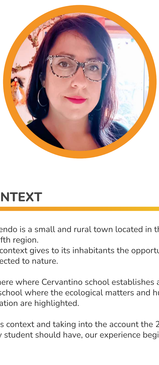
RECYPLAY
LEARN AND PLAY!

Natalia Salas G.

7th Expanding OPPORTUNITIES
Seminario Internacional de Enseñanza del Inglés



MEET THE PEOPLE IN CHARGE

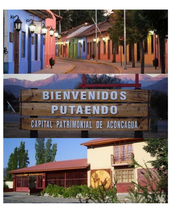
My name is Natalia Salas G. I am graduated in linguistics and English literature from the University of Chile. I began my professional life as a professor in the Universidad Tecnológica de Chile, then I took a break from work to raise my children in the countryside. In 2014 I moved to Putaendo and since 2017 I have been working at Cervantino eco-school, a beautiful and inspiring project, with high school students. Cervantino school has given me the opportunity to grow and develop myself as a person and as a professional.

CONTEXT

Putaendo is a small and rural town located in the mountain area of the fifth region.
This context gives to its inhabitants the opportunity to be closely connected to nature.

It is here where Cervantino school establishes as a small eco-school where the ecological matters and human-scale education are highlighted.

In this context and taking into the account the 21st Century skills every student should have, our experience begins.



THE EXPERIENCE

The experience began when 10th graders started to study about taking care of the planet and ways to stop pollution. Considering all the previous information they had about it (recycling, water saving, among others) we decided that it would be helpful, useful, and fun to develop an activity where students taught about protecting the planet and basic English vocabulary to younger students.
So, as we are an eco-school, we established that the materials we used had to be recycled.
The activity had to be interesting, captivating and encourage them to speak in English in a public context.
Then, the methodology (process) was divided in two stages.

FIRST STAGE OF THE PROCESS
LINE CHAIN PROGRESS



Colegio Cervantino

SECOND STAGE OF THE PROCESS



ACHIEVEMENTS

We were able to organize a real event where students tested their English skills.

We removed the stigma of error; we focused on opportunities to learn.

They became aware of their capabilities and talents.

Students were much more confident about their communicative resources.



The goal achievement improved our self-esteem (as teacher and students).

I became a better leader because I encourage my students to give their best.

We became problem solvers, not problem focusers.

It developed an appetite for learning in the rest of the students at Cervantino school (the public).

SURVEYS RESULTS

¿Cómo describirías la actividad?



¿Qué tan importante fue participar de esta actividad para aprender nuevas palabras y/o conceptos en inglés?



¿Cómo calificarías el aporte de esta actividad a tu producción oral en inglés?



¿Cómo calificarías el aporte de esta actividad a tu comprensión auditiva del inglés?



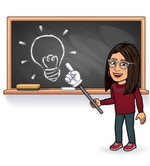
100%

El 100% de los/as estudiantes cree:

- Que los juegos son excelentes para aprender sobre el reciclaje y medio ambiente.
- Que los juegos son excelentes para aprender inglés.
- Que participaría nuevamente en este tipo de actividad.

El 100% de los/as estudiantes recomendaría:

- Participar de esta actividad a otros/as estudiantes.



Comments of students

Players:

"I had a great time; I could play every game"

"The garbage fishing game was absolutely my favorite one"

"I love recycling and I love English"

" It was fantastic"

Organizers:

"I learned tons of vocabulary and I tested my English"

"I loved to get involved in this activity besides students were really motivated and enthusiastic, I never thought we would be able to do something like this and I realized I could speak in English in front of "strangers"

CONCLUSIONS

1 PROFESSIONAL GROWTH

- It gave me the opportunity to get new skills related to teach a second language and it also improved the experience of learning.
- It helped me to develop the autonomy and decision making in students.

2 IMPACT ON THE COMMUNITY

- It was meaningful to the Eco-school project due to the characteristics of the activity.
- Because of the nature of the activity students were really motivated, they had to be creative and developed different strategies to apply what they have learnt in the English classes.

3 CHALLENGES

- The main difficulties were to encourage students to get involved in the activity (because they were insecure about their English knowledge and group management), in addition they had to speak in public using the second language.

4 STUDENTS

- Students used the language outside the classroom strengthening their four language skills: listening, reading, writing and speaking.
- Students were more confident about their communicative resources.