

What *do* How *start* Where *go*

SUCCESSFUL EXPERIENCES WITHIN THE COMMUNITY ABOUT ENGLISH LANGUAGE LEARNING / ACTIVITIES

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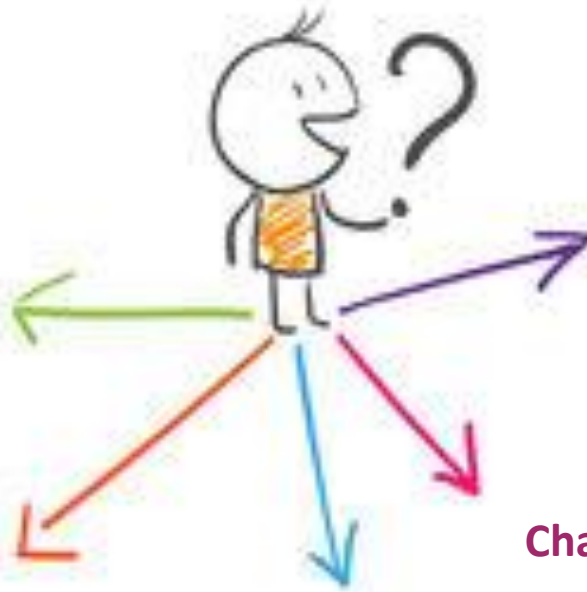
Chapter 1: The need to look further.

Chapter 2: What 2 do?

Chapter 3: How 2 start?

Chapter 4: Where 2 go?

Chapter 5: The undeniable outcome.



Chapter 1: The need to look further.



Michael, 2006



And... What are the typical activities applied within the classroom to check students' "progress"?

DIALOGUES IN (CERTAINLY) UNREAL AND HYPOTHETICAL SITUATIONS

THE TYPICAL ORAL EXPOSITIONS WITH AN ASSIGNED TOPIC GIVEN BY THE TEACHER

REPETITION OF WORDS AND PHRASES THAT WE BARELY USE IN REAL LIFE

COLOURING VOCABULARY AND FINDING NEW WORDS IN DICTIONARIES

GROUP ACTIVITIES IN WHICH ONLY BECOMES THE LEADER / HARDWORKER

LESSONS DIRECTED TO PRACTICE GRAMMAR ON WORKSHEETS

LESSONS WITHIN THE CLASSROOM



ACTIVITY 1: WHAT DOES THIS NEW GENERATION REALLY NEEDS? (Open Discussion)



Chapter 2: What 2 do?





TO UNDERSTAND YOUR SCHOOL'S
EDUCATIONAL PROJECT IN DEPTH.



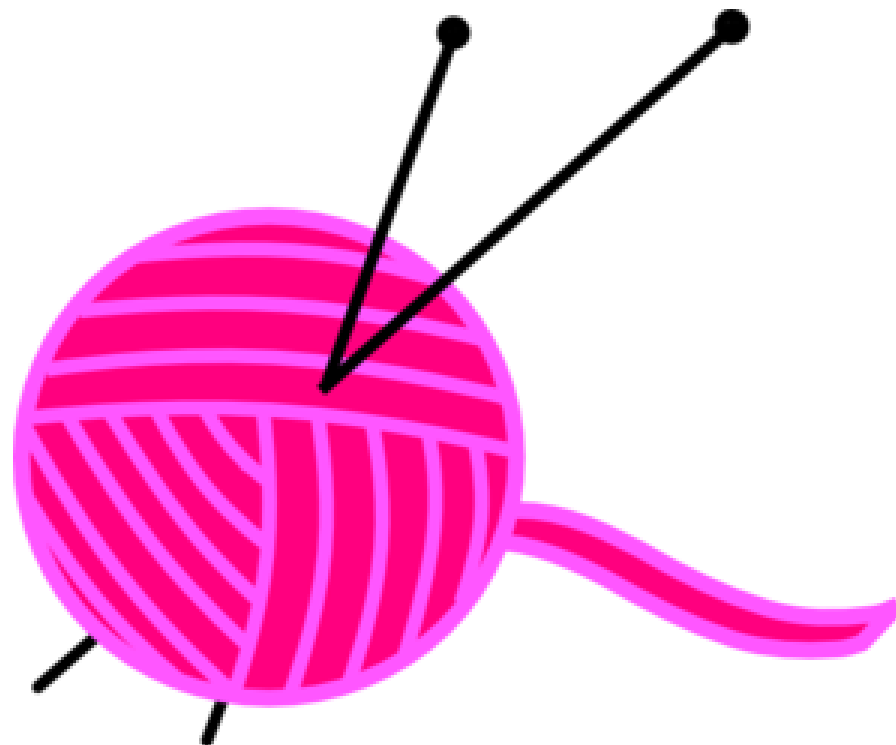
TO GATHER INFORMATION REGARDING
SOME PARENTS' EXPECTATIONS
TOWARDS THE ACADEMIC
DEVELOPMENT OF THEIR KIDS.

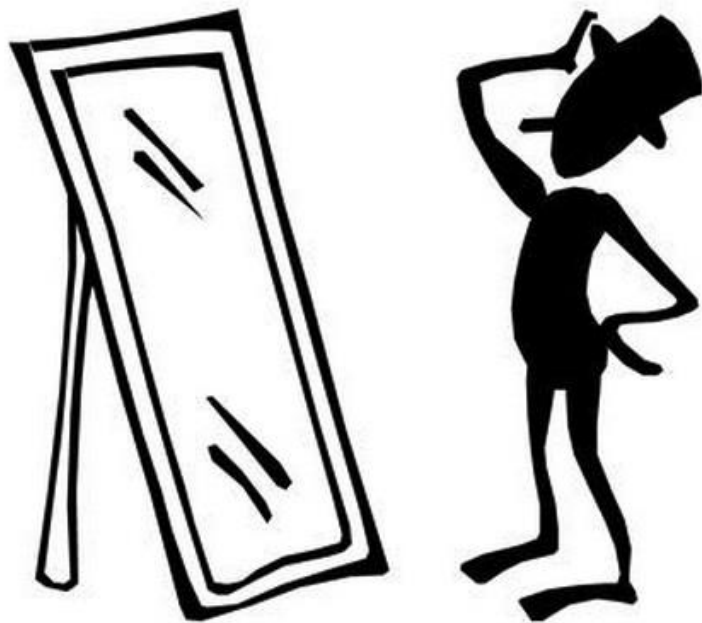


TO REALLY CONSIDER YOUR STUDENTS'
NEEDS, PERSONAL GOALS, FEARS AND
ABILITIES IN/OUTSIDE THE
CLASSROOM ENVIRONMENT.



ACTIVITY 2: THE WOOL CHAIN. (Analysis)





*Identifying what others really want,
will make the work easier and accessible.*



Chapter 3: How 2 start?



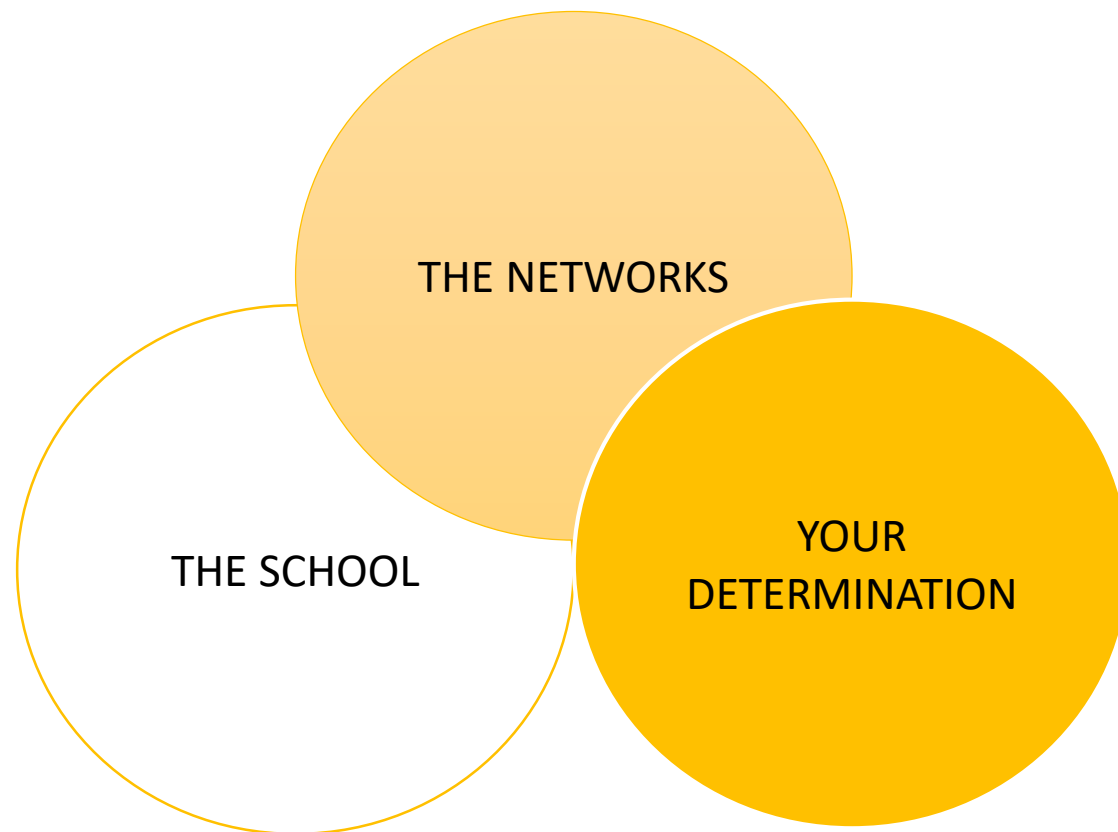
Find a partner to trust in and to work hand by hand,
Including not only people from the school community itself.

Provide clear ideas to those willing
to help you or accept your proposal.

Make it relevant and easily accesible to students and
to the educational community where you work for.

Dedicate time, great things come after great efforts!

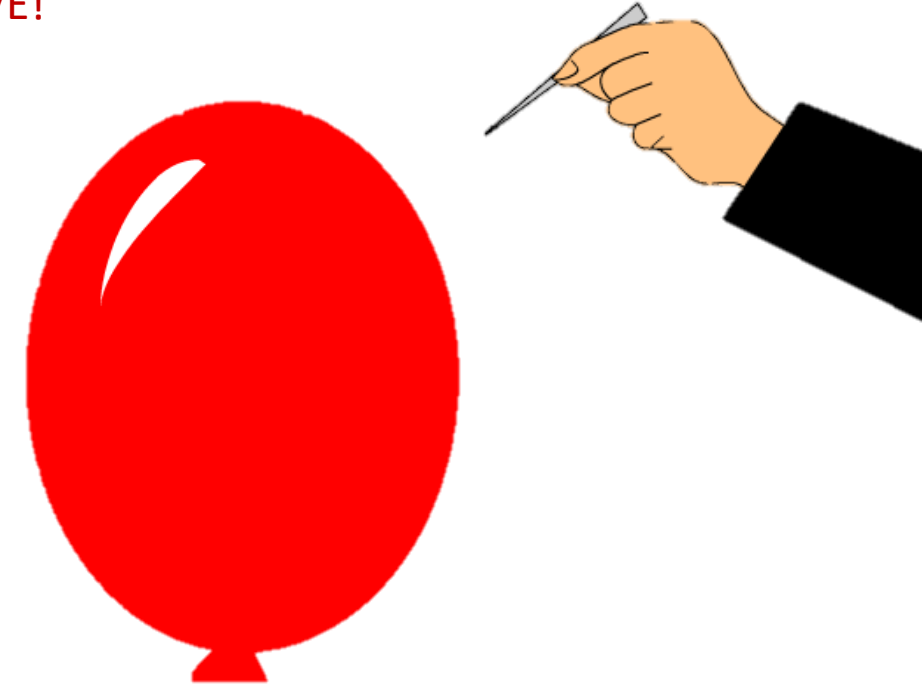




ACTIVITY 3: KEEP YOUR BALLOON ALIVE!

THINGS I USUALLY HEAR:

- ✓ I have NO time.
- ✓ My students are NOT able to do such things!
- ✓ The school where I work DOES NOT like this type of activities.
- ✓ I have got NO idea of *what 2 do, how 2 start and where 2 go.*





*“A dream does not become reality through magic,
It takes sweat, determination and hard work”.*

Colin Powell



Chapter 4: Where 2 go?



COOKING MASTER COMPETITION

ORATORY ABOUT RELEVANT TOPICS

DEBATES WITHIN SCHOOL TEAMS

SPELLING FOR YOUNG
AND SENIOR LEARNERS

THE KARAOKE / SONG FESTIVAL

THE SCHOOL JOURNALS

LIPDUBS AND RECREATION VIDEOS

THE OLYMPICS OF INFORMATION

POETRY COMPETITION

A FASHION SHOW

THE ENGLISH CLUB FOR PARENTS

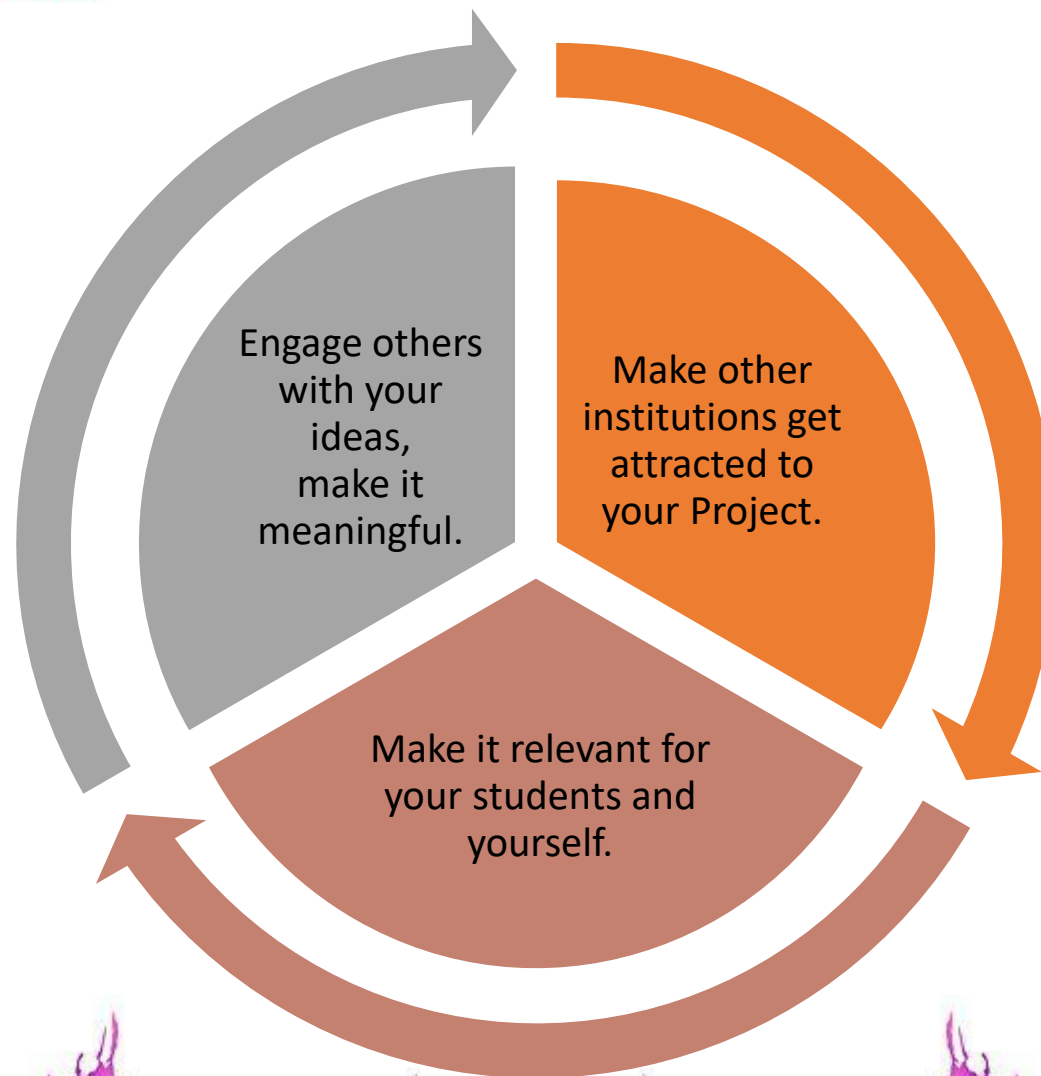
MENTORING YOUNG LEARNERS

WEEKLY NEWS

THE TIME CAPSULES

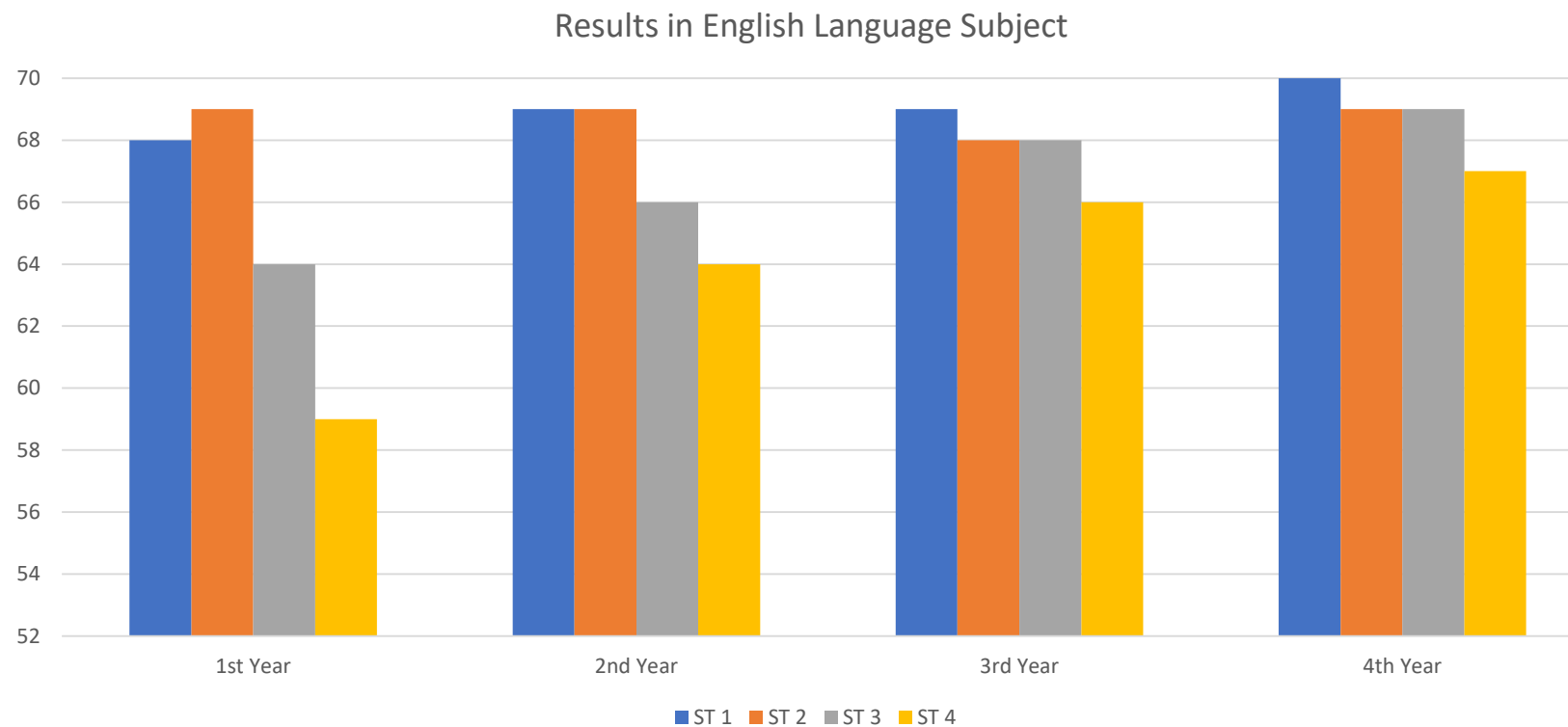
SO YOU THINK YOU CAN DANCE?





Chapter 5: The undeniable outcome.





Orange, Grey and Yellow bars represent 3 different students from Colegio Cervantes in the last 4 years.
Blue bar is about myself while being at school.



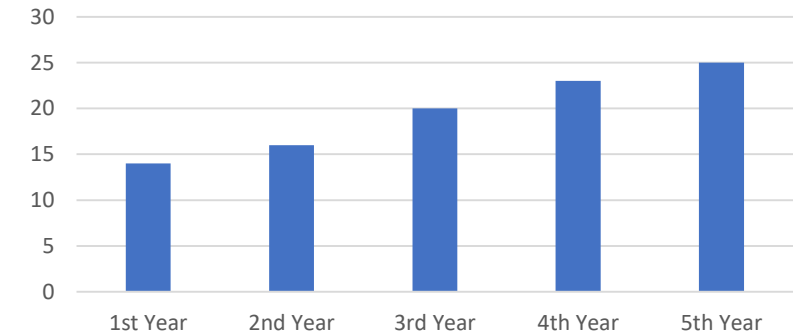
www.cervantesenglishtournament.blogspot.com



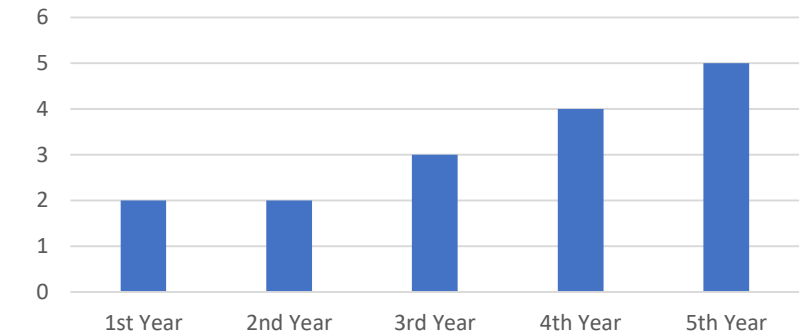
CERVANTES ENGLISH TOURNAMENT

- ✓ EVENT HELD 5 YEARS IN A ROW
- ✓ 3 DAYS OF COMPETITIONS
- ✓ OVER 25 SCHOOLS COMPETING PER YEAR
- ✓ MORE THAN 1000 SPECTATORS
- ✓ OVER 3 SPONSORSHIP AGREEMENTS
- ✓ MEDIA APPEARANCE IN LOCAL AND REGIONAL NEWSPAPERS
- ✓ MORE THAN 100 AWARDED STUDENTS
- ✓ PUBLIC AND PRIVATE INSTITUTIONS COMPETING
- ✓ MORE THAN 50 DIFFERENT JUDGES

Schools Competing



Schools' Locations



ACTIVITY 3: MAKE IT MEANINGFUL!

POTENTIAL PROJECT (NAME)		
ACTIVE NETWORKS NEEDED		
ASPECTS ABOUT MY SCHOOL'S P.I.E.		
POSSIBLE GROUP OF STUDENTS INVOLVED OR DIRECTED TO		
WHAT BENEFITS WILL IT BRING TO THE SCHOOL COMMUNITY?	WHAT ARE THE IMMEDIATE CHALLENGES I WILL HAVE TO FACE?	DO I HAVE THE NERVE TO DEAL AGAINST ALL ODDS? HOW COME?





I **must** believe in my own abilities.
I **have to** remind that I **can**.
I **need to** live my passion.
I **must not** forget that I am the change factor.



To teach is to be an artist creating
the finest piece of a sculpture: wise students.
Teach them to dream and
motivate them to get the universe.



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