darcy has involved himself in the troubled relationship between his friend Bingley and her beloved sister Jane.

Taken from Amazon.com

Jane Eyre

A novel of intense power and intrigue, *Jane Eyre* has dazzled generations of readers with its depiction of a woman's quest for freedom. Having grown up an orphan in the home of her cruel aunt and at a harsh charity school, Jane Eyre becomes an independent and spirited survivor—qualities that serve her well as governess at Thornfield Hall. But when she finds love with her sardonic employer, Rochester.

Taken from Amazon.com



Wuthering Heights

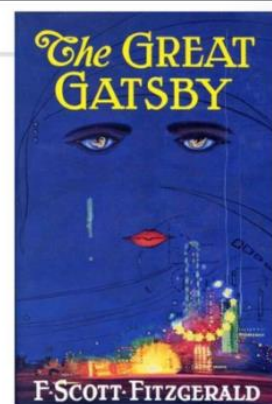
Introduction and Notes by John S. Whitley, University of Sussex. *Wuthering Heights* is a wild, passionate story of the intense and almost demonic love between Catherine Earnshaw and Heathcliff, a founding adopted by Catherine's father. After Mr Earnshaw's death, Heathcliff is bullied and humiliated by Catherine's brother Hindley and wrongly believing that his love for Catherine is not reciprocated, leaves *Wuthering Heights*, only to return years later as a wealthy and polished man.

Taken from Amazon.com

The Great Gatsby

In planning his novel, F. Scott Fitzgerald wrote, "I want to write something new - something extraordinary and beautiful and simple and intricately patterned." Working with anxiety and saw he feeling that it was the supreme test, he committed all his imaginative resources to the project. He eagerly awaited the reception of his masterpiece.

Taken from Amazon.com





Romeo & Juliet

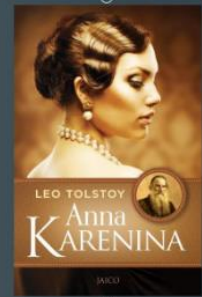
One of Shakespeare's most popular and accessible plays, *Romeo and Juliet* tells the story of two star-crossed lovers and the unhappy fate that befell them as a result of a long and bitter feud between their families. The play contains some of Shakespeare's most beautiful and lyrical love poetry and is perhaps the finest celebration of the joys of young love ever written.

Taken from Amazon.com

Anna Karenina

Anna Karenina tells of the doomed love affair between the sensuous and rebellious Anna and the dashing officer, Count Vronsky. Tragedy unfolds as Anna rejects her passionless marriage and thereby exposes herself to the hypocrisies of society.

Taken from Amazon.com



Great Expectations

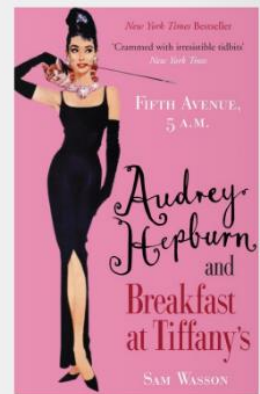
In this unflinching suspenseful story of aspirations and moral redemption, humble, orphaned Pip, a ward of his short-tempered older sister and her husband, Joe, is apprenticed to the dirty work of the forge but dares to dream of becoming a gentleman. And, indeed, it seems as though that dream is destined to come to pass — because one day, under sudden and enigmatic circumstances, he finds himself in possession of "great expectations."

Taken from Amazon.com

Breakfast at Tiffany's

In this seductive, wistful masterpiece, Truman Capote created a woman whose name has entered the American idiom and whose style is a part of the literary landscape. Holly Golightly knows that nothing bad can ever happen to you at Tiffany's; her poignancy, wit, and naïveté continue to charm.

Taken from Amazon.com



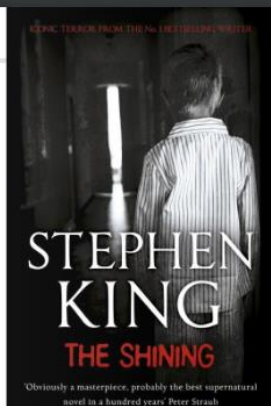
Suspense/Horror

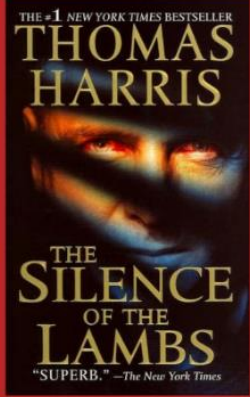


The Shining

Jack Torrance's new job at the Overlook Hotel is the perfect chance for a fresh start. As the off-season caretaker at the atmospheric old hotel, he'll have plenty of time to spend reconnecting with his family and working on his writing.

Taken from Amazon.com





The Silence of the Lambs

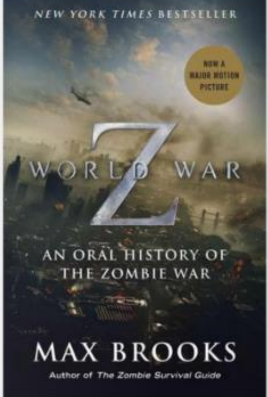
As part of the search for a serial murderer nicknamed "Buffalo Bill," FBI trainee Clarice Starling is given an assignment. She must visit a man confined to a high-security facility for the criminally insane and interview him. That man, Dr. Hannibal Lecter, is a former psychiatrist with unusual tastes.

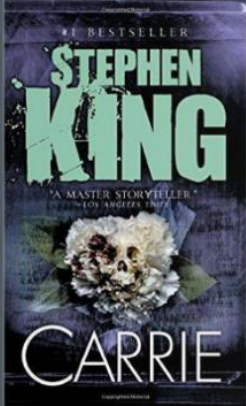
Taken from Amazon.com

World War Z

We survived the zombie apocalypse, but how many of us are still haunted by that terrible time? We have (temporarily?) defeated the living dead, but at what cost? Told in the haunting and riveting voices of the men and women who witnessed the horror firsthand.

Taken from Amazon.com





Carrie


Carrie White may be picked on by her classmates, but she has a gift. She can move things with her mind. Doors lock. Candles fall. This is her power and her problem. Then, an act of kindness, as spontaneous as the vicious taunts of her classmates, offers Carrie a chance to be a normal...until an unexpected cruelty turns her gift into a weapon of horror and destruction that no one will ever forget.

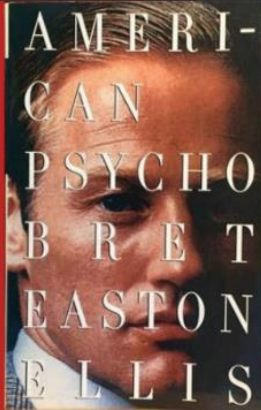
Taken from Amazon.com

Psycho

The story was all too real—indeed this classic was inspired by the real-life story of Ed Gein, a psychotic murderer who led a dual life. Alfred Hitchcock too was captivated, and turned the book into one of the most-loved classic films of all time the year after it was released.

Taken from Amazon.com





American Psycho

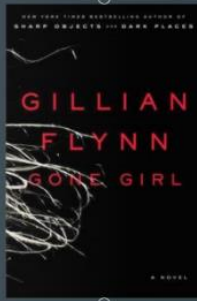
In American Psycho, Bret Easton Ellis imaginatively explores the incomprehensible depths of madness and captures the insanity of violence in our time or any other. Patrick Bateman moves among the young and trendy in 1980s Manhattan. Young, handsome, and well educated.

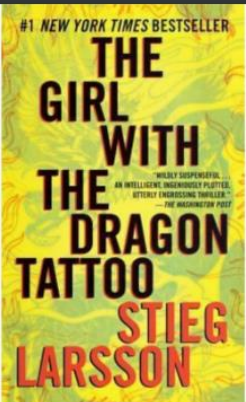
Taken from Amazon.com

Gone Girl

On a warm summer morning in North Carthage, Missouri, it is Nick and Amy Dunne's fifth wedding anniversary. Presents are being wrapped and reservations are being made when Nick's clever and beautiful wife disappears.

Taken from Amazon.com

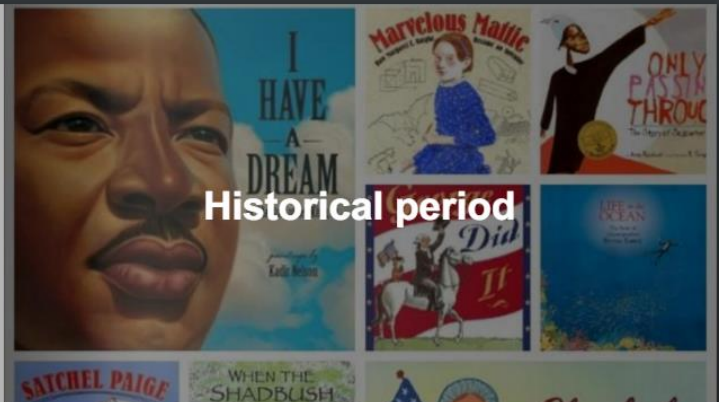




The Girl with the Dragon Tattoo

Harriet Vanger, a scion of one of Sweden's wealthiest families disappeared over forty years ago. All these years later, her aged uncle continues to seek the truth. He hires Mikael Blomkvist, a crusading journalist recently trapped by a libel conviction, to investigate.

Taken from Amazon.com




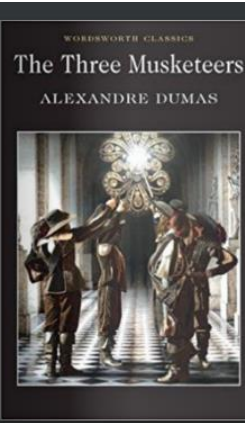
Historical period

Henry IV

One of the most popular of all Shakespeare's history plays, Henry IV, Part I re-creates actual events from early-15th-century English history as King Henry deals a rebellion inside with his kingdom led by Harry Percy ("Hotspur") and other notables.

Taken from Amazon.com





The Three Musketeers

The Three Musketeers tells the story of the early adventures of the young Gascon gentleman, D'Artagnan and his three friends from the regiment of the King's Musketeers - Athos, Porthos and Aramis. Under the watchful eye of their patron M. de Treville, the four defend the honour of the regiment against the guards of Cardinal Richelieu.

Taken from Amazon.com

The Other Boleyn Girl

When Mary Boleyn comes to court as an innocent girl of fourteen, she catches the eye of the handsome and charming Henry VIII. Dazzled by the king, Mary falls in love with both her golden prince and her growing role as unofficial queen.

Taken from Amazon.com





The White Queen

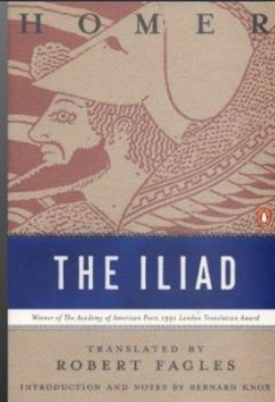
Elizabeth Woodville is a woman of extraordinary beauty and ambition. Her mother is Jacquetta, also known as the mystical lady of the rivers, and she is even more determined to bring power and wealth to the family line.

Taken from Amazon.com

The Iliad

Dating to the ninth century B.C., Homer's timeless poem still vividly conveys the horror and heroism of men and gods wrestling with towering emotions and battling amidst devastation and destruction, as it moves inexorably to the wrenching, tragic conclusion of the Trojan War.

Taken from Amazon.com



Adventure

TREASURE ISLAND



Treasure Island

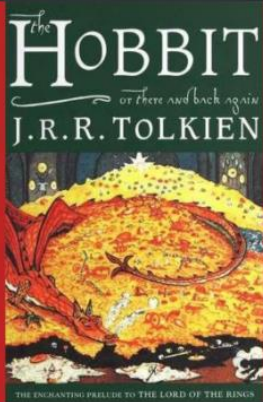
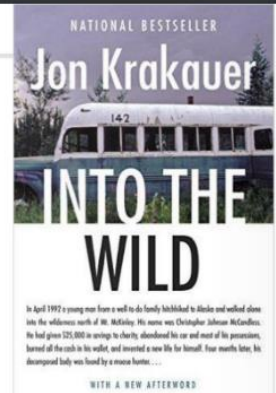
It is set in the days of sailing ships and pirates and tells of the adventures of Jim Hawkins and his search for the buried treasure of an evil pirate, Captain Flint. The story begins at 'The Admiral Benbow', the inn that belongs to Jim Hawkin's parents.

Taken from: lancsngfl.ac.uk

Into the wild

In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How McCandless came to die is the unforgettable story of *Into the Wild*.

Taken from: amazon.com



The Hobbit

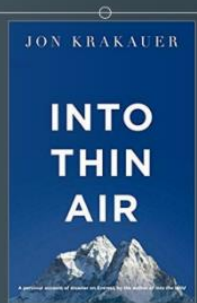
Bilbo is quite content at Bag End, near the bustling hobbit village of Hobbiton, but one day his comfort is shattered by the arrival of the old wizard Gandalf, who persuades Bilbo to set out on an adventure with a group of thirteen militant dwarves.

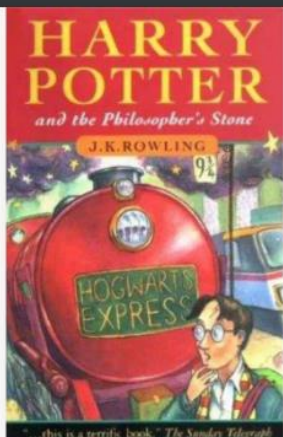
Taken from: sparknotes.com

Into Thin Air

Into Thin Air Summary. Journalist Jon Krakauer is looking to fulfill a childhood ambition by finally climbing Mount Everest. After being assigned to write a brief piece about the mountain for Outside magazine, Krakauer manages to convince his bosses to fund a full-fledged expedition to the top.

Taken from: shmoop.com





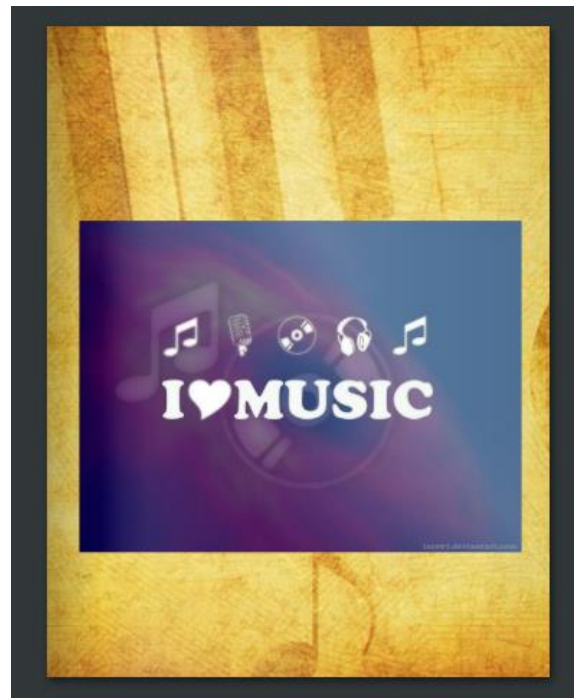
harry potter and the philosopher's stone


Ron Weasley is not very brave friend and Hermione is the smart friend. But not everything is quiet at Hogwarts as Harry suspects someone is planning to steal the sorcerer's stone. On his eleventh birthday, Harry Potter discovers that he is no ordinary boy.

Taken from: [imdb.com](https://www.imdb.com)



Appendix 2: [Calameo lyrics catalogue](#)



<p>John Lennon - Imagine (soft rock, pop)</p> <p>Imagine there's no heaven It's easy if you try No hell below us Above us only sky Imagine all the people Living for today... Aha-ah...</p> <p>Imagine there's no countries It isn't hard to do Nothing to kill or die for And no religion, too Imagine all the people Living life in peace... You...</p> <p>You may say I'm a dreamer But I'm not the only one I hope someday you'll join us And the world will be as one</p> <p>Imagine no possessions I wonder if you can No need for greed or hatred A brotherhood of man Imagine all the people Sharing all the world... You...</p> <p>You may say I'm a dreamer But I'm not the only one I hope someday you'll join us And the world will live as one</p>	<div style="text-align: center;">  </div> <p>Katy Perry - Firework (teen pop)</p> <p>Do you ever feel like a plastic bag Drifting through the wind, waiting to start again?</p> <p>Do you ever feel, feel so paper thin Like a house of cards, one blow from coming in?</p> <p>Do you ever feel already buried deep, six feet under?</p> <p>Sometimes but no one seems to hear a thing Do you know that there's still a chance for you?</p> <p>'Cause there's a spark in you!</p> <p>You just gotta ignite the light and let it shine Just own the night like the 4th of July</p> <p>'Cause, baby, you're a firework Come on, show 'em what you're worth Make 'em go, "Aah, aah, aah" As you shoot across the sky-y-y</p> <p>Baby, you're a firework Come on, let your colours burst Make 'em go, "Aah, aah, aah" You're gonna leave 'em all in awe, awe, awe</p> <p>You don't have to feel like a wasted space You're original, cannot be replaced If you only know what the future holds After a hurricane comes a rainbow</p> <p>Maybe a reason why all the doors are closed So you could open one that leads you to the perfect road Like a lightning bolt, your heart will glow And when it's time you'll know</p> <p>You just gotta ignite the light and let it shine</p>
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Christina Aguilera - Beautiful (pop)

(Spoken)

Don't look at me

Every day is so wonderful
Then suddenly it's hard to breathe
Now and then I get insecure
From all the pain, I'm so ashamed

I am beautiful no matter what they say
Words can't bring me down
I am beautiful in every single way
You words can't bring me down... Oh no
So don't you bring me down today

To all your friends you're delicious,
So consumed in all your doom.
Trying hard to fill the emptiness.
The pieces gone, left the puzzle undone.
Is that the way it is?

You are beautiful no matter what they say
Words can't bring you down... oh no
You are beautiful in every single way
Yes, words can't bring you down, oh, no
So don't you bring me down today...

No matter what we do
(no matter what we do)
No matter what we say
(no matter what we say)

We're the song inside the tune
Full of beautiful mistakes

And everywhere we go
(and everywhere we go)
The sun will always shine
(the sun will always, always shine)
And tomorrow we might wake on the other
side

We are beautiful no matter what they say
Yes, words won't bring us down, no, no
We are beautiful in every single way
Yes, words can't bring us down, oh, no
So don't you bring me down today

Oh, yeah, don't you bring me down today,
yeah, ooh
Don't you bring me down ooh... today



Demi Lovato - Skyscraper (pop)

(Verse 1)

Skin are crying, I am watching
Catching tear drops in my hands
Only silence as it's ending
Like we never had a chance
Do you have to make me feel like
There's nothing left of me?

(Chorus)

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

(Verse 2)

As the smoke clears, I awaken
And untangle you from me
Would it make you feel better
To watch me while I bleed?
All my windows still are broken
But I'm standing on my feet

(Chorus)

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

(Bridge)

Go on, run, run
I'm gonna stay right here,
Watch you disappear
Yeah, oh
Go on, run, run
Yeah, it's a long way down
But I am closer to the clouds up here

(Chorus)

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Oh Oh
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

(Like a skyscraper)

Like a skyscraper
Like a skyscraper



Selena Gomez - Who Says (pop)

I wouldn't wanna be anybody else, hey

(Verse 1)

You made me insecure,
Told me I wasn't good enough.
But who are you to judge?
When you're a diamond in the rough?
I'm sure you got some things
You'd like to change about yourself.
But when it comes to me
I wouldn't want to be anybody else

I'm no beauty queen
I'm just beautiful me
You've got every right
To a beautiful life C'mon

(Chorus)

Who says, who says you're not perfect?
Who says you're not worth it?
Who says you're the only one that's hurting?
Trust me, that's the price of beauty
Who says you're not pretty?
Who says you're not beautiful?
Who says?

(Verse 2)

It's such a funny thing
(How nothing's funny when it's you)
You tell 'em what you mean
But they keep whitening out the truth
It's like a work of art
That never gets to see the light
Keep you beneath the stars
Won't let you touch the sky

I'm no beauty queen
I'm just beautiful me
You've got every right

To a beautiful life C'mon

(Chorus)

Who says, who says you're not perfect?
Who says you're not worth it?
Who says you're the only one that's hurting?
Trust me, that's the price of beauty
Who says you're not pretty?
Who says you're not beautiful?
Who says?

(Bridge)

Who says you're not star potential?
Who says you can't be in movies?
Listen to me, listen to me
Who says you don't pass the test?
Who says you can't be the best?
Who said, who said?
Would you tell me who said that?
Yeah, who said?

(Chorus)

Who says, who says you're not perfect? Who
says you're not worth it? (yeah yeah)
Who says you're the only one that's hurting?
Trust me, that's the price of beauty (big
yeah, beauty)
Who says you're not pretty? (who said?)
Who says you're not beautiful? (I'm just
beautiful me)
Who says?

Who says you're not perfect?
Who says you're not worth it?
Who says you're the only one that's hurting?

Trust me (yeah), that's the price of beauty
Who says you're not pretty?
Who says you're not beautiful? (who says
you're not beautiful?)
Who says?

The Climb - Miley Cyrus (country pop ballad)

I ran almost up it
(That dream I'm dreaming,
But there's a voice inside my head saying,
"You'll never reach it."
Every step I'm taking
I every move I make feels lost with no
direction,
My faith is shaken)

But I, I gotta keep trying!
Gotta keep my head held high

There's always gonna be another mountain
I'm always gonna wanna make it move
Always gonna be an uphill battle
Sometimes I'm gonna have to lose
Ain't about how fast I got there
Ain't about what's waiting on the other side
It's the climb

The struggles I'm facing
The chances I'm taking
Sometimes might break me down,
But no, I'm not breaking
I may not know it,
But these are the moments
That I'm gonna remember most, yeah
Just gotta keep going,

And I, I gotta be strong
Just keep pushing on,

'Cause...

There's always gonna be another mountain
I'm always gonna wanna make it move

Always gonna be an uphill battle
Sometimes I'm gonna have to lose
Ain't about how fast I got there
Ain't about what's waiting on the other side
It's the climb

Yeah

There's always gonna be another mountain
I'm always gonna wanna make it move
Always gonna be an uphill battle
Sometimes I'm gonna have to lose
Ain't about how fast I got there
Ain't about what's waiting on the other side
It's the climb

Yeah, yeah, yeah

Keep on moving!
Keep climbing!
Keep the faith, baby
It's all about - it's all about the climb
Keep the faith, keep your faith, whoa, whoa,
oh.



Taylor Swift - Mean (country music)

You, with your words like knives
And swords and weapons that you use
against me
You have knocked me off my feet again
Got me feeling like a nothing
You, with your voice like nails on a
chalkboard
Calling me out when I'm wounded
You, picking on the weaker man

Well you can take me down with just one
single blow
But you don't know, what you don't know...

Someday I'll be living in a big old city
And all you're ever gonna be is mean
Someday I'll be big enough so you can't hit
me
And all you're ever gonna be is mean
Why you gotta be so mean?

You, with your switching sides
And your wildfire lies and your humiliation
You have pointed out my flaws again
As if I don't already see them
I walk with my head down
Trying to block you out 'cause I'll never
impress you
I just wanna feel okay again

I bet you got punched around
Somebody made you cold
But the cycle ends right now
'Cause you can't lead me down that road
And you don't know, what you don't know...

Someday I'll be living in a big old city

And all you're ever gonna be is mean
Someday I'll be big enough so you can't hit
me
And all you're ever gonna be is mean
Why you gotta be so mean?

And I can save you years from now in a bar
Talking over a football game
With that same big loud opinion
But nobody's listening
Washed up and ranting about the same old
bitter things
Drunk and gumbling on about how I can't
sing
But all you are is mean

All you are is mean
And a liar, and pathetic, and alone in life
And mean, and mean, and mean, and mean

But someday I'll be living in a big old city
And all you're ever gonna be is mean, yeah
Someday I'll be big enough so you can't hit
me
And all you're ever gonna be is mean
Why you gotta be so?...

Someday I'll be living in a big old city (Why
you gotta be so?...)
And all you're ever gonna be is mean (Why
you gotta be so?...)
Someday I'll be big enough so you can't hit
me (Why you gotta be so?...)
And all you're ever gonna be is mean
Why you gotta be so mean?



**Hold My Hand - Michael Jackson feat. Akon
(R&B)**

This life don't last forever (hold my hand)
So tell me what we're waiting for (hold my
hand)
We're better off being together (hold my
hand)
Then being miserable alone (hold my hand)

(Akon)
'Cause I've been there before
And you've been there before
But together we can be alright
'Cause when it gets dark and when it gets
cold
We hold each other till we see the sunlight

(Michael)
(So if you just)

(Michael/Akon)
I hold my hand
Baby I promise that I'll do
All I can
Things will get better if you just hold my
hand
Nothing can come between us if you just
hold,
hold my, hold, hold my, hold, hold my
hand

(Michael)
(I hold my hand)

(Akon)
The nights are getting darker (hold my hand)
And there's no peace inside (hold my hand)
So why make our lives harder (hold my
hand)
By fighting love, tonight. (swoosh)

(Michael/Akon)

'Cause I've been there before
And you've been there before
But together we can be alright (alright)
'Cause when it gets dark and when it gets
cold
We hold each other till we see the sunlight

So if you just hold my hand
Baby I promise that I'll do (if you just, if you
just)
All I can
Things will get better if you just hold my
hand (yeah)
Nothing can come between us if you just
hold,
hold my, hold, hold my, hold, hold my
hand

(Michael)
I hold my hand

(Akon)
I can tell you're tired of being lonely
(yeahhh)
Take my hand don't let go baby hold me
(hold me)
Come to me let me be your one and only
(hold my hand)
So I can make it alright till the morning (hold
my hand)

I can tell you're tired of being lonely (hold my
hand)
Take my hand don't let go baby hold me
(hold me)
Come to me let me be your one and only
(hold and only)
So I can make it alright till the morning (hold
my hand)

(Michael)

I hold my hand

(Michael/Akon)
I hold my hand (yeahhh)
Baby I promise (hold my hand) that I'll do
All I can (hold my hand)
Things will get better (yeahhh) if you
just hold my hand (swoosh)

Nothing can come between us if you just
hold,
hold my, hold, hold my, hold, hold my
hand

(Akon)
(I hold my hand)

I hold my hand (yeahhh)
Baby I promise (yeahhh) that I'll do
All I can (hold my hand)
Things will get better if you just (yeahhh)
hold my hand

Nothing can come between us if you just
hold,
hold my, hold, hold my, hold, hold my
hand

(Akon)
I hold my hand



**Beauty And the Beast - Ariana Grande &
John Legend (show tune)**

(Ariana Grande)
Take us old as time
True as it can be
Rarely even friends
From somebody brands
Unexpectedly

(John Legend)
Just a little change
Swirl to say the least
Both a little scared
Neither one prepared
(Both)
Beauty and the Beast

I've just the same
I've a surprise
I've as before
And ever just as sure
As the sun will rise

I've just the same
(John Legend)
And ever a surprise
(Both)
I've as before
(Ariana Grande)
And ever just as sure
(Both)
As the sun will rise

(Ariana Grande)
Take us old as time
True as old as song
(Both)
Rarest and strange

I find you can change
Learning you were wrong

(John Legend)
Certain as the sun
(Ariana Grande)
Certain as the sun
(John Legend)
Rising in the east
(Ariana Grande)
Take us old as time
(John Legend)
Song as old as rhyme
(Both)
Beauty and the Beast

(Ariana Grande)
Take us old as time
(John Legend)
Song as old as rhyme
(Both)
Beauty and the Beast

Beauty and...
Beauty and the Beast



Just the Way you are - Bruno Mars (pop)

[Verse 1:]

Oh, her eyes, her eyes
Make the stars look like they're not shinin'
Her hair, her hair
I like perfectly without her trying
She's so beautiful
And I tell her everyday
Yeah

I know, I know

When I compliment her she won't believe me
And it's so, it's so
Sad to think that she don't see what I see
But every time she asks me, "Do I look okay?"
I say,

[Chorus:]

When I see your face (face, face...)
There's not a thing that I would change
'Cause you're amazing (amazing)
Just the way you are (are)
And when you smile (smile, smile...)
The whole world stops and stares for a while
'Cause, girl, you're amazing (amazing)
Just the way you are (are).
Yeah

[Verse 2:]

Her lips, her lips
I could kiss them all day if she'd let me
Her laugh, her laugh
She hates but I think it's so sexy
She's so beautiful
And I tell her everyday,

Oh you know, you know, you know

I'd never ask you to change
If perfect's what you're searching for
Then just stay the same
So don't even bother asking if you look okay
You know I'll say,

[Chorus:]

When I see your face (face, face...)
There's not a thing that I would change
'Cause you're amazing (amazing)
Just the way you are (are)
And when you smile (smile, smile...)
The whole world stops and stares for a while
'Cause, girl, you're amazing (amazing)
Just the way you are (are)

The way you are

The way you are

Girl, you're amazing (amazing)

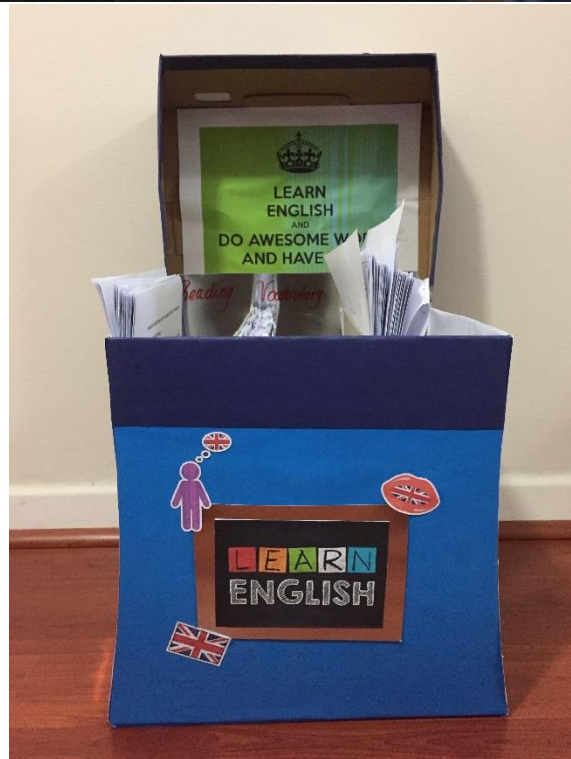
Just the way you are (are)

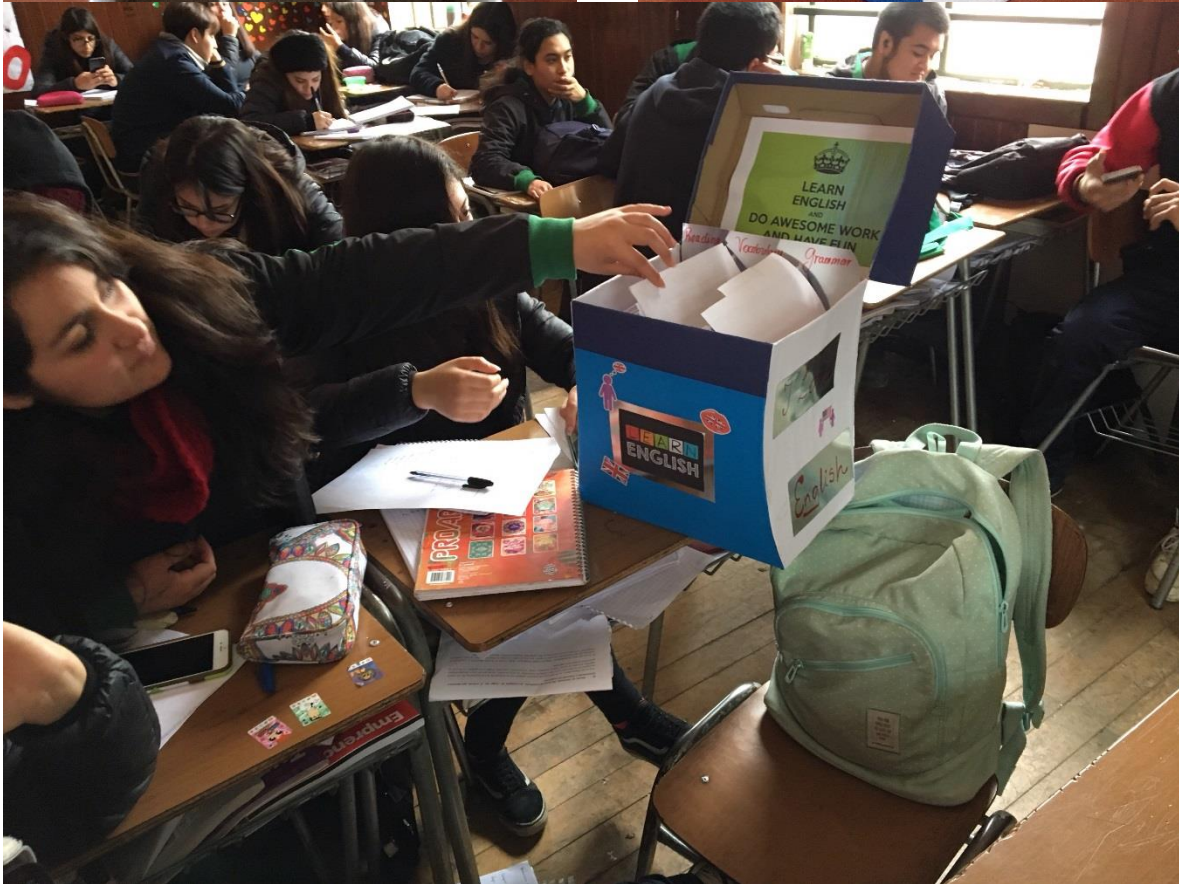
[Chorus:]

When I see your face
There's not a thing that I would change
'Cause you're amazing (amazing)
Just the way you are (are)
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are



Appendix 3: Pick your activity implementation evidence
































Pick your activities example

SPORTS VOCABULARY WORDSEARCH PUZZLE

FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES

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

- 1) ARCHERY
- 2) BASEBALL
- 3) BASKETBALL
- 4) BOXING
- 5) CYCLING
- 6) FOOTBALL
- 7) GOLF
- 8) GYMNASTICS
- 9) HANGGLIDING
- 10) HOCKEY
- 11) ICESKATING
- 12) KARATE
- 13) PARACHUTING
- 14) ROCKCLIMBING
- 15) ROLLERBLADING
- 16) RUNNING
- 17) SKATEBOARDING
- 18) SKIING
- 19) SNOWBOARDING
- 20) SURFING
- 21) TENNIS
- 22) VOLLEYBALL
- 23) WATERSKIING
- 24) WEIGHTLIFTING
- 25) WINDSURFING

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SPORTS VOCABULARY WORDSEARCH PUZZLE ANSWER KEY

FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES



20



5



12



23



9



7



11

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



17



24



1

- 1) ARCHERY
- 2) BASEBALL
- 3) BASKETBALL
- 4) BOXING
- 5) CYCLING
- 6) FOOTBALL
- 7) GOLF
- 8) GYMNASTICS
- 9) HANGGLIDING
- 10) HOCKEY
- 11) ICESKATING
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- 18) SKIING
- 19) SNOWBOARDING
- 20) SURFING
- 21) TENNIS
- 22) VOLLEYBALL
- 23) WATERSKIING
- 24) WEIGHTLIFTING
- 25) WINDSURFING



25



8



6



15



16



22



13



2



3



18



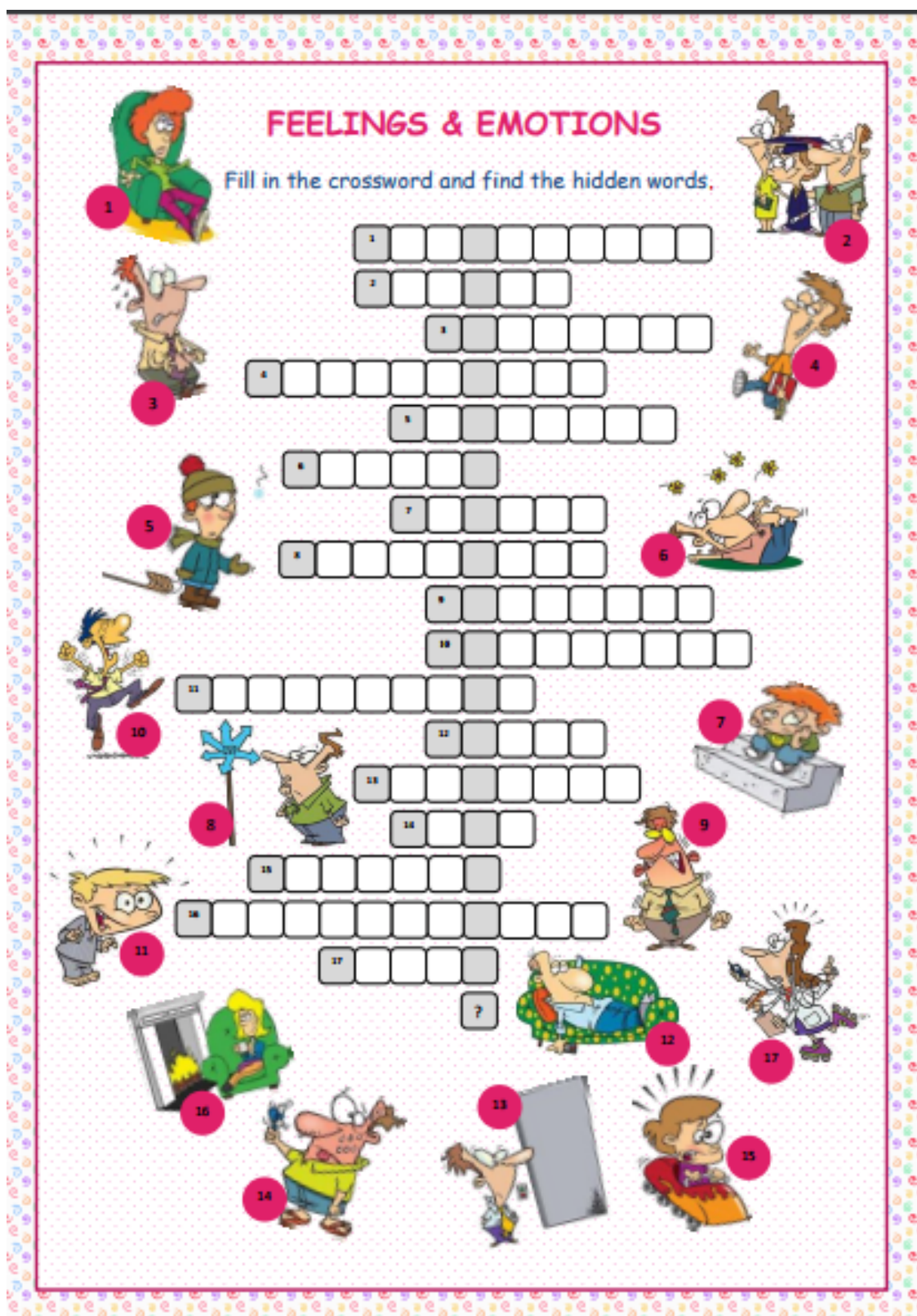
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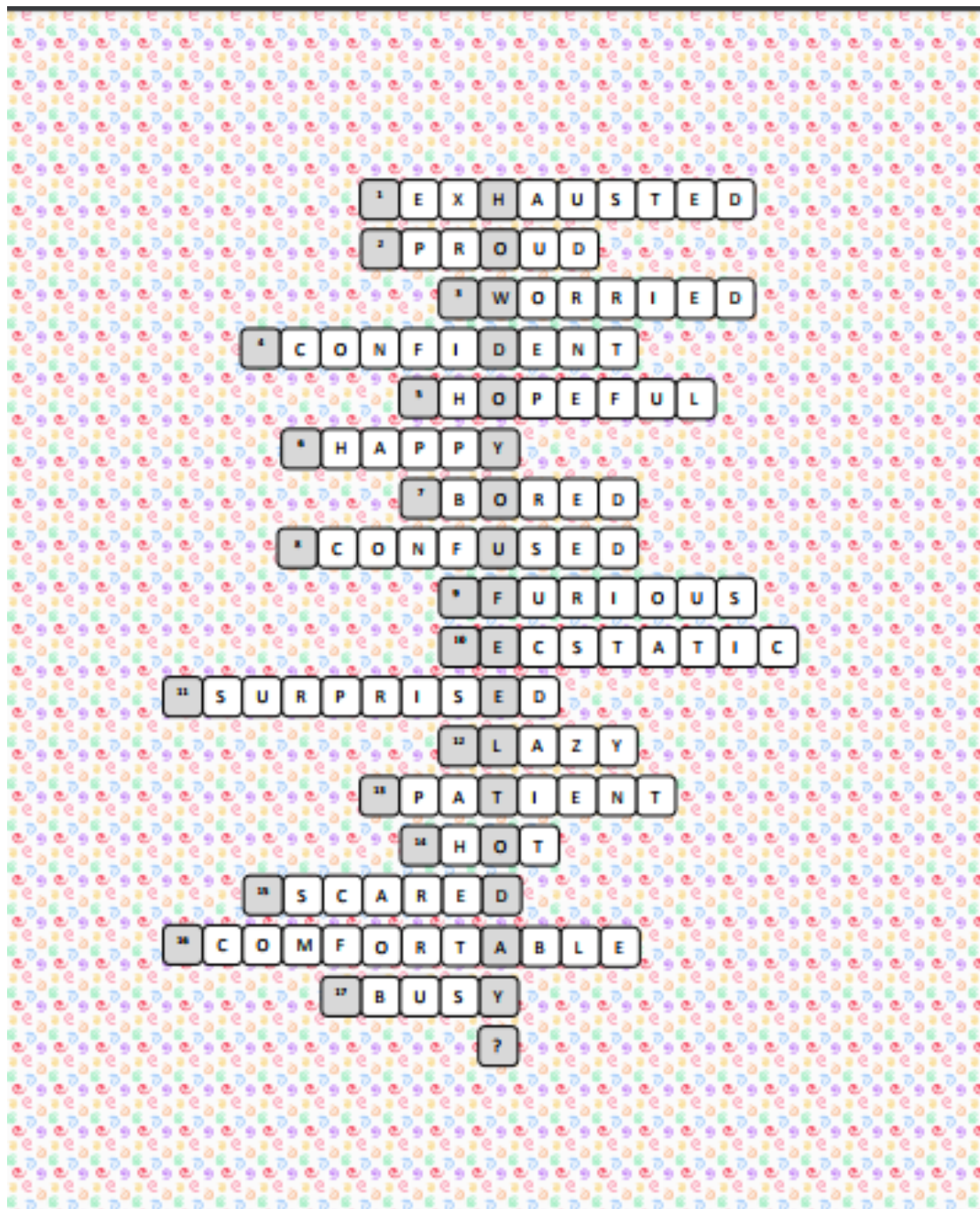


14



10





Activity Type

Speaking activity, group work

Language Focus

Past simple affirmative and negative sentences, regular and irregular past simple verb forms

Aim

To talk about everyday topics in the past simple tense.

Preparation

Make one copy of the game board for each group of three or four. Enlarge the game board to A3 if possible. You will also need to prepare some dice and counters.

Level

Elementary

Time

30 minutes

Introduction

This entertaining board game helps students to utilize their knowledge of the past simple to talk about a variety of everyday topics.

Procedure

Explain that the students are going to play a board game where they have to talk about various topics for 30 seconds using the past simple tense.

Divide the students into groups of three or four.

Give each group a copy of the game board, a dice and counters.

Have one student keep the time in each group.

Students place their counters on the start square.

Students then take it in turns to roll the dice and move their counter along the board.

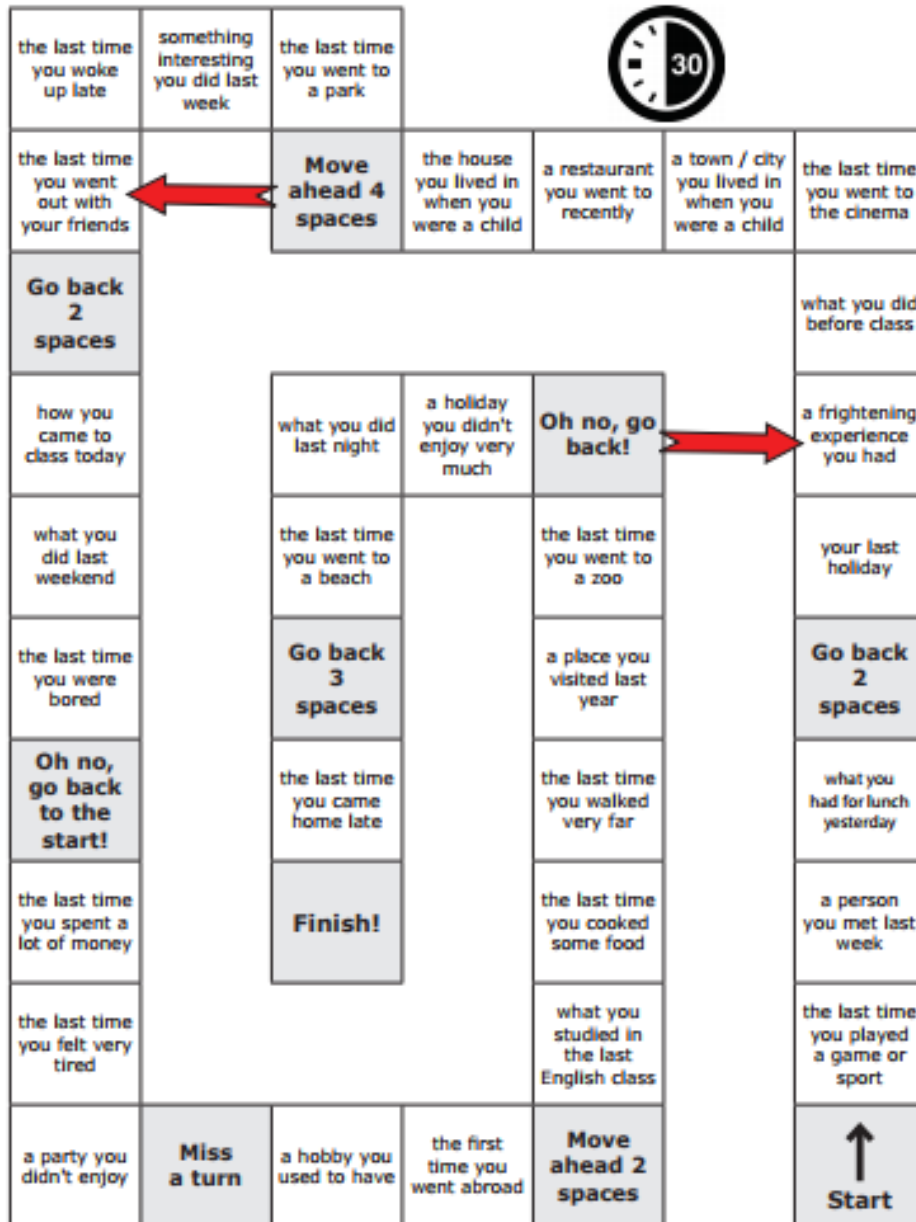
When a student lands on a square, they have to talk about the topic on the square in the past simple tense for 30 seconds without stopping.

If a student can't think of anything to say, makes a grammar mistake, or stops talking before the 30 seconds are up, they must go back to their previous square.

The first student to reach the finish wins the game.

As an alternative, you could have the students miss a turn instead of going back to their previous square.

Make a group of 4. Then, talk about various topics for 30 seconds using past simple tense. Later, one student keeps the time in each group. Then, take it turns to roll the dice and move the counter along the board. When you land on a square, talk about the topic on the square in the past simple tense for 30 seconds, without stopping.





LIFE

Read the following text and then complete the task below.

A philosophy professor stood before his class with some items on the table in front of him. When the class began, wordlessly he picked up a very large and empty mayonnaise jar and proceeded to fill it with rocks, about 2 inches in diameter.

He then asked the students if the jar was full. They agreed that it was.

So, the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up the remaining open areas of the jar.

He then asked once more if the jar was full. The students responded with a unanimous "Yes."

"Now," said the professor, "I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, your children – things that if everything else was lost and only they remained, your life would still be full. The pebbles are the other things that matter – like your job, your house, your car. The sand is everything else, the small stuff."

"If you put the sand into the jar first," he continued, "there is no room for the pebbles or the rocks. The same goes for your life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party, or fix the disposal."





"Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand."

CRITICALLY



Making Inferences

Directions: After reading, choose a quote from the story and write it under the "What was said" Flap. Under the "What it implies" Flap, write what you think this quote is implying. What can you infer from it?

 <p>What was said...</p> <p>Flap _____</p>	 <p>What it implies...</p>
 <p>What was said...</p> <p>Flap _____</p>	 <p>What it implies...</p>

NOTE: An inference is a conclusion you've reached based on evidence (context clues) and your own reasoning.

Cutting Directions: Cut on the solid lines. Fold on the dotted lines. Paste into your notebook.

Mean Inferences Activity
© 2004 Teresa Oliver

Appendix 4: Comic activities example

Grammar in context:

The comic strip consists of four panels. In the first panel, Charlie Brown is sitting on a bench, looking sad. In the second panel, he is standing and looking angry. In the third panel, he is sitting on the bench again, looking thoughtful. In the fourth panel, he is standing and looking angry.

Panel 1: I DON'T WANT TO CATCH THE BUS. I DON'T WANT TO GO TO SCHOOL. I DON'T WANT TO BE HERE AT ALL.

Panel 2: I'M SICK OF EVERYONE TELLING ME WHAT TO DO ALL THE TIME! I HATE MY LIFE! I HATE EVERYTHING! I WISH I _____!

Panel 3: ... WELL, NO, I DON'T, NOT REALLY.

Panel 4: I WISH EVERYONE ELSE _____.

Answer

Panel 1: I DON'T WANT TO CATCH THE BUS. I DON'T WANT TO GO TO SCHOOL. I DON'T WANT TO BE HERE AT ALL.

Panel 2: I'M SICK OF EVERYONE TELLING ME WHAT TO DO ALL THE TIME! I HATE MY LIFE! I HATE EVERYTHING! I WISH I WAS DEAD!

Panel 3: ... WELL, NO, I DON'T, NOT REALLY.

Panel 4: I WISH EVERYONE ELSE WAS DEAD.

<http://joyreactor.com/post/464798>

Garfield and friends Ep.7 - Weighty Problem, The Worm Turns, Good Cat Bad Cat



1. fill in the blanks with appropriate vocabulary.



Jigsaw

Put the comic in the correct order:

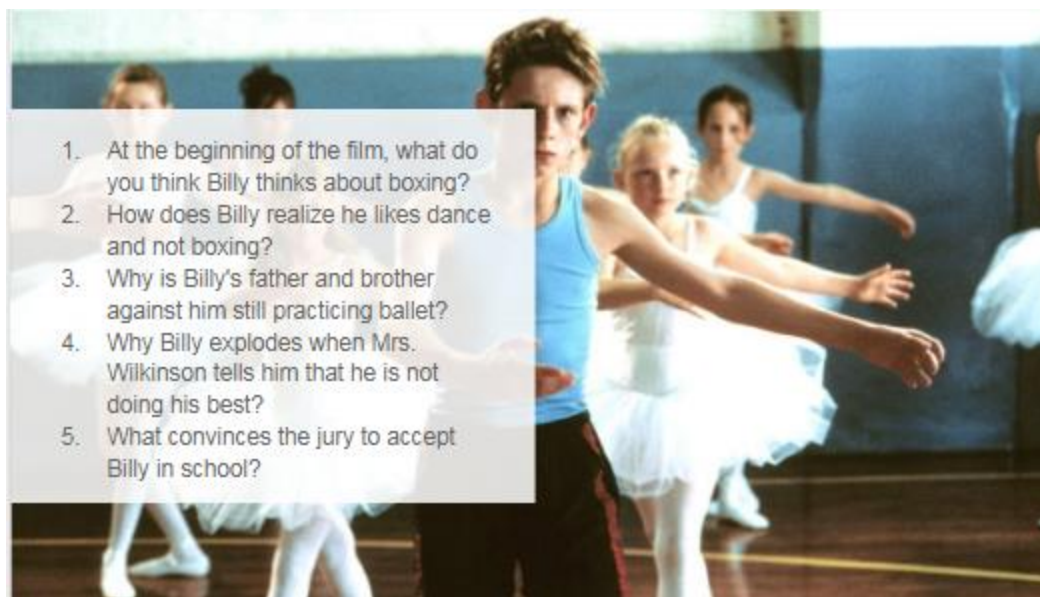
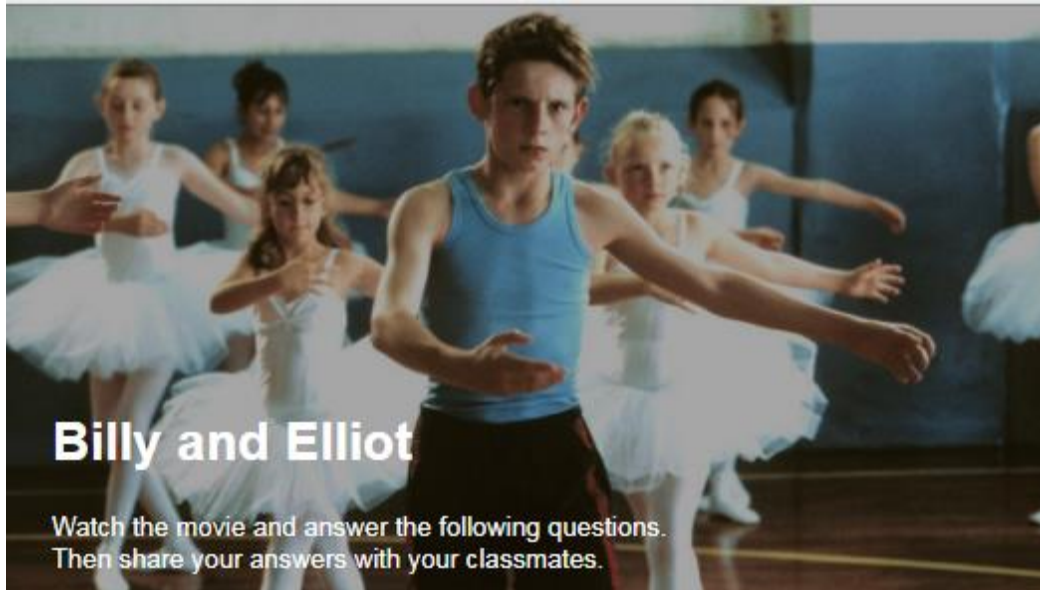


Answer:



Appendix 5: [Example of movie activity](#)

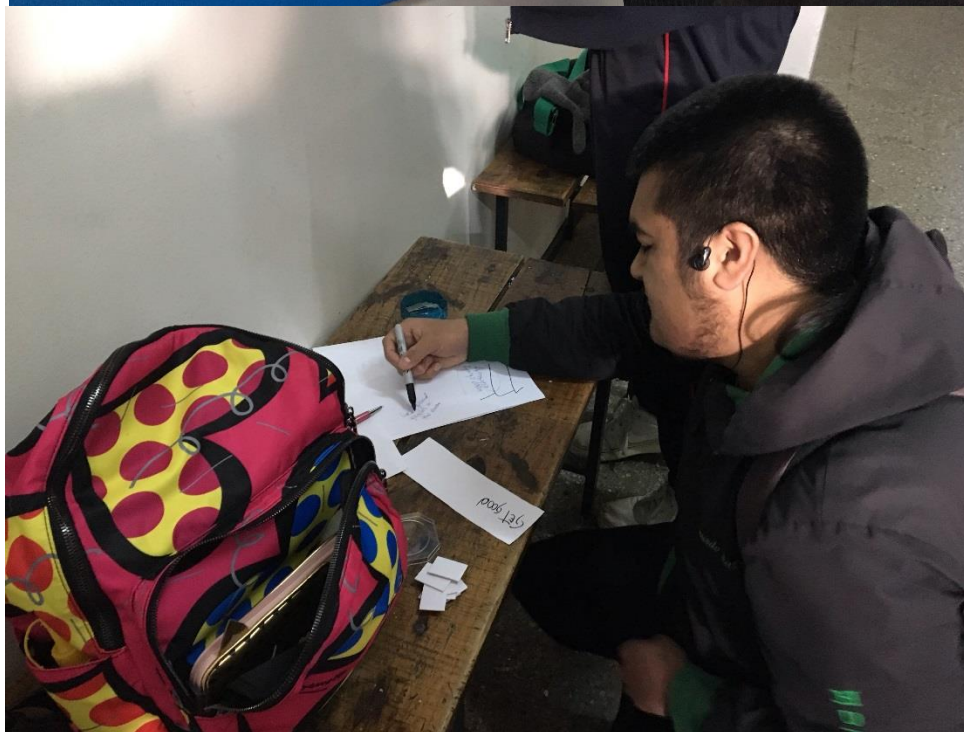
Adapted from Corcuera, and Ledesma (2013). *Protagonista de mi vida*.





Appendix 6: Bulletin Board implementation evidence





Appendix 7: International food festival planning.

This is a planning of action, already set in another context. Taken from businesswales.gov.wales



The following questions need to be answered before going any further with the event.

Why are you organising a food festival?

Your motivation behind putting on an event is termed the event objective. This is a short statement that sums up the reason for running the event. Share this objective with everyone involved in organising your event, and keep it in mind as you proceed through the stages.

What is the company name and structure?

The majority of festivals include their location in the name. When deciding on the company structure, it is important to keep the event objective in mind. If it is a charitable event, a not for profit limited company could be the right option, similar to Abergavenny Food Festival. Gwledd Conwy Feast, on the other hand, is a Community Interest Company; something worth considering if investing in the community is your objective.

Who is your audience and what is your theme?

Being clear about whom your event is targeting makes decision-making a lot easier. The term 'target market' is used to describe your audience. Consider demographics such as age, gender, and income level, as well as interests and personality types. Once you have decided on your audience, you will have a better understanding of your theme. Will it be solely food? Will there be alcohol? Live music? Art? Culture?

What is your unique selling point?

Some international festivals these days concentrate on what is unique about their offer and use that to draw crowds. For example, the Baltic Herring Festival in Helsinki continues a Finnish tradition when, since 1743, fishermen relied on selling their wares at the festival to determine the price of fish for the whole country. Today, this is part of a week-long celebration not only of seafood but also storytelling, musical theatre performances, stand-up paddling and rowing, ensuring that the festival is both family-friendly and action packed with something to entice everyone.

03

Design & content



The branding and content must communicate the event's purpose, so keep in mind who your target audience is and how best to communicate with them.

Event name

Naming the event is very important as it is often the first piece of information people see about your event. It should describe the event, there is no need to over complicate; often the simple option is the right option. An example of a well-named event is Abergavenny Food Festival. Immediately, the reader is aware of the location and type of event.

Event logo and branding

Think first of all if you require a logo or whether you could keep the brand simple. Branding is more than a nice logo; it aims to establish a view of your event in your audiences' minds. This may be done just as effectively with simple colour themes for your material. If you are a larger festival it is highly recommended to work with a professional designer to create your logo as it sets the tone for the whole brand.

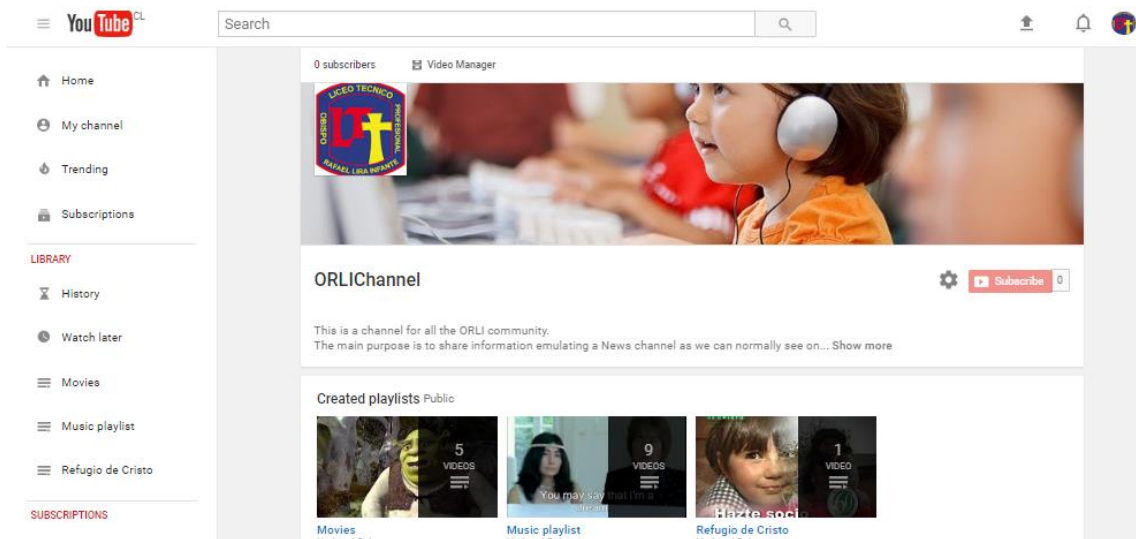
Event theme

A theme pulls all the elements of the branding together and dictates the atmosphere your event is striving to achieve. Flags and bunting in your colour scheme are an easy way of creating a real festival feel. They can be quite pricey to buy with your own branding on, so why not challenge the local sewing club/school/community group to create some for you?

Poster of the activity



Appendix 8: [YouTube Channel](#)



Appendix 9: Singing and dancing festival planning. This is a planning of action, already set in another context. Taken from cdss.org

WORKING ON WEEKENDS: Organizing your dance festival

Leda Shapiro

Organizing a dance series is one thing, but planning a weekend-long event for 100 people or more with big name talent is something else entirely. How is it done? Can it be a source of revenue that helps the dance community all year long? We'll expose the sweat and magic that goes into creating a wildly successful dance weekend.

OUTLINE: Working on Weekends (Leda Shapiro)

I FIGURING OUT WHAT YOU NEED

What result do you want? A hot weekend? Build skill level? Local participation?

II DO NOT GO IT ALONE

What skills do you need?

III BUDGET for different options for:

Talent : 1 out of town band/caller, 1 local? 2 out of town?

Travel: Local versus out of town or both

Potluck or catered? Or all meals out?

Be open to change, hone budget.

IV COMMITTEES & MEETINGS

The art of delegating

Detailed task lists

V DEBRIEFING

Compare Budget to actuals

Meeting discuss things that went well, things that didn't

ATTENDEE NOTES:

- ran weekend for 20 years
- started with ~20 dancers in regular dance
- first weekend, local talent, charged \$25, in regular hall
- Penn Fix came in to teach style the next year (from Spokane)
- weekends = generally Friday night -> Sunday afternoon
- Fiddler's dream camp in Texas, around New Years for 3 days, largely unstructured
- NM Folkheads does Boo Camp in Jemez Springs (residential, 1 or 2 nights), local + regional talent
 - Folkmadness, 4 day over Memorial Day on a college campus, some national talent
- need to decide if you're doing a local camp, bring in national talent, do a resident camp, etc.
- resident camp gives a camaraderie you can't get otherwise

- figure out what you need, and what you want it to be
- picking a named band: how big a name they are, how much they cost, availability, travel costs
- camps are exhausting for a single band if you have dances all day
- some bands only want to play for x hours per day
- important to write everything down: every detail about the band, space, toilet paper, etc.
- need really good volunteer staff, have frequent meetings to go over things
- know who to go to with various issues during the weekend
- used to have other various dance workshops, sessions of talking about pet peeves, style workshops
- themes for a weekend: something that's unique to the weekend
 - thrift store prom
 - temporary tattoos
 - t-shirts
 - clothing exchanges
 - polka dots and stripes
- first need to figure out your revenue (conservative estimate of attendance)
 - can be flexible about meals: volunteers prepare meals or potluck is much less expensive than catering
 - catering is not community building, but is much easier
- can organize people to host out of town people
- need to know what percentage of out of town people you expect
- 1996 budget on handout
- how long to plan:
 - band is determining factor: will be booked a year ahead
 - need to know what you can afford by a year before (and a date and location!)
- what to charge?
 - look at other weekends around you, see what people are willing to pay for similar events
 - can require exclusivity with bands: can't play within certain radius and time
- the bar goes up as weekends are held repeatedly
- previous discussion from 'crossing borders' workshop: you can sometimes get a better band to come if you organize other associated events (house concerts, musicians workshops, one-night dances, etc.)
- other groups hosting the band need to be willing to contribute to travel costs
- dance groups can help host house concerts (even though the audiences will be different)
- there are pre-existing communities in some places that host house concerts
- just need to know who to talk to
- working to replace an ECD ball with a weekend workshop
 - want style workshops + place for people to dance at a higher level setting
 - big challenge in LA is venue: breakout rooms, dancing rooms, cost issue (with people travelling)
 - not likely to convince new dancers to commit to a weekend: something to consider
 - big name bands don't draw for ECD in the same way as they do for contra
 - newer dancers aren't going to recognize big-name callers

Poster of the activity



Appendix 10: Short story contest planning. This is a planning of action, already set in another context. Taken from ncfca.org



National Christian Forensics and Communications Association

“...addressing life issues • from a biblical worldview • in a manner that glorifies God.”

2016-2017 Short Story Contest

To foster development of excellent communication skills through the written word, NCFCA will conduct an annual Writing Contest. For the 2015-2016 season, the focus will be the short story. This contest is meant to encourage homeschool students to learn the art of storytelling in a compelling, inventive and thoughtful way, addressing life issues from a biblical worldview in a manner that glorifies God. To that end, grammar and spelling are important, as are style, originality, richness of details, and depth of storyline and character development. The writer should carefully consider what message is being communicated and strive to present that message in a strong and relevant way.

Contest Rules

- Entry Deadline for all submissions: January 2, 2017, 11:59 PM Central Time
- Participants may be 2016-2017 Affiliates of NCFCA, but affiliation is not required. To affiliate for the upcoming season, sign in to your family's NCFCA Account and complete the Affiliation process. (If you are new to NCFCA, [go here](#) to find out how to sign up for an account and affiliate.) If you are not affiliated, but would still like to compete, please [click on this link](#) to sign up for an account in order to participate. All participants must meet the [eligibility requirements](#) of NCFCA (generally age, homeschool status, agreement with Nicene Creed) whether or not they are affiliated.
- Contest entry fee is \$10.00 for NCFCA Affiliates and \$25.00 for those students not affiliated with NCFCA.
- The maximum length of the short story shall be approximately 4,000 words. There is no minimum length.
- The short story must be fiction but may be based on or inspired by actual events. The short story may be of any genre, such as drama, tragedy, satire, or comedy.
- All entries must be the original work of the student. Copyright-protected characters may not be used without written permission of the author.
- No submission may be used either in its original form or reworded for NCFCA Speech competition. The submission may not have been submitted to any other contest or have appeared in any print or online publications.
- Each student may enter only one short story into the competition.
- Each short story must have a title and the title page must be included in your submission.

- The short story should be typewritten using 12-point Times New Roman font, double-spaced, and formatted with a footer that includes your full name and the page number (i.e. John Smith Page 1).
- All submissions become the property of NCFCA.
- All Winners will be notified via email, and then announced via the NCFCA website on or around April 15, 2017.

Prizes

First Place:

- \$250.00 Cash Award
- Trophy to be presented at the 2017 NCFCA National Championship
- Recognition and publication of short story on website and recognition in National Championship Commemorative Program

Second Place:

- \$150.00 Cash Award
- Trophy to be presented at the 2107 NCFCA National Championship
- Recognition and publication of short story on website and recognition in National Championship Commemorative Program

Third Place:

- \$50.00 Cash Award
- Trophy to be presented at the 2017 NCFCA National Championship
- Recognition on website and in National Championship Commemorative Program


Possible Honorable Mentions (2):

- \$25.00 Cash Award
- Medal to be presented at the 2017 NCFCA National Championship
- Recognition on website and in National Championship Commemorative Program

Submission Guidelines

- Register for the Short Story Contest through the link on your NCFCA Dashboard. The Short Story Contest link becomes available once you have successfully affiliated with NCFCA for the 2016-2017 season or set up your NCFCA account.

Poster of the activity



The modality of this short story contest will be:

- Individual work
- One story per student
- The theme of each story is free
- 200 words maximum
- Written in Arial 12, double space
- Deadline: June 16th, 2017

The Awards will be the following:

1. First place: Headphones + copybook
2. Second place: A spinner
3. Third place: Pen drive

The poster features a brown background. On the left, there is a white rectangular area containing the text 'Story TIME'. 'Story' is written in a large, black, cursive font. 'TIME' is written in large, bold, block letters, with each letter having a different color: 'T' is orange, 'I' is purple, 'M' is red, and 'E' is green. Above the 'I' and 'M' are two stylized human figures, one orange and one purple, with yellow circular heads.

Appendix 11: Observation checklist

Statements	Yes/No	
Respect among students	✓	
Respect for authorities		✓
Presence of bullying		✓
Drugs problems	✓	
High level of attendance	✓	
Collaborative work among teachers		✓
Students commitment with their studies		✓
Students punctuality		✓
Multidisciplinary team	✓	
Government support (JUNAEB)	✓	

Appendix 12: Surveys to students before to apply the activities

QUESTIONS

RESPONSES 83

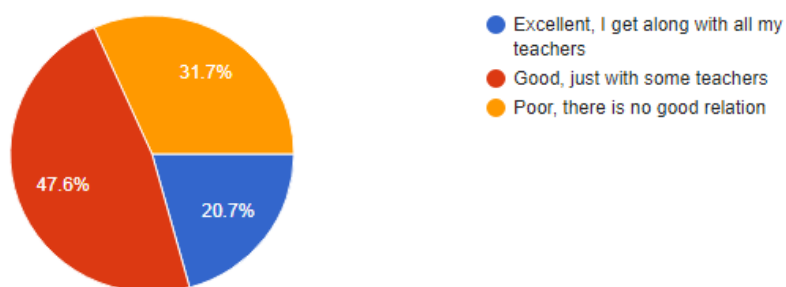
83 responses

SUMMARY INDIVIDUAL

Accepting responses

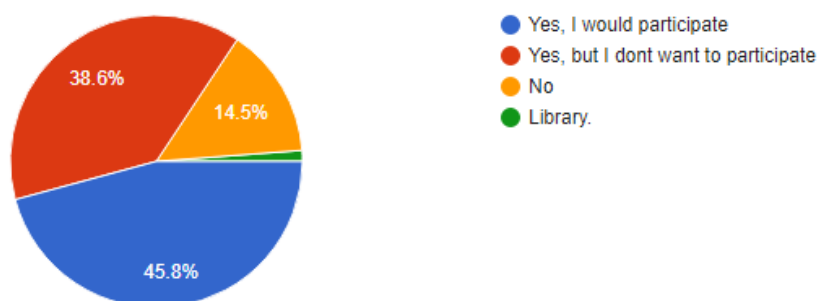
1. How do you qualify your relationship with your teachers?

82 responses



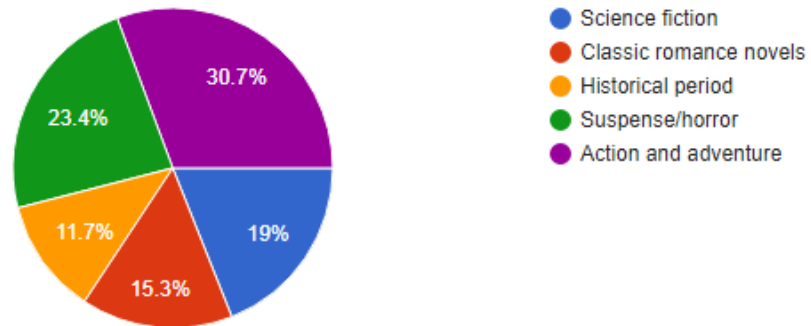
2. Would you like to have a bulletin board and participate adding information on it?

83 responses



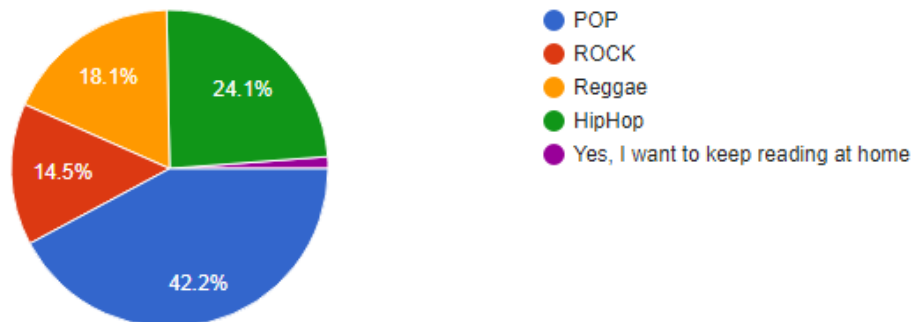
3. From the following books genres, what is your favorite?

83 responses



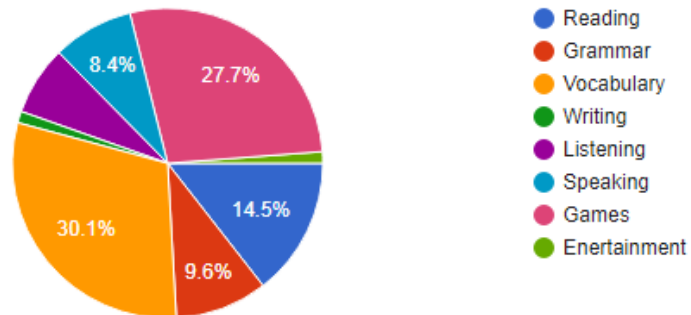
4. What kind of music do you like?

83 responses



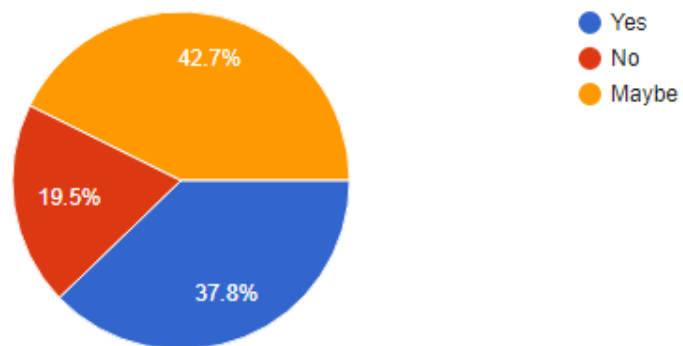
5. What kind of activities do you prefer to practice English?

83 responses



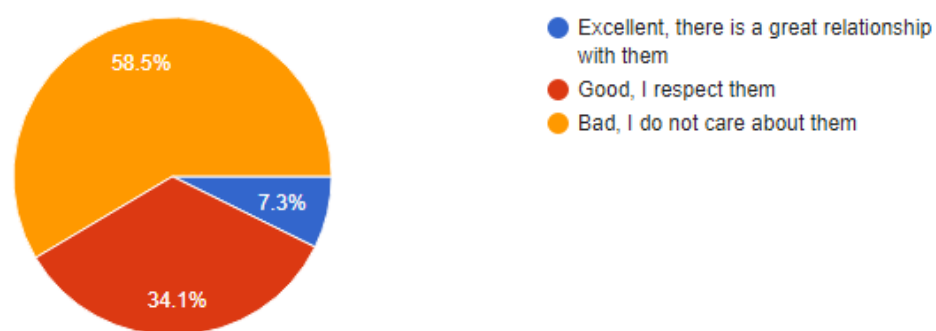
6. Would you like to participate in a writing story contest?

82 responses

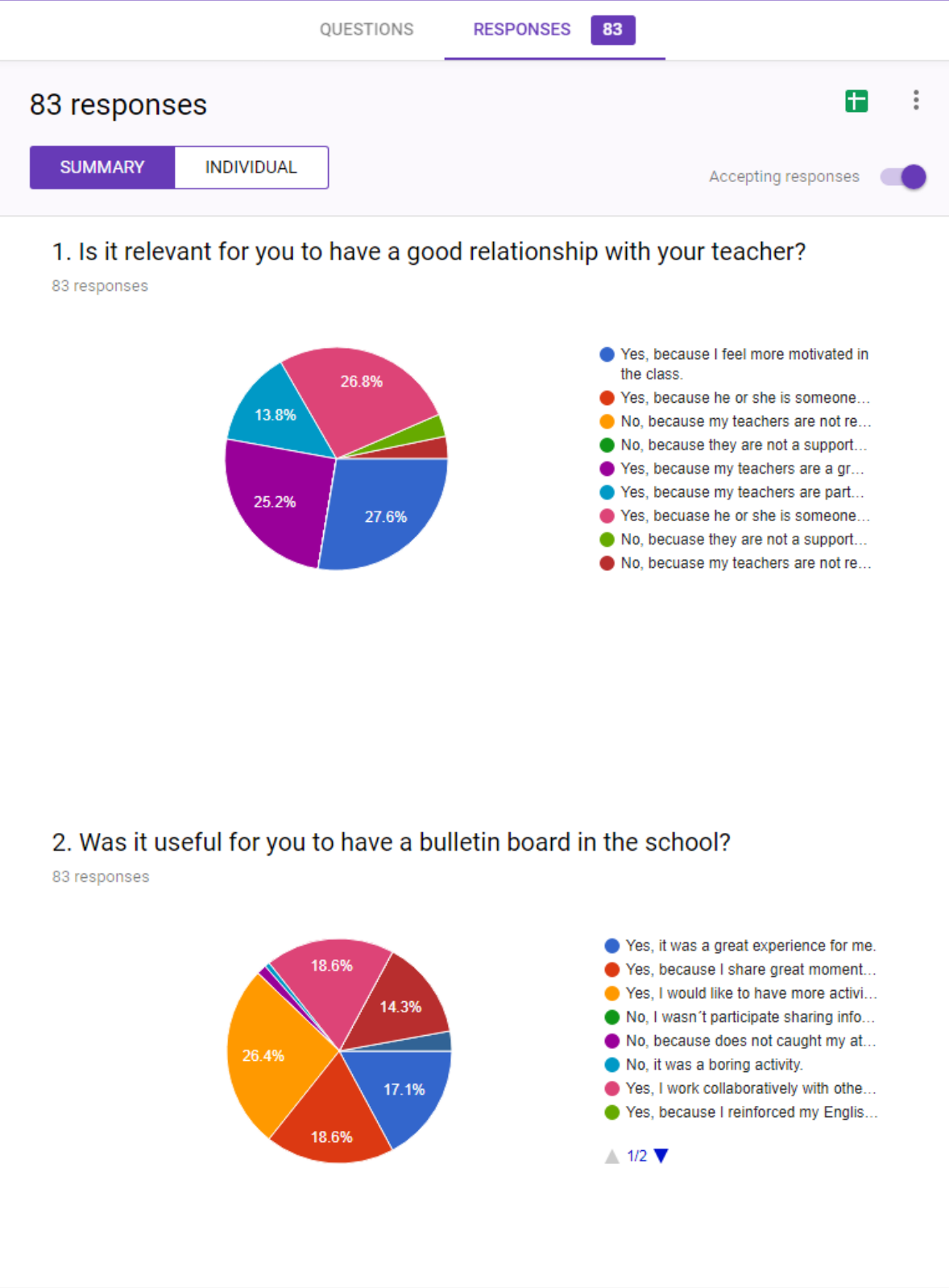


7. How do you qualify your relationship with the school authorities? (principal, inspector)

82 responses

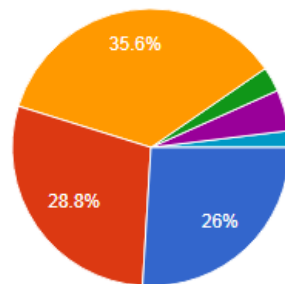


Appendix 13: Surveys to students after to apply the activities



3. Do you think is it important to have different books in the library to improve your reading comprehension in English?

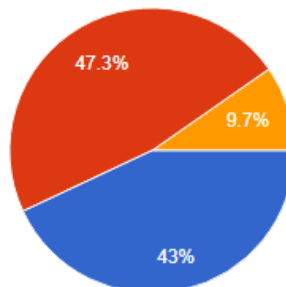
81 responses



- Yes, I would like to have more interesting books in the library.
- Yes, we need more books in the library to improve our reading comp...
- Yes, it would be great to have books in English.
- No, I am not interesting on reading.
- No, we do not need books
- No, because read in English is very complicated.

4. Do you think music would have helped you to improve your level of English?

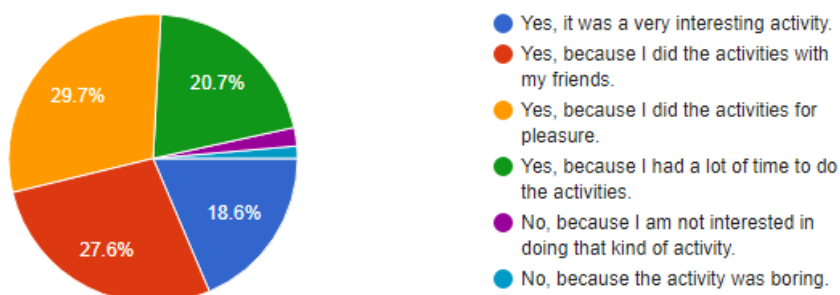
81 responses



- Yes, because I enjoy listening music in English.
- Yes, listening music in English helps me to improve my pronunciation.
- No, I do not like that kind of activities.

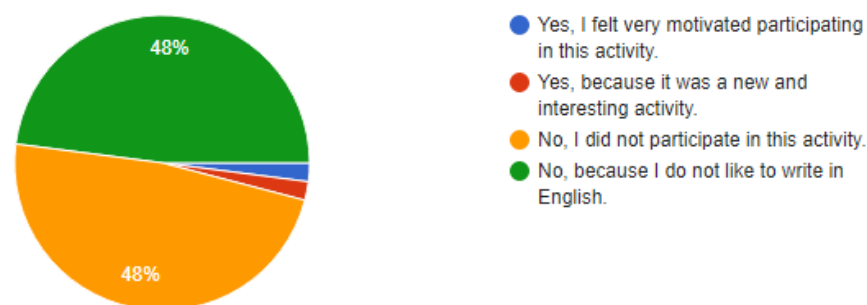
5. Did the "activity box" help you to improve your level of English and also to share great moments with your classmates?

83 responses



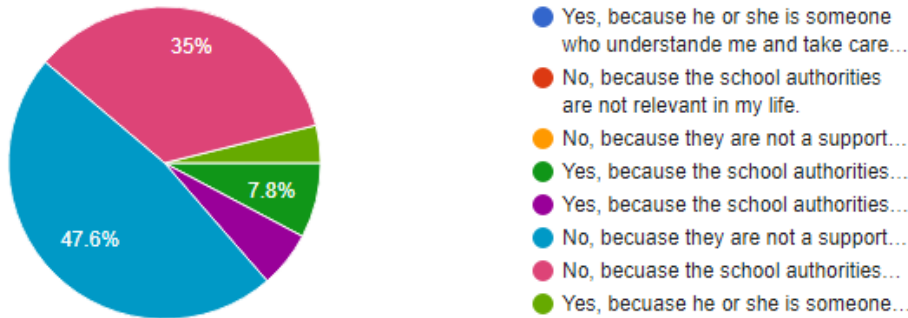
6. Was it interesting for you to participate in a writing story contest?

83 responses



7. Is it relevant for you to have a good relationship with the school authorities? (principal, inspector)

83 responses



Appendix 14: Letter to request implementation of the proposal



Quilpué, 31 de Mayo de 2017
Asunto: Implementación proyecto tesis.

Sr. José Rebecco Gutiérrez
Director del Liceo Técnico Profesional Obispo Rafael Lira Infante

Nos dirigimos a usted para dar a conocer nuestro proyecto de tesis, el cual consta de aplicar actividades didácticas relacionadas con el área de inglés para mejorar el clima escolar.

Nos sería de gran ayudar el poder aplicar estas actividades en vuestro establecimiento debido a que en estos momentos nos encontramos realizando nuestra práctica profesional.

El objetivo de nuestra investigación es comprobar si realizar actividades extracurriculares fuera de la sala de clases, contribuye a lograr un clima escolar positivo. Las actividades incluidas en nuestra propuesta son las siguientes:

- Diario mural centrado en promover valores, actitudes positivas a través de distintos tópicos y compartir información relevante para la comunidad escolar.
- Concurso literario el cual tiene como finalidad premiar y motivar a los alumnos en el área del inglés.
- Portafolio con actividades relacionadas con el aprendizaje del inglés el cual estará a libre disposición de los alumnos que quieran utilizarlo.

Además es muy importante para nosotros ser un aporte para la comunidad escolar, en respuesta a su buen recibimiento hacia nosotros como practicantes, enriqueciendo nuestra experiencia pedagógica.

Esperamos su comprensión y autorización para la implementación de este proyecto,

Sin más que añadir, se despide atte.

Giannina Tosetti, Sebastián Zamora.