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Principle-based language activities to promote peaceful coexistence in the EFL classrooms of 7th grade

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Abstract

Several studies have declared that violence and bullying are frequent actions inside the Chilean educational context and these problems have not decreased over the years. Furthermore, learning English can be difficult in an unfriendly environment because students are afraid of making mistakes and being criticized by their classmates when speaking English. Therefore, the evidence suggests that promoting peaceful coexistence in the EFL classroom is needed to encourage students to contribute ideas, participate and to develop their language skills in a suitable environment. This teaching proposal contains a dossier of eight principle-based language activities and the necessary materials, and/or resources which can come to the aid of the creation of a peaceful coexistence in the English as a Foreign Language (EFL) classroom of seventh grade in Chilean schools that work with the English syllabus of that specific grade. In order to achieve this, the values of equality of respect, love and compassion, peace and justice and critical and creative thinking, as well as the approach of Total Physical Response or TPR and the Natural Approach, along with the strategies of group discussion, film viewing and role playing, are the most suitable according to what the literature recommends. Therefore, this proposal is of great assistance in the development of a peaceful environment between teachers and students of seventh grade in Chilean schools since it provides effective activities to be carried out, and thus, implicitly fostering value education whilst learning English.

Keywords: Peaceful coexistence, English as a foreign language (EFL), values, English syllabus, Chile.

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Chapter 1: Introduction

During the period of adolescence, between the age of 10 and 19 years old approximately, human beings experience many changes at a body and mind level, affecting them physically, psychologically, and emotionally. Between 12 and 13 years old, boys and girls might be in the midst of this stage, with all the internal and external changes that implicate this period, and also, relating to school level, they are enrolled in 7th grade, which is the level this proposal is focusing on. During adolescence, they try to adapt themselves to their new role in society, they want to have more freedom and to be considered as adults with responsibilities. As Ozdemir, Utkualp and Palloş (2016) mention, the adolescent becomes a person who takes up social duties, tries to be more independent, accepts responsibility, and tries to define his/her own personality by establishing new relationships (p. 720). All those new characteristics might affect different aspects of their lives, such as coexistence, relationships, values, choices, among others.

Furthermore, in the educational field there seems to be a loss of interest, as in words of Ozdemir, Utkualp and Palloş (2016), who state that adolescents complain about rules, they think that there are insufficient rights of freedom for them; they want to make their own decisions. Moreover, Lesiak (2015) claims that teaching English language to adolescents is different from other age-level learners since at that age they can be expected to be disobedient in behavior and most discouraged to learn (p. 246).

It is worth noticing that during this period adolescents can manifest aggressive behavior at school because they want social recognition as powerful, socially accepted different and rebels (Estévez, Murgui, Musitu & Moreno, 2008, p. 434). These behaviors can lead to violence and bullying, which is a common phenomenon present in the Chilean school context, specifically during middle school (7th grade).

All this violence is extremely dangerous to adolescents and can affect their learning process, school success, behavior, relationships, and school coexistence. Moreover, according to Galand,

Lecocq and Philippot (2007), previous research reports that verbal victimization, student misbehavior and school violence harm emotional well-being of the teacher (p.467). This suggests that violence not only affects students negatively, but teachers as well. Moreover, learning English can be difficult in an unfriendly environment because students who speak in English feel afraid of making mistakes and being criticized by their peers (Leong & Masoumeh, 2017, p.36) therefore, it is necessary to promote a peaceful classroom environment because this environment encourages students to contribute with ideas, ask questions and interact with peers (Young, 2014 as cited in Nzowa & Manajel, 2019, p.165). There are more possibilities for students to communicate their opinions and thoughts in the target language if they feel comfortable and secure in their learning environment. Another important factor that has been studied is situational anxiety in EFL context, a type of anxiety which is triggered by specific situations, such as, public speaking, examination and participation in lessons (Ni, 2012 as cited in Lopez, 2018, p.68). Facilitating a friendly language environment becomes relevant when teaching English since this environment helps students to decrease anxiety levels in the EFL classroom and it also encourages students to express their feelings and participate during English lessons.

Therefore, and given all the information stated by the literature and studies, this teaching proposal aims to build principle-based language activities that can contribute to the creation of a peaceful coexistence inside the EFL classroom of 7th grade of Chilean schools and consequently to reduce violence in the Chilean educational context. Moreover, this proposal helps students to improve their English language skills by providing a suitable environment where they feel comfortable to express opinions using English. Thus, this proposal is of great assistance in the development of a peaceful coexistence environment between teachers and students of 7th grade in Chilean schools since it provides effective activities to be carried out, and hence, implicitly fostering value education whilst learning English.

Chapter 2: Literature Review

2.1 Peaceful Coexistence

This section of the theoretical framework will be divided into five main topics which are the definition of peaceful coexistence, the values needed to promote a peaceful coexistence, the importance of values in the educational context, some strategies to promote a peaceful coexistence in a classroom and finally, the student and teacher role inside the classroom.

2.1.1 Definition of Peaceful Coexistence

In the educational context, there is not an agreed definition of peaceful coexistence, however, the notion of peace and coexistence have their independent definitions which can help to better understand the concept. In accordance with Carieta (2013) there are two perspectives of the definition of peace. On the one hand, the negative perspective of the definition is the lack of troubles or war, on the other hand, the positive perspective of the definition is the process of justice in which humans can solve problems in a non-violent way, reaching harmony at an interpersonal, intrapersonal and naturalistic level. In addition to the previous statement, Carieta (2013) presents coexistence as the relationship among people in a community based on sharing meaning, interaction, coordination, and organization. These definitions of peace and coexistence will be taken into consideration to define in a better way the concept of peaceful coexistence as used for this teaching proposal.

Moreover, another concept related to peace and coexistence is democratic coexistence, and in the same line, some research done in Latin America suggests that applying the concept of democratic coexistence (or peaceful coexistence) helps to create peaceful relationships in schools. In addition, the notion of democratic coexistence is built upon the foundations of positive peace, which refers to the transformation of inequitable aggressive relationships by determining actions to replace the origins of violence (Carbajal, 2018, p. 2, 18). Finally, another important concept used in literature linked with peaceful and coexistence is peace education which is a process of promoting knowledge,

skills, attitudes and values to change behaviors that will empower children, youth and adults to prevent conflict and violence; to solve conflict in a nonviolent way; to create favorable condition for peace (UNICEF, 1999, p.1).

In the literature there seems to be no general definition of peaceful coexistence in the educational field. Therefore, taking into consideration the aforementioned notions around the concept, for the purpose of this project, peaceful coexistence in the educational context will be understood as a classroom environment free of physical and psychological violence among students in which they can solve their problems through dialogue.

This proposal addresses violence and values as key elements to understand and hopefully promote peaceful coexistence. Thus, for this project, physical violence is conceived as hitting, hair pulling, biting, shoving, using weapons to injure another student, among others (Henry, 2000). On the other hand, psychological violence is considered as verbal aggression, laughing at students' opinions and isolating a student from the rest of the class (O'Moore, 2006). As opposed to these expressions of violence, it is expected that classrooms presenting a peaceful coexistence are guided by principles such as, equality of respect, love and compassion, critical and creative thinking, peace and justice. According to Indrani (2012) principles have a great influence on our relationships, our behavior, our choices, and our perception of who we are. Having positive values means having positive actions (p.2). This peaceful environment should support and motivate all students to express their feelings and opinions without the fear of being mistreated or ashamed. Furthermore, inside an EFL classroom it is vital to have a suitable environment in order in order to have positive learning outcomes. In this respect, Rudianto (n.d) claims that a positive classroom environment is a fundamental factor for helping young language learners to achieve success in the English language teaching and learning activities. In the same line Young (as cited in Nzowa & Manajel, 2019, p.165) argues that promoting a peaceful classroom environment is important because it encourages students to come up with ideas, ask questions and socialize with peers. This indicates that it is more probable

that students who feel secure and comfortable in the environment express their opinions through the use of English.

2.1.2 Values to promote a peaceful coexistence

Since there are several definitions of values, the most suitable for this teaching proposal is Halstead and Taylor's (1996), which states that the concept of values are principles, fundamental convictions, ideals or life postures that act as a conventional guidance to people's behavior or as a guidepost to make decisions and evaluate actions and beliefs which are highly connected to the integrity and identity of every human being. According to Soundadarajan (n.d), people who work their values develop inner strength and can overcome human weaknesses (p.5). Moreover, and in words of Vijayak and Milcah (2018), educating everyone about values is really important because they will reflect those values in their attitudes, decisions, judgements, relationships, and visions towards their environment (p. 29). In other words, favorable values can influence positively different aspects of students' lives, such as: decisions, behavior, attitudes, the treatment towards their peers which encompasses coexistence inside the classroom. Therefore, developing students' positive values in the Chilean educational context is crucial to promote a peaceful coexistence inside the EFL classroom.

Furthermore, schools reflect the values of society; in fact, they exist because society treasures education (Halstead & Taylor, 1996). The schools can promote different values based on their mission and vision of education, but the values proposed in this thesis are suitable for any context and students, since they offer an opportunity to work towards a peaceful coexistence inside the EFL classroom. The values to be used in this thesis and teaching proposal are equality of respect, love and compassion, critical and creative thinking and peace and justice. All the values mentioned seek to promote peaceful coexistence, common good of a group and to build an integral citizen with positive values.

In the first place, equality of respect aims to respect and tolerate all human diversity, likewise, love and compassion which are values that develop empathy for others. Both values relate to each other due to the influence on people's welfare. Equality of respect refers to avoiding discrimination against people from different backgrounds including race, gender, ethnicity, nationality, religion, social class, or sexuality of the individual (Halstead & Taylor, 1996). In addition, love relates to the sense of satisfaction of a person. It involves self-love and love for others. Love looks for the good of another without expecting anything in exchange. Besides, compassion involves acknowledging others' needs and suffering but also trying to help them to improve their situation (UNESCO, 2005). These values help to create positive relationships based on respect, tolerance, love and compassion and create a peaceful coexistence in a school community. In the same line, critical and creative thinking aim to build a peaceful coexistence by helping students to realize what is right and wrong in a situation and to think about how they can act during a conflict. According to Gulati and Pant (n/d), by enhancing critical thinking inside the classroom students develop a strong sense of right and wrong (for self and the common good) which provides the basis for making responsible decisions in case of moral-social conflicts, resolving conflicts peacefully. Likewise, creative thinking encourages diversity of ideas, opinions and perspectives and helps to think and approach problems from multiple perspectives (p.50). Similarly, the values mentioned above contribute to developing the value of peace and justice by fostering a peaceful attitude and the sense of justice to solve problems inside the classroom. According to UNESCO (2005), peace is not only the lack of violence but the presence of respect, tolerance, trust, mutual understanding, cooperation, freedom, and justice. Indeed, justice is the cornerstone of peace based on the recognition of the universality of human rights. Harmony, cooperation, and teamwork are values that can be found within the core values of peace and justice (p.21). Hence, equality of respect, love and compassion, critical and creative thinking, and peace and justice appear to be the most suitable values to promote a peaceful coexistence in the EFL classroom. Moreover, all these values allow

students to learn in a peaceful environment in which everyone respects and tolerates each other, they love and feel compassion towards their peers inside the classroom. Also, critical, and creative thinking development helps to the creation of a positive environment because students are able to recognize what is wrong and right, solve conflicts in a peaceful way by taking into consideration diversity of opinions. The values mentioned above encourage the value of peace and justice by fostering a peaceful attitude and the sense of justice to solve problems. Furthermore, they allow students to develop their English language skills in a suitable environment since learning English can be hard in an hostile environment because students feel afraid of making mistakes and being criticized by their peers when speaking English (Leong & Masoumeh, 2017, p.36). Therefore, a peaceful environment encourages students to share their opinions and participate during the lesson without the fear of being mistreated by their peers.

As a conclusion to this section, it is worth mentioning that a person who has been able to learn in a value education environment, is a person that is capable of developing as many values as needed and applying them altogether in certain situations if it is necessary. Accordingly, the values previously mentioned could promote a peaceful coexistence inside the classroom and contribute to the prevention of violence by encouraging students to solve problems in a peaceful way and respect diversity as well to love and have compassion for others.

2.1.3 Teaching strategies to promote a peaceful coexistence

Creating a peaceful environment and coexistence inside the Chilean EFL classrooms of 7th grade seems to be a challenge in many aspects. One of those aspects lies in the stage of life that these boys and girls are facing: adolescence, which in turn affects them at a physical, biological, psychological, and cognitive level. Another aspect, and despite of the efforts of the Ministry of Education in creating workshops, programs, policies and documents to implement in behalf of a peaceful coexistence in public schools, especially in 7th grade, teachers and students in general still

face this latent problem of hostile and sometimes aggressive classrooms and lack of motivation towards English. Thus, the approaches and strategies mentioned below may contribute to successfully perform the activities to promote a peaceful coexistence.

There are several approaches to carry out a lesson, for instance, teacher-centered, subject-centered, child-centered, or student-centered, peace education approach, among others (Balasooriya, 2001). For the purpose of this teaching proposal a reasonable approach could be the child-centered and peace education approaches since they seem to be the most effective and suitable to foster a peaceful coexistence. Within these approaches, several strategies can be found to promote a peaceful coexistence inside the EFL classroom, however, the strategies to be implemented in this teaching proposal are group discussion, film viewing and role playing.

Firstly, according to Del Castillo (2013), an effective strategy to teach and learn values in an EFL classroom is group discussion. This strategy suggests that students express their thoughts with 3 to 5 group members. The purpose of this strategy is to make students comfortable in sharing their ideas and comments on the insights of other members. Students learn values from the experiences lived by their group mates. Group discussion can be complemented with cooperative learning, a strategy that encourages students to work and learn together rather than competition.

Cooperative learning increases motivation to learn, enhances relations among students; challenges individualism and decreases feelings of prejudice (Navarro & Nario, 2010, p. 176). By using this strategy, the value of equality of respect can be developed since students have to respect and tolerate each member of the group and their differences. Quintero and Soto (2017) suggest that attitudes of respect increase when students share their ideas during different social interactions inside and outside the classroom (p. 105). This strategy encourages students to respect each other during group discussion and strengthens human relationships. Moreover, peace and justice can be developed

through this strategy because students will have to respect and cooperate in their groups, avoiding violence and discrimination.

Another important strategy proposed by del Castillo (2013) is film viewing and analysis. This strategy requires a value laden movie that focuses on the specific topic the teacher wants to teach. Value laden films reflect the practice of certain values in one's day-to-day living. Films may bring affirmation, doubt, and inspiration to students. Using movies with a rich diversity of cultural content seems to be a suitable tool to enhance the understanding and awareness of different cultures and the sense of humanity of others (Yalcin, 2013). Moreover, this strategy helps to develop the values of critical and creative thinking and equality of respect since the students will have to watch the film, or an extract of it, then analyses it, taking into consideration that respect, empathy and tolerance are fundamental to do so. Furthermore, the values of peace and justice can be developed through the strategy of film viewing because while students are watching the film, they can recognize human rights and develop a strong sense of humanity.

Finally, role playing is a strategy that can be suitable to encourage peaceful coexistence, as in words of Navarro and Nario (2010), role playing gives to the participants the advisability to feel a situation more than thinking about it. This strategy also develops empathy and understanding of others points of views (p. 178). Moreover, this strategy helps students to develop their creativity, critical thinking and self-expression since drama provides a rich opportunity to discuss and understand one's own feelings, attitudes and beliefs through empathizing with and exploring the emotions of a character when role playing (Gałazka & Trinder, 2018, p.195). Role playing promotes the value of creative and critical thinking when students try to understand a situation when acting out and also love and compassion are developed through the reinforcement of empathy in the sense of putting ourselves in another people's place and feel different emotions.

All the strategies mentioned above can come as an aid for the design of principle-based activities, which in turn will help to create a peaceful coexistence inside the EFL classrooms of 7th grade in public schools. All of these strategies may develop and encourage the previously mentioned values in students through teamwork and discussion, and also through analyzing movies or situations given to recreate, in that way they can practice and demonstrate their command of the English language as well as their ability to be more tolerant, respectful, loving, creative and critical persons.

2.1.4 Student's and Teacher's Role in the development of a peaceful coexistence

Students and teachers play an important role to promote a peaceful coexistence inside the EFL classroom since they are the ones who share many hours per day teaching and preparing their lessons. The teacher will try the effectiveness of the strategies to promote a peaceful coexistence and students will learn and be influenced by these strategies. In this context, the student-centered learning (SCL) seems to be a suitable approach since it allows students to be aware of their learning process and it also helps to develop values. In the same line, the teacher acts as a facilitator inside the classroom and as a role model of peaceful behaviors. However, in a teacher-centered approach, which is mostly applied in traditional schools, children memorize a lot of information, much of which may be forgotten after the test. Thus, the child is seen as an intellectual person who only consumes information not like an integral human being (Gulaty & Pant, n.d. p.52). Therefore, this teaching proposal will conceive the student as having a main role in their learning process, which is highlighted by the student-centered learning (SCL) approach.

The European Students Union or ESU (2010) states that SCL is an approach in which the student is the principal component of the process of learning (p.8). To put it another way, the learner has a responsibility in their learning environment and in opposition to the instructor's power of control (Cannon, 2000, as cited in TEAL, 2010, p. 1). The student-centered learning can help students to develop their own learning process in a conscious way but also their internal human growth. Moreover, within SCL there is a real learning motivation, underlining the cooperation more

than competition (European Students Union, 2010, p.9). This idea refers to an approach that helps students to increase motivation for their learning process and develop values through cooperation and collaboration with others. Finally, this learning environment contributes to the development of positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected, and validated, enhancing core values inside the classroom (Cannon, 2000, as cited in TEAL, 2010, p. 1). Student-centered learning or child-centered approach plays a fundamental role in the development of values and therefore a peaceful environment among students, since they are the ones in charge of their learning process, motivation and human internal development with the help and guidance of teachers. In addition, this approach encourages students to develop values through teamwork and cooperation in an environment in which students feel supported and respected.

Within the child-centered approach, one of the main roles of teachers is to guide students through their learning process, the teacher guides the process towards the goals by directing, supporting, and helping the learners (Balasooriya, 2011). Inside the classroom, another important role of the teacher is as a facilitator of knowledge as well as caring for students' well-being. It is worth noticing that teachers who work with SCL instruction consider students' individual characteristics as backgrounds, interests, abilities, and experiences (Mccombs & Whistler, 1997, as cited in TEAL, 2010, p. 1). Teachers are often seen as an example of knowledge and behavior since children learn peaceful behavior more from the ways a teacher speaks, than from the way he or she teaches (Balasooriya, 2001, p.39). Furthermore, Radha (2016), complements the previous idea by saying that teachers are a role-model for the students since their actions convey more than their words. Accordingly, teachers play a fundamental role to implicitly teach values since students learn it from teachers' actions and responses to problems. Besides, teachers help to create a peaceful coexistence by considering students' contexts, interests and value development.

To conclude, for the purpose of this teaching proposal, and taking into consideration a nontraditional approach which is student-centered learning, students are the most important participants in the teaching and learning process since they are the ones in charge of their own learning and human development. Within this approach teachers can play different roles, for instance as facilitator of knowledge, as a planner and as role model of peace. It seems appropriate that teachers plan their lessons based on the selection of the most appropriate strategies for students' value development in order to promote a peaceful coexistence inside the EFL classroom.

2.2 Teaching English as a foreign language to adolescents

In this section of the literature review, some topics regarding teaching English as a foreign language to adolescents will be addressed. These topics are the adolescent EFL learner, EFL teaching approaches and strategies, and finally, principle based EFL teaching. A better understanding of these topics will help to shape this teaching proposal in accordance with the needs of adolescent language learners and making use of the strategies of EFL teaching that were specifically selected for students of this age.

2.2.1 The adolescent EFL learner

Adolescence plays an important role in this teaching proposal in view of the fact that the activities suggested in this work are designed to work with students of 7th grade who are experiencing adolescence. This stage has been described by many researchers as a complicated period due to the vast physical and psychological changes that are experienced during this period, also, these changes influence students' learning process, attitudes, behavior, coexistence, among other aspects.

The definition of adolescence varies in the literature since this period is experienced differently by every person depending on their physical, emotional, cognitive development and social backgrounds (UNICEF, 2011, p. 8). Moreover, authors have not yet come to an agreement about the specific age in which adolescence starts, except for UNICEF (2011) that places adolescence between the ages of 10 and 19. Therefore, for the purpose of this teaching proposal adolescence can be

defined as a period between the age of 10 and 19 years old approximately, in which many changes take place in the human body and mind, affecting individuals physically, psychologically and emotionally.

Additionally, during adolescence individuals try to adapt to their new role in society; they want to have more freedom and be considered as adults with responsibilities. In words of Ozdemir, Utkualp and Palloş (2016), the adolescent becomes a person who takes up social duties, trying to be more independent, accepting responsibilities, and trying to define his/her own personality by establishing new relationships (p. 720). Taking into consideration this aspect of adolescence is crucial when planning lessons and activities, since it is important to provide a learning environment in which students are given rules and responsibilities that encourage their autonomy.

At school, adolescents do not seem to show great interest in certain subjects, such as learning a foreign language. In fact, teachers express that teaching English as second or as foreign language (ESL/EFL) to teens has never been an easy task since at that age they can be expected to be disobedient in behavior and most discouraged to learn (Lesiak, 2015, p.246). Likewise, students' interest in classes decreases, consequently, school's success also declines (Ozdemir, Utkualp & Palloş, 2016, p.720). This indicates that encouraging students to study English becomes a difficult task due to learners' lack of interest. In addition, adolescents can present aggressive behavior inside the classroom since they would like to be considered socially accepted as powerful, different, and rebellious (Rodrigue as cited in Estévez, Murgui, Musitu & Moreno, 2008, p. 434). Moreover, adolescents complain about rules since they want more autonomy to make their own decisions (Ozdemir, Utkualp & Palloş ,2016). Aggressive behavior and disobedience can affect the classroom environment and the coexistence among students. All the factors mentioned before can influence students' behavior, learning process, coexistence, interest, and school success.

Another important feature to highlight is adolescent cognitive development, which refers to changes and development in the brain that help people to learn and think. The adolescent brain

becomes a learning machine that absorbs facts, ideas, and skills (Department of Health and Human Services, 2018, p.8). Similarly, adolescents start to comprehend abstract ideas, develop their language skills and verbalization that allows for communicating a more advanced way (Lesiak, 2015, p. 252). This could suggest that adolescent learners are in a suitable stage to learn English and to develop critical thinking and communicative skills in the EFL classroom. Additionally, ESL and EFL teenage learners have particular needs to be fulfilled, such as the need to play, to socially interact, to rest and to learn in a stress reduced environment since stress can cause negative consequences in students' brains (Lauria & Leiguarda, 2012). It is possible to say that despite the fact that adolescent EFL learners can present aggressive behavior, lack of interest and disobedience, they are in a stage in which their brain has an impressive learning ability and it is crucial to help them to develop all their English skills by facilitating a peaceful environment.

To conclude, it is fundamental to know all the aspects mentioned above because they help teachers to understand why students of seventh grade act or have certain attitudes and behavior when learning English as a foreign language and how to help them to develop their English language skills because students are in a suitable stage to learn. All these needs and specific adolescents' features mentioned above were taken into consideration when planning the teaching activities presented in this proposal as a way to promote a peaceful coexistence inside the EFL classroom.

2.2.2 EFL teaching approaches and strategies

Teaching English as a Foreign Language to adolescents might not be an easy task, thus it can imply a serious challenge for EFL teachers to achieve an effective teaching process. (Murabak, 2016, p.19), and therefore, those challenges affect students' learning process and the creation of a peaceful environment inside the classroom. In words of Lesiak (2015), teenage learners differ from other learners as they are thought to be the most disobedient in behavior and most discouraged to learn. These features must be taken into consideration when choosing the approach that will inspire somebody's EFL teaching. There are plenty of approaches and strategies to teach English as a

foreign language, but for the purpose of this teaching proposal, the most suitable options seem to be the Natural Approach or NA, and Total Physical Response or TPR, along with socio-affective and communication strategies and the occasional use of the mother tongue, in the case of most Chilean students, Spanish.

In 1977, a proposal for a new philosophy of language teaching called Natural Approach was created by Tracy Terrell and later developed by Stephen Krashen. The Natural Approach addresses the development of communicative skills rather than grammar, as other approaches and methods used traditionally, focusing on the exposure of the foreign language rather than repetition, emotionally developing students' learning process through comprehensible input using written or any other materials as a resource to achieve that purpose (Richards & Rodgers, 1999, p. 129). Thus, the learning process reaches a natural course addressing communication as the central component of language and promoting a peaceful environment in the EFL classroom through this approach and its aim of making input more comprehensible for students.

Another important approach this teaching proposal will be focusing on is Total Physical Response or TPR. Introduced by James Asher, this approach combines both verbal and motor skills; said differently, it mixes coordination, speech, and action to teach and learn a foreign language. By using this approach kinesthetic sensory activities can be developed which in turn may help the foreign language to become more understandable and acquired since there is a strong relation between language and body (Savičević, Cvijetić & Ivanković, 2014). These approaches can be of great assistance because they are trying to focus on students' communicative abilities and kinesthetic competences. Verbal communication and communication through the body might be important aspects to consider when promoting peaceful coexistence, since through these approaches the strategies of group discussion and role playing might result in students developing the values of equality of respect, love and compassion, peace and justice and critical and creative thinking by tolerating and respecting each other, creating a loving environment free of injustice in which they

can express their creativity, feelings and opinions using the foreign language and in a peaceful coexistence.

Additionally, this proposal includes socio-affective strategies, which relate to the social competences represented by the interaction with others (Lesiak, 2015, p. 255). These strategies are used to learn the foreign language by working as a community to achieve a common goal; to learn with others and to control social and affective aspects of learning. In other words, students are motivated to experiment with language and ideas without fear of making errors. Moreover, these strategies make positive statements during a task and reduce stress and anxiety, which is triggered by specific situations, such as, public speaking, examination and participation in lessons (Ni, 2012 as cited in Lopez, 2018, p.68), by reminding the sense of goals, progress made and resources available. Another worth mentioning strategy is the use of communication. As Brown (2000) mentions, communication strategies offer an opportunity to work and enhance social and communicative skills to solve a problem or to reach a shared objective which, by the means of communication, can be beneficial for students, both inside and outside school.

Finally, there are plenty of benefits by using English only in the classroom, however, an all-English classroom might be insufficient in meaningful communication causing incomprehension and resentment in students (Mahmutoğlu & Kicir, 2013, p. 51). In addition, all-English classrooms can be a harmful factor to student-teacher interaction. In this regard, this proposal will support the use of the mother tongue when necessary in order to improve communication among students, and between students and teachers, so as to enhance a peaceful environment inside the EFL classroom.

All the advantages offered by the aforementioned approaches and strategies can come to the aid of the creation of a peaceful coexistence in the EFL classroom, thus benefiting the acquisition of English as well as the promotion of the necessary values to help students express their thoughts, opinions and emotions.

2.2.3 Principle-based EFL teaching

Value-based education seeks to inculcate educational and cultural values among students and the main objective is to achieve an integral development of the human being (Balaji, 2013, p.179). According to this definition, it can be inferred that principle-based or value-based teaching refers to a type of teaching in which values play an essential role in the classroom. This is particularly important for this proposal since values are part of adolescents' personality, behavior and moral development. In words of Kokovic and Lazar as cited in Jovkovska and Barakoska (2014), values influence social life, such as: social action, ideology attitudes and moral reasoning (p.22). Regarding values in the educational context, and specifically in the EFL classroom, students consider that an English lesson with content of human values are more relevant than English lessons based on grammar aspects (Arenas, Hincapie & Gutierrez, 2008, p.49). For that reason, values appear to be important language components inside the EFL classroom. Moreover, teachers can facilitate moral development by developing altruist and caring behavior to others as well as discussing and identifying issues related with morality and fairness in a suitable environment where students can express themselves and develop their values (American Psychological Association, 2002, p.13). Said differently, teachers can help students to develop their values by implementing different methods that allow students to discuss morality and fairness topics inside their classroom, consequently, it helps to create a peaceful coexistence among students.

Researchers have proposed many ideas to promote a value-based teaching in their educational projects, focusing on its advantages for EFL teaching. Arenas, Hincapie and Gutierrez (2008), reported that students had positive responses when teachers integrated human values in their instructions, they were more interested in English, values and also to know their classmates (pp. 33-34). This method allows students to discuss topics related to values in the English lessons and also encourages students to know their classmates in a better way. Other suggestions that can come to the aid when developing values inside the EFL classroom are cooperative learning which encompasses

many values such as: tolerance, respect for others, cooperation and development of social skills, dialogue in which people talk about certain topics, they learn the values of conducting dialogues and active involvement during English classes (Shaaban, 2005, p. 208- 209). Slavin (1995) adds that cooperative learning provides a non- threatening learning environment which encourages EFL learners to communicate their points of views in a foreign language (as cited in Al-yaseen, 2014, p.92). These suggestions help students to develop their social skills, values and promote a healthy environment inside the classroom.

Further suggestions include film viewing to teach social values to students in English lessons. Sharjeel and Dadabhoy (2013) claim that films can engage students in the subject matter, allowing them to develop empathy, respect, affection, and anger to the character (p.45). It is probable that while students watch a film, they develop some values and critical thinking to distinguish what is wrong and right in a certain situation. In the same line, by implementing film viewing students can improve their empathy and social skills (Mufiqoh, Puji & Anni, 2018, p.100). All these suggestions and ideas seek to help student's development of values inside the EFL classroom in a cooperative and social way, promoting teamwork, tolerance and respect, always taking into consideration the individuality of the students and the needs of each particular class.

2.3 Learning English in Chile

In this section of the theoretical framework some topics regarding the English teaching-learning process in public schools in Chile will be discussed. Firstly, the EFL classrooms in the Chilean context, the Chilean education system and English subject in the Chilean classrooms; the English subject curriculum and 7th grade syllabus; and, finally, violence in school context and how all of these matters influence the creation of a peaceful coexistence inside the EFL classroom.

2.3.1. The EFL classroom in the Chilean context

Nowadays, English is known as the language for communication, be it for business matters, tourism, or just for the pleasure of knowing a universal language to make friends worldwide. These advantages are something the Chilean authorities do not ignore; therefore, they have realized the importance of teaching English at schools and are trying to encourage students to learn the language to one day become a bilingual country. Nevertheless, in this section, some data and authors who claimed that English teaching in Chile needs some changes in order to be meaningful and effective will be presented, but first, an overview of the education system in Chile will be shown, followed by some features of the English subject in Chilean classrooms.

The educational system in Chile, in general terms, has a private and decentralized organization which resulted in the creation of private schools, supported by private entities, and public schools, under the responsibility of municipal governments and supported by the Chilean State (Rounds, 1997, p.109), enabling a profit-oriented education. Along this same line, Valenzuela et al (2013) claims that “the Chilean educational system is considered one of the most segregated in the world.” (as cited in Inostroza, 2015, p. 33) since the national educational reforms have a market orientation, which in turn contributes to an unequal education where private schools seem to have more opportunities than public schools because they have access to a better quality of education alongside better infrastructure, among others. In terms of organization, Chilean schools are divided into three levels, the first level is from 1st to 4th grade and the second level from 5th to 8th grade and finally, the third level, is from 9th to 12th grade.

Regarding the teaching of English as a foreign language in Chilean classrooms, it is worth mentioning that English is considered and taught as a foreign language and not a second language due to the fact that in Chile this language is learnt mainly in classrooms, being Spanish the predominant language in this country, thus there are few places and opportunities for Chilean

students to practice English. Likewise, there is a lack of opportunities to practice the language and since there is not a nearby English-speaking country to go or an area that requires English to work in, hence, students feel demotivated and feel that learning the language is useless and unnecessary (Figueroa & Márquez, 2013). Another important aspect to consider is that English as a subject is compulsory in the second and third levels, in other words, from 5th to 12th grade, however in 2013 the Ministry of Education announced the implementation of programs and textbooks for those schools that aimed an early English instruction by optionally teaching the language from 1st grade (Abrahams et al, 2017, p.102). Regarding the number of hours of English instruction, the Ministry of Education has assigned a specific number of pedagogical hours for schools to follow as a minimum every week (Figueroa & Márquez, 2013, p.2). The first level has 2 hours per week, while the second level – which is the level where the grade (7th) of this teaching proposal will be focusing on – has only 3 hours per week. Finally, Figueroa and Marquez (2013) found that another drawback for teachers and students is the overuse of the textbook whose contents seem not to be meaningful for the learning process of students. Considering the few amounts of hours per week that some schools give to teach English as a foreign language, the level or grade in which this language is compulsory in most of schools, and the overuse of the textbook that seems to be meaningless for students, it can be said that achieving a proficient English level might be a challenge to students of Chilean schools.

In conclusion, as a consequence of the lack of opportunities to practice the English language, the lack of motivation, the overuse of meaningless textbooks and the low amount of hours to teach and learn it, is that the teaching-learning process of English as a foreign language in Chilean schools might be challenging when it comes to reach a certain proficiency level and therefore affects the creation of a safe and peaceful environment in the classroom, since it is likely that neither teachers nor students feel comfortable teaching and learning a foreign language which the authorities say it is important to learn, but in reality it does not seem important.

2.3.2. The English subject curriculum and 7th grade syllabus

Firstly, the Chilean curriculum is a document which defines the learning goals for all Chilean students during their school education; these learning goals are mandatory for all Chilean schools (Ministerio de Educación, 2015, p.22). Secondly, the English syllabus of 7th grade was created by the Ministry of Education as a voluntary aid resource for schools that do not have their own syllabus, as well as helping teachers to organize the learning objectives and combine them with the required time inside the EFL classroom. Furthermore, the syllabus provides suggested assessment indicators for teachers to use (Ministerio de Educación, 2016, pp. 6-7). Both documents aim to help students to achieve the learning goals and teachers to organize the English lessons.

The ministry of education (2015) considers that learning other languages and cultures help students to be successful in the globalized world. Furthermore, students who know other languages can interact with other people and have more access to information (p. 216). Thus, the ministry considers the English language as a tool that will help students to be more successful in different aspects. In this regard, the national English curriculum focuses on the communicative aspect of English, considering all the skills: listening, speaking, writing, and reading. Students will have to be able to speak using English with fluency and with a good use of grammar, vocabulary, phonetics, and spelling (p.218). Nonetheless, grammar translation and audio-lingual methods may be interfering with students' development of English oral skills as classes tend to focus on memorization vocabulary and grammar structures (Yilorm, 2016, p.108), rather than lessons that offer opportunities for the development of values and positive interpersonal communication in the target language.

The English syllabus of 7th grade is divided into 4 units, the first one is called Feelings and Opinions, the second one is Healthy Habits, the third is Sports and Free Time Activities, and finally, the last unit is called Green Issues. The first two units correspond to the first semester and the last two units correspond to the second semester of the school year. Each unit provides information regarding its purpose in terms of language learning, students' expected prior knowledge, key words,

the content or language component of the unit, pronunciation of specific words, vocabulary, the skills to be developed, which in this case are the four skills; listening, reading, speaking and writing, and finally, the attitudes that students should have towards the language (Mineduc, 2016). However, it seems that curriculum does not give the necessary relevance to the development of values, even though 7th grade students are in this critical period where many changes take place, affecting their learning process and behavior, and therefore affecting in the promotion of a peaceful coexistence and meaningful learning.

Syllabi have the particularity of addressing topics, units and objectives in a transversal way so it can last longer than a textbook, which is the reason why we chose to work with the syllabus instead of the textbook. For the purpose of this teaching proposal we will be focusing on the language component, vocabulary, as well as the learning objectives and the activities suggested in the syllabus, in order to have a general idea of how English is taught to 7th graders in Chilean schools and how it can be improved with this proposal. In general terms, for each of the four units of the English syllabus of 7th grade it is possible to find a defined number of learning objectives, and within those objectives a small number of activities are suggested for teachers to use in their planning (Mineduc, 2016, pp. 89-209). However, the activities suggested do not consider a principle-based perspective nor students' background. Nevertheless, by taking into consideration language components and vocabulary as well as learning objectives and activity design under a value-based perspective, a peaceful coexistence can be promoted, and therefore a better and more meaningful learning process can be achieved.

Therefore, the English subject curriculum and syllabus of 7th grade can come to the aid of providing information concerning the teaching-learning process of English as a foreign language in Chilean schools. In addition, by analyzing the English syllabus of 7th grade, it is possible to assess

when and how it could be improved with the help of a principle-based perspective and the promotion of a peaceful coexistence inside the EFL classroom.

2.3.3 Violence in the Chilean Educational context: Why peaceful coexistence is needed

In the literature regarding school violence, there is a conceptual confusion between the terms of violence and bullying, these terms are frequently used interchangeably and without precision. On one hand, in the Chilean educational context, the term violence tends to be used to refer to any behavior that can hurt somebody in the school context (Subsecretaría de Prevención del Delito, 2019, p. 18). On the other hand, bullying is considered as the intentional and repeated use of violence by an individual or group with more power against a person or more people who are unable to get out of that circle of abuse (Subsecretaría de Prevención del Delito, 2019, p. 18). Furthermore, there are different types of violence such as: physical violence (direct) by using a tool or not, which aims to hurt the body of another person and psychological violence which includes verbal abuse, scolding and sarcasm (Budirahayu & Susan, 2018, p. 16).

Additionally, violence and bullying can cause negative consequences to the victims. According to the Division of Violence Prevention (2016) “exposure to violence increases the risk of depression, post-traumatic stress disorder (PTSD), anxiety, sleep and eating disorders, and suicide and suicide attempts” (p. 4). All these consequences are extremely dangerous to children and adolescents and can affect their learning process, behavior, relationships, and school coexistence. Moreover, according to Galand, Lecocq and Philippot (2007) “verbal victimization, student misbehavior and perceived violence at school impair teacher emotional well-being” (p.467). Violence can negatively affect students and teachers’ well-being.

Violence has not decreased over the years in Chile, in this respect, the Subsecretaría de Prevención del Delito (2019) reports that in the third national survey of violence in the school environment by the Ministry of the Interior and Adimark in 2010 showed that 22% of students declare that there is a high frequency of aggressive behavior in their schools (every day or once a

week) and 23 % of students have been victims of violence (p.5). Furthermore, the División de Educación General (2019) states that 84% of students have witnessed bullying inside their schools (p.6). Marin and Villegas (2016) added that 90% of students agreed that verbal violence among students is the most frequent phenomenon (p.71). Additionally, violence experienced by teachers is another important phenomenon, according to Tijmes (2012) 20% of students have witnessed violence against teachers and 4% of students have attacked a teacher (p.111).

These problems have also been reported by the Superintendencia de Educacion in 2017, which received 5.689 complaints of physical and psychological violence; the number of cases have increased from the previous year (Bravo, Varela, Pereira, González, Guerrero & Chuecas, 2019, p.38). Recently the Superintendencia de Educación (2018) reports a total of 7263 complaints of school violence between different members of the school community. Violence and bullying are frequent phenomena inside the Chilean schools which negatively influence the classroom environments and coexistence, in consequence, students learn in a violent atmosphere that affects students' learning process. Moreover, violence between students is more prevalent in middle school (11 to 14 years old) than high school (Neut, 2017, p.234). The literature suggests that during adolescence the involvement in acts of violence responds to different factors such as the transition from childhood to adolescence; transformation of body and mind; exposure to family violence, alcohol, drugs, among others (De Souza and De Godoy, 2016, p. 192).

In view of this national reality, the Chilean government has addressed the issue by implementing different public policies and laws such as the policy of school coexistence (2015) and Aula Segura [safe classroom] – a law that punishes school violence. However, national laws and policies do not seem to be effective since they do not take into consideration the school culture and context and teachers are considered as reactive instead of preventive agents regarding conflicts (La Agencia de calidad de la Educación, 2015, as cited in Retamal and Gonzales, 2019, p.2). Thus,

school violence is an unsolved problem which has been addressed by different governments with the implementation of many policies and laws, unfortunately without positive results.

As a conclusion, it is worth highlighting that during childhood and adolescence, students are going through different changes regarding their moral reasoning, social problem- solving skills, attitudes and beliefs about violence, and finally the development of non- violent and respectful relationships (Division of Violence Prevention, 2016, p.6). Therefore, it appears that implementing this teaching proposal during the adolescence stage can positively influence students' decisions, behavior, values and coexistence since students are in the process of developing all these aspects. In addition, this proposal can contribute to reduce and prevent violence and bullying inside the classroom by promoting peaceful coexistence among students.

Chapter 3: Teaching proposal

In this chapter, we present a teaching proposal composed of eight principle-based language activities according to the four units of the 7th grade Chilean English syllabus. These units are: Feelings and Opinions (unit 1), Healthy Habits (unit 2), Sports and Free Times Activities (unit 3), and Green Issues (unit 4). All the activities were based on three main strategies: film viewing, group discussion and role playing. Therefore, this teaching proposal aims to promote a peaceful coexistence in the EFL classroom for 7th graders through the creation of principle-based language activities in accordance with the Chilean English syllabus.

The research question which guided this project was ‘what principles-based language activities can be suggested for English lessons with 7th graders in order to promote a peaceful coexistence in the EFL classroom?’. The general objective of project is to design a dossier of principle- based language activities to promote a peaceful coexistence among 7th grade students, while the specific objectives were (1) to define the values that help to promote a peaceful coexistence, (2) to plan principle-based activities in accordance with the English syllabus of 7th grade and (3) to provide resources to create interactive materials for the activities proposed.

This teaching proposal has been designed to support EFL teachers and students of 7th grade of Chilean schools whose lessons are based on the national curriculum and syllabus. Additionally, this proposal can be adapted to others grades and content but always with the same purpose of promoting peaceful coexistence.

Each of the activities in this teaching proposal were designed based on the suggestions given in the literature. In addition, they include some concepts to be more understandable and meaningful for teachers when using these activities, such as the time of the activity, the name, the learning objective, the steps or instructions to be follow by the teacher, the materials required to carry out the activity, the language components, which are based on the language components proposed by the English syllabus of 7th, the values that are expected to be developed during the activity and how they

are supposed to be developed, the extra material available in the appendices, and finally the suggestions to be considered when implementing the activities since it may contain useful classroom management or classroom arrangement strategies, among other types of information.

Activity 1

Time	90 minutes
Activity Name	Reflecting on Movies
Unit	Unit 1: Feelings and Opinions
Learning Objective	Students will be able to identify and express feelings and share them in their groups using English.
Steps	<ul style="list-style-type: none"> ° Ask your students to watch the movie “The Help” by Tate Tylor. ° While students are watching the movie, ask them to identify adjectives related to feelings. ° Ask students to create groups of 4. ° Students will discuss some questions about the movie. ° Students will discuss some values that identify in the movie.
Teaching Materials	Video projector, computer, and speakers
Language Components	Present simple, adjectives (happy, sad, angry), past simple, expressions of quantity.
Values	<ul style="list-style-type: none"> ° Equality of respect. ° Critical and creative thinking. ° Peace and justice.
Value Development	The values of peace and justice will be

	<p>developed while students are watching the movie and identify what is wrong and right in certain situations and then students will discuss them in a peaceful way. During the discussion, students will develop the values of equality of respect because they will have to respect turns and opinions of each member of the group. Finally, students develop critical and creative thinking when sharing their opinions about racism and discrimination in this specific activity.</p>
Appendix	See appendix A on page 75
Suggestions	<ul style="list-style-type: none"> ° You can find the questions in appendix A. ° You can use a timer to have better time management. ° Students and teachers can create the questions together. ° You can use colored sticks to create the groups. ° If a student does not want to participate, they can write and answer the questions in a piece of paper.

Activity 2

Time	90 minutes
Activity Name	Feeling the Yoga
Unit	Unit 1: Feelings and Opinions
Learning Objective	Students will be able to use English to express their feelings through yoga movements and discuss it.
Steps	<p>° First, introduce your students to the concept of Yoga; what they know about and how do they know it.</p> <p>° Show your students the poster with the Yoga movements they are going to perform, explaining to them how they have to do the movements, their names and their meaning.</p> <p>° In the school gym, start stretching along with your students to start performing the yoga movements.</p> <p>° The movements are:</p> <ul style="list-style-type: none"> - I am strong - pretend to be a surfer - I am kind - pretend to be a tree - I am brave - pretend to be a skier - I am friendly - pretend to be a dog - I am wise - pretend to be an owl <p>° Ask your students to take a deep breath at the beginning of each movement, and then slowly breathing out as they perform the movements. Repeat them if necessary.</p> <p>° Ask the students perform the exercises, ask them to say out loud the name of each movement in a relaxing way.</p>

	<ul style="list-style-type: none"> ° Once they finish, ask your students to make a circle and discuss how they felt before the activity, how they felt after and why.
Teaching Materials	Computer, projector, speakers.
Language Components	Simple present, verbs, adjectives, and expressions related to feelings.
Values	<ul style="list-style-type: none"> ° Equality of respect ° Love and compassion ° Peace and justice
Value Development	The value of equality of respect will be developed through this activity as students perform the movements proposed by the activity since they will have to respect their classmates and teacher. Regarding the values of love and compassion and peace and justice, they will be developed during the yoga movements and discussion time, since students might develop love and compassion for themselves knowing the meaning of each exercise (kindness, wisdom, among others), developing a sense of inner peace that can be shared with the class.
Appendix	See appendix B on page 76
Suggestions	<ul style="list-style-type: none"> ° Some days before the activity, ask your students to wear the school gym clothes that day so they can feel more comfortable doing the exercises. ° Make sure that, at the time of your activity, the school gym is available for your activity. If not, try to ask for another available room to do those exercises or, as a last resource, make enough space in the classroom.

	<p>°If some students do not want to participate in the activity, make sure you bring some worksheets to complete related to feelings, yoga, etc., or ask them to draw about how they are feeling and then to write a short description of the drawing.</p> <p>°It is advisable to play some relaxing music during the yoga exercises.</p> <p>° In the discussion part, asking a student to ask the questions to another classmate so they can be more involved in the discussion is advisable.</p>
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Activity 3

Time	45 minutes
Activity Name	Time to Discuss
Unit	Unit 2: Healthy Habits
Learning Objectives	Students will be able to discuss healthy habits and daily activities through the use of English.
Steps	<ul style="list-style-type: none"> ° Ask your students to walk around the classroom and stop at the front of a classmate. ° Tell your students that they will have to discuss one question about healthy habits in their lives. ° Ask your students to repeat this activity until they have talked with 5 different classmates. ° At the end of the lesson, ask your students to deliver an exit ticket about healthy habits.
Teaching Materials	Whiteboard, whiteboard marker and exit tickets.
Language Components	Present simple, past simple, modals (should or should not)
Values	<ul style="list-style-type: none"> ° Equality of respect ° Critical and creative thinking ° Love and compassion

Value Development	Students will develop the value of equality of respect because they will have to tolerate all the opinions when discussing the questions, avoiding discrimination. Besides, critical and creative thinking are raised by encouraging diversity of ideas and opinions inside the classroom. Finally, it is expected that students feel love and compassion towards their classmates by knowing others' healthy habits, necessities, and lives experiences.
Appendix	See appendix C on page 79
Suggestions	<ul style="list-style-type: none"> ° Move the tables and chairs to give space for your students to move around the classroom. Ask your students to help you with that task. ° If the classroom is too small, you could ask beforehand for a bigger classroom or maybe for the school gymnasium. ° You can write the questions about healthy habits in the whiteboard. ° You can play music while students are doing the activity.

Activity 4

Time	50 minutes - 60 minutes
Activity Name	Giving Advice about Healthy Lifestyle.
Unit	Unit 2: Healthy Habits
Learning Objective	Students will be able to use English to give advice about healthy habits or act out situations of different lifestyles.
Steps	<p>° Firstly, ask your students to take a piece of paper out of a fishbowl. Squares are the situations, and long rectangles are phrases to give a piece of advice.</p> <p>° Ask your students to gather in 2 groups according to the piece of paper they received: squares with situations one group and rectangles with phrases another group.</p> <p>° Tell the 2 groups to form an onion ring, or in other words, two circles facing each other.</p> <p>° The circle that has the situations has to act out and the partner in front of him/her has to guess and give advice based on the situation.</p> <p>° Tell your students to make one step left or right (depends on your preference) every time you clap 5 times and say the direction students should follow.</p>
Teaching Materials	Worksheets with the situations and phrases already printed, scissors, a fishbowl, or any container.
Language Components	Expressions to give advice, verbs and connectors related to healthy habits.
Values	<p>° Equality of respect</p> <p>° Critical and creative thinking</p>

Value Development	<p>Equality of respect and critical and creative thinking are values that can be developed through this activity since students have to be respectful to each other when giving and receiving advice, critical thinking is developed because students have to think when giving an appropriate piece of advice as well developing creative thinking when students have to act out the situations given.</p>
Appendix	See appendix D on page 80
Suggestions	<ul style="list-style-type: none"> ° Move the tables and chairs to make space for students to move. You can ask your students to help you with that task. ° If the classroom is too small or if you do not want to move the tables and chairs of your classroom, you can ask beforehand for a bigger room or the school gymnasium. ° In order to make the activity more dynamic, you can ask your students to exchange the pieces of paper with the partner who is in front of her/him, so the student who was giving advice, now she/he should act out the situations.

Activity 5

Time	90 minutes
Activity Name	Acting Out
Unit	Unit 3: Sports and Free Time Activities
Learning Objectives	Students will be able to recognize sports and free time activities through movement and to give a piece of advice using English.
Steps	<ul style="list-style-type: none"> ° Give a colored stick to each student. ° Ask your students to form groups of 4 depending on the colored stick. ° Give to each student a daily routine or a problematic situation. ° Ask your students to act out the situation and her/his partners will have to guess what he or she does or give a piece of advice if she/he is acting out a problematic situation. ° At the end of the class, one member will be selected using a yarn ball and will have to perform the situation and the rest of the class will have to guess what she/he is doing.
Teaching Materials	Colorful stick, ball made of yarn, whiteboard, and whiteboard marker
Language Components	Simple present, modal verbs, hobbies and sports vocabulary, verbs related to sports and plurals.
Values	<ul style="list-style-type: none"> ° Equality of respect ° Critical and creative thinking ° Love and compassion
Value Development	Students will develop the value of equality

	<p>of respect by respecting the performance of each member of the group. Moreover, this activity encourages students to develop their creative thinking when performing the daily routine and to critically think in order to give a coherent piece of advice to their peers. Finally, love and compassion are reinforced when students feel the emotions of each character and see others' performance.</p>
Appendix	See appendix E on page 82
Suggestions	<ul style="list-style-type: none"> ° You can write modals with some examples in the whiteboard to help students to remember it. ° Students can tell if they are acting out a problematic situation or a daily routine activity. ° If some students do not want to participate in the activity, they can write a daily routine in a piece of paper and then hand it in at the end of the class.

Activity 6

Time	70 minutes - 80 minutes
Activity Name	Free Time
Unit	Unit 3: Sports and Free Time Activities
Learning Objective	Students will be able to use English through the creation of a story related to free time activities and sports, and using role playing to interpret the story.
Steps	<ul style="list-style-type: none"> ° First, divide the students into 4 to 6 groups, depending on the number of students. ° Give each group 1 card, which was previously cut out from the worksheet, with the description of a fictional character. ° Each group should discuss and create a short story about the character, using the information given in the card. ° After each group finishes, one group at a time should stand in front of the class and act out the story.
Teaching Materials	A worksheet with the cards already printed, scissors, props, computer, and speakers.
Language Components	Simple present, simple past, hobbies and sports vocabulary, plurals, and verbs related to sports.
Values	<ul style="list-style-type: none"> °Equality of respect °Critical and creative thinking ° Love and compassion
Value Development	The values of equality of respect and critical and creative thinking and love and compassion will be developed through this

	<p>activity while students work in groups, respecting each other and their opinions, and at the same time using their creativity to create the story and perform it and developing love and compassion for others while acting out since students will have to put themselves in other's position.</p>
Appendix	See appendix F on page 84
Suggestions	<p>° When students start creating their story, you should ask them if you can play some music while they are working. It is advisable to keep a list of your students' favorite songs.</p> <p>° You can offer your students to use the props you bring to the class to act out the story they create.</p> <p>° The worksheet has an empty card to fulfil, so, if there is still time, you could use that card as an exit ticket by giving one to each student.</p>

Activity 7

Time	90 minutes
Activity Name	Green Discussion
Unit	Unit 4: Green Issues
Learning Objectives	Students will be able to analyze some extracts of the movie “Wall-E” by Andrew Stanton and answer and, in groups, use English to discuss some questions regarding the movie and its relation to environmental issues.
Steps	<p>° Firstly, you should review some key concepts regarding green issues, such as <i>global warming, environment, pollution, garbage, reduce, reuse, and recycle</i>.</p> <p>° Divide your students into 4 to 6 groups, depending on the number of students.</p> <p>° Play the first extract of the movie and then give your students the first question to discuss in groups, and so on with the rest of the extracts and questions.</p> <p>° After each discussion ask your students to share their comments and thoughts about the questions and what conclusions they draw from the movie extracts. It is advisable to choose 1 or 2 groups for this part of the activity.</p>
Teaching Materials	Computer, speakers, video projector, markers, whiteboard, and colors sticks.
Language Components	Expressions, imperatives, and modal verbs related to environmental issues.
Values	<p>° Equality of respect</p> <p>° Love and compassion</p>

	<ul style="list-style-type: none"> ° Critical and creative thinking
Value Development	<p>Equality of respect, love and compassion, and critical thinking are the values expected to be developed through this activity, since students will have to watch a film related to environmental issues and how those issues affected the planet, taking into consideration that by respecting, loving and having compassion their planet and its environment, those issues can decrease. In addition, critical thinking can be developed while students give their opinions and answers about the topic in a critical way.</p>
Appendix	See appendix G on page 85
Suggestions	<ul style="list-style-type: none"> ° You can find the questions in the appendix for your students to discuss. ° You can give to each student a colored stick in order to divide the groups depending on the color. ° If you want to reinforce students' listening skills, the first time, students can watch the extracts of the movie with subtitles, and the second time they can watch the extracts without subtitles.

Activity 8

Time	90 minutes
Activity Name	Environmental Discussion
Unit	Unit 4: Green Issues
Learning Objectives	Students will express their opinions about green issues through the use of English.
Steps	<ul style="list-style-type: none"> ° Give to your students a number from 1 to 6. ° Ask your students to go to the corresponding station. (6 stations) ° Ask your students to discuss for 10 minutes in each station about a green issue. ° Tell your students to write or paint something related to the topic of each station. ° Ask your students to show in each station their works and they will try to explain what they talked about.
Teaching Materials	5 pieces of craft paper, pencils, and paint.
Language Components	Present simple, past simple, vocabulary of green issues, modal verbs, and first conditional (if clause)
Values	<ul style="list-style-type: none"> ° Equality of respect. ° Critical and creative thinking. ° Love and compassion. ° Peace and Justice.
Value development	Students will develop the value of equality of respect by tolerating all the opinions in the stations. This activity will encourage

	<p>students to think in a critical way in each station and have an opinion about green issues and how humans can solve the problem. Furthermore, love and compassion are developed by trying to solve environmental problems and looking for the well-being of others. Finally, peace and justice are fostered by providing an environment with the presence of respect, cooperation, and freedom.</p>
Appendix	See appendix H on page 86
Suggestions	<ul style="list-style-type: none"> ° Each station can have a picture of the corresponding green issue. ° You can tell your students to move to the next station as you clap three times. ° You can find the pictures in the appendix. ° Students can write and paint in the station. ° Provide in each station color pencils and paints.

Discussion

In this section, some context that guided our teaching proposal will be given and analyzed in the light of the literature review informing this work, and finally characteristics of the principle-based language activities of this teaching proposal will be discussed in accordance with some of the authors mentioned in the theoretical framework.

This teaching proposal can be of great assistance in the Chilean public educational context since it can contribute to reduce and prevent violence inside the EFL classrooms of 7th grade by promoting a peaceful coexistence. The Superintendencia de Educación of Chile since 2015 has reported many cases of violence inside public schools and this problem has not decreased significantly throughout the years. In words of Bravo et al (2019), the Superintendencia de Educación in 2017 received 5.689 cases of physical and psychological violence, being higher than the previous years (p.38). Also, in 2018 the Superintendencia de Educación reported a total of 7263 cases of violence where different members of education were involved. Consequently, different governments have implemented many laws and policies in order to prevent and deal with school violence, however, they have not been effective. As mentioned in the literature review, the existent laws and policies do not seem to be effective since they do not take into consideration the school culture and context and teachers are considered as reactive instead of preventive of conflicts (Agencia de Calidad de la Educación, 2015, as cited in Retamal & Gonzales, 2019, p.2). Therefore, violence is an unsolved problem in the Chilean schools which affects negatively different aspects of students and teachers' lives, such as: school coexistence, teaching and learning processes, relationships, motivation, among others. Bearing in mind the Chilean context, this proposal can be very beneficial and have positive results in terms of coexistence and learning and teaching processes.

Considering the activities proposed in this project, the first activity of this teaching proposal was based on the 1st unit of the English syllabus of 7th grade, called Feelings and Opinions. Since the

syllabus gives a few hints of the content for this unit, for this activity we decided to put more emphasis on the vocabulary proposed in it by Mineduc in 2016. The Ministry of Education (2016) proposed an amount of useful vocabulary to be used, for instance adjectives related to feelings and personalities, which is very accurate for the activity since it consisted of watching a movie to then answer some questions concerning how students felt about the movie, what their opinion was, among others questions. The values selected for this activity were equality of respect, critical and creative thinking and peace and justice that are values that can help students to avoid discrimination and respect others (Halstead & Taylor, 1996; UNESCO, 2005; Gulati & Pant, n/d). In this activity students must tolerate all the opinions in their groups when they are discussing the questions, developing the value of equality of respect which aims to avoid discrimination against people from different backgrounds (Halstead & Taylor, 1996). Besides, this activity helps students to develop the values of critical and creative thinking by identifying what is wrong and right in certain situations of the movie, a sense of right and wrong for self and the common good is developed by encouraging critical thinking (Gulati & Pant, n.d.). Finally, the movie presents discrimination as a topic which relates with the values of peace and justice, therefore students have to be able to recognize and discuss problems related with human rights, justice is the keystone of peace by recognizing the universality of human rights (UNESCO, 2005).

The second activity is also based on the 1st unit of the English syllabus of 7th grade, called Feelings and Opinions. For this activity we decided to focus on the Total Physical Response or TPR approach and the strategy of role playing, giving space to learn English as well as value education. TPR combines both verbal and motor skills since it mixes coordination, speech and action (Savičević, Cvijetić & Ivanković, 2014), and since there is a strong connection between language and body, this approach can be of great help to learn a foreign language and at the same time to develop values and to express feeling and opinions through the body. In addition, using kinesthetic sensory activities help the foreign language to become more understandable and acquired because

there is a solid relation between language and body. In the case of role playing, although this activity does not include explicit drama techniques, students use their body to reach and transmit inner peace to be in a peaceful environment. This strategy can be suitable to encourage peaceful coexistence, as in words of Navarro and Nario (2010), role playing gives to the participants the advisability to feel a situation more than thinking about it (p. 178). In addition, this strategy helps students to develop their creativity, critical thinking and self-expression since drama provides a rich opportunity to discuss and understand one's own feelings, attitudes and beliefs through empathizing with and exploring the emotions of a character when role playing (Gałązka & Trinder, 2018, p.195), developing as well students' self-expression without the fear of reprisals. Both approach and strategy contribute to a better and more peaceful coexistence in the EFL classroom.

The third activity was based on the 2nd unit of the English syllabus of 7th grade, called Healthy Habits, and the strategy selected was group discussion, which is supposed to encourage cooperative learning and provides a healthy environment that encourages EFL learners to communicate their opinions in a foreign language (Slavin as cited in Al-yaseen, 2014, p.92). Equality of respect, critical and creative thinking and love and compassion were the values selected to be developed in this activity, since these values can come to the aid of promoting a peaceful coexistence by respecting each other in the classroom, as well as respecting others' opinions, by thinking in a critical and analytical way when it is required, and loving and having compassion about themselves and others in the classroom (Halstead & Taylor, 1996; UNESCO, 2005). Moreover, cooperative learning challenges individualism and decreases the feeling of prejudice (Navarro & Nario, 2010, p. 176). This strategy encourages values of love and compassion by knowing the needs and lives' experiences of their classmates and trying to help them by giving a piece of advice during the activity. Also, both values can come to the aid of the promotion of a peaceful environment.

The fourth activity was built upon the contents of the 2nd unit of the English syllabus of 7th grade, which is called Healthy Habits. For this activity we decided to use equality of respect, and critical and creative thinking as pillar values. Based on what Halstead and Taylor (1996) claimed about equality of respect, this is a value that avoids discrimination against people from different backgrounds including race, gender, ethnicity, nationality, religion, social class or sexuality of the individual, which is extremely necessary when working in groups and discussing questions because students have to be able to listen and respect different opinions and perspectives during the activity. Critical and creative thinking are also values that, in words of UNESCO (2005) help to the creation of a peaceful coexistence by helping students to realize what is right and wrong in a situation and also to think about how they can act during a conflict, that way we can promote a peaceful environment in our EFL classroom by encouraging students to solve problems in a nonviolent way.

The fifth activity was based on the 3rd unit of the English syllabus of 7th grade, called Sports and Free Time Activities. We decided to use a role-playing strategy because it helps to promote a peaceful coexistence inside the EFL classroom. Navarro and Nario (2010) suggest that this strategy can give students the opportunity to feel a situation, developing the values of empathy and understanding other points of views (p.178). Said differently, this strategy helps to develop the values of love and compassion, critical and creative thinking and equality of respect while they are doing the activity, since students try to understand a situation when acting out, giving space to feel what others feel, respecting the emotions and opinions of others in a given situation (Gałązka & Trinder, 2018, p.195). In the same line, love and compassion are developed through the reinforcement of empathy in the sense of putting ourselves in another people's place and feeling different emotions. Critical and creative thinking are developed in this activity because students must think to give a good piece of advice in order to help their classmates. Finally, students develop the value of equality of respect by respecting turns and performances of their peers during the activity.

The sixth activity is based on the 3rd unit of the English syllabus of 7th grade named Sports and Free Time Activities. In this principle-based language activity, the strategies we used were group discussion and role playing. As the literature claims, group discussion is one of the most effective strategies to teach and learn values and the language (Del Castillo, 2013), because it increases motivation to learn, enhances relations among students; challenges individualism and decreases feelings of prejudice (Navarro & Nario, 2010). During group discussion students develop the value of equality of respect by tolerating opinions and thoughts of each member of the group as well as developing the value of critical and creative thinking since they have to create a fictional story in their groups, encouraging diversity of opinions. In fact, role playing gives students the opportunity to feel the situation given to act out, and moreover it develops empathy and understanding of other points of view (Navarro & Nario, 2010, p. 178). In this activity, students can develop love and compassion when performing the stories by putting themselves in each other's position. Thus, besides learning English, students will be learning values in order to create a peaceful coexistence inside the EFL classroom.

The seventh activity is based on the 4th and last unit of the English syllabus of 7th grade, called Green Issues. For this activity, we decided to promote equality of respect, love and compassion, and critical and creative thinking as the core values. Equality of respect, in this context is suitable for group discussion or teamwork. In words of Halstead and Taylor (1996), equality of respect aims to respect and tolerate all human diversity, avoiding discrimination against people from different backgrounds including race, gender, ethnicity, nationality, religion, social class or sexuality of the individual, which it can also include respecting the planet and its environment, and creating awareness on environmental issues. The values of love and compassion can be fostered during this activity since students can develop love and compassion for their planet and its environment. In words of UNESCO (2005), love looks for the good of another without expecting anything in exchange and compassion involves acknowledging others' needs and suffering but also trying to help

them to improve their situation, so in the context of environmental issues, love and compassion can be transmitted as love for their planet and taking care of it to avoid future disasters, developing compassion for the ones that are already suffering for global warming or any other environmental issue. Finally, critical, and creative thinking can be of great assistance when discussing the questions of this activity. As Gulati and Pant (n/d) mention, by enhancing critical thinking inside the classroom students develop a strong sense of right and wrong, for self and the common good, which provides the basis for making responsible decisions in case of moral-social conflicts related to environmental problems, for instance, big industries promoting global warming and therefore damaging the planet. All the values mentioned in this activity can be of great assistance to promote a peaceful coexistence in the EFL classroom.

The eighth and last activity is based on the 4th unit of the English syllabus of 7th grade, called Green Issues. The strategy selected for this activity was group discussion since it encourages cooperative learning. In words of Del Castillo (2013), the main purpose of this strategy is to help students to feel comfortable when sharing their opinions with others, enhancing human relationships and thus creating significant awareness raising towards environmental problems that our planet and humans are facing. Furthermore, the values that this activity aims to promote are equality of respect, critical and creative thinking, love and compassion and finally peace and justice, all these values seek to promote peaceful coexistence and therefore to prevent violence inside the classroom (Halstead & Taylor, 1996; UNESCO, 2005). In the case of environmental issues, these values can promote awareness of the importance of respecting the planet, loving, and having compassion among students, and having a critical opinion about environmental problems and their consequences. Finally, by creating this sense of justice, students can commit to finding alternatives to collaborate in order to solve this problem.

Therefore, this proposal answers the research question ‘what principles-based language activities can be suggested for English lessons with 7th graders in order to promote a peaceful coexistence in the EFL classroom?’ by offering a dossier of 8 activities that can be of significant help to teachers and students. This proposal encourages a value-based education and suggests approaches and strategies to teach English as a foreign language. Consequently, this work responds to a commitment to promoting a peaceful coexistence in the EFL classroom through activities based on the Natural Approach and TPR or Total Physical Response, along with strategies such as group discussion, role playing and film viewing. Each of these approaches and strategies contribute to a better understanding of the foreign language, making English more meaningful and therefore fostering students’ learning process as well as encouraging a value-based or principle-based education by developing values and positive behaviors that can come to the aid of a peaceful environment. This agrees with the main goal of value-based education, which is to develop students’ intellectual, physical, spiritual, and ethical aspects in an integral way (Balaji, 2013). Hence, these activities encourage a violence-free environment through the development of the values of equality of respect, love and compassion, critical and creative thinking and peace and justice.

Conclusion

The purpose of this teaching proposal is to promote a peaceful coexistence in the EFL classroom for seventh graders through the creation of principle-based language activities in accordance with the Chilean English syllabus for 7th grade. This proposal becomes relevant due to the fact that violence and bullying in the Chilean classroom represent a frequent phenomenon that needs to be addressed. In the literature around the issue, there are several studies which reported a high percentage of physical violence and bullying inside the Chilean public schools. In fact, the percentages of school violence between different members reported by the Superintendencia de Educación have not decreased over the years. Also, there is evidence that violence causes many negative consequences to students and teachers in the short and long term, being crucial to promote peaceful coexistence in this school context. Although the government has implemented policies and laws to prevent violence, these have not solved the problem. Therefore, this proposal offers alternatives to tackle this issue by encouraging a peaceful coexistence in Chilean EFL classrooms, as well as developing students' English skills in a classroom in which they are able to express their opinions and thoughts in the target language.

Additionally, the English curriculum and syllabus do not provide principle-based language activities to promote peaceful coexistence inside the EFL classroom. In that regard, this teaching proposal is beneficial to the students learning process in this context because the activities offered in this document encourage value-based education and the strategies selected seek to promote peaceful coexistence, which will hopefully help to prevent and reduce violence. The literature presented in this work suggests that teaching values to every individual from childhood is important because in the future values will influence their attitude, decisions, judgements, relationships, and visions towards their environment. Then, it is crucial to teach and develop values which can positively influence students' lives, coexistence, decisions and attitudes.

Values play an important role especially during adolescence. Therefore, the audience of this proposal was selected based on the fact that in 7th grade, students are experiencing many internal and external changes. Moral development is one of the internal processes that allow students to decide what is wrong and right. Hence, it is crucial to teach and reinforce certain positive values during adolescence such as: equality of respect, love and compassion, critical and creative thinking, peace and justice that help students to be integral human beings. All these values seek to prevent violence and promote a peaceful coexistence inside the classroom, while encouraging students to solve conflicts in a peaceful way.

Taking into consideration all the aforementioned elements, this teaching proposal was guided by the research question ‘what principles-based language activities can be suggested for English lessons with 7th graders in order to promote a peaceful coexistence in the EFL classroom?’. In order to answer this question, this work has as a main objective to design a dossier of principle-based language activities to promote a peaceful coexistence among 7th grade students. The dossier contains eight principle-based language activities using suitable teaching strategies such as group discussion, film viewing and role playing. Through the activities in this proposal, it is possible to observe how a principle-based education is not only possible, but also essential to promote peaceful coexistence. Likewise, it is worth highlighting that by resorting to the appropriate approaches and strategies, it is feasible to adapt the English curriculum and syllabus of 7th grade in order to plan lessons that encourage a non-threatening classroom environment. Therefore, this teaching proposal offers activities created in accordance with the 7th grade English syllabus, with a strong focus on the values and the use of strategies that were carefully selected for each activity so as to promote a peaceful coexistence.

Bearing in mind the importance of encouraging a principle-based education and peaceful coexistence, it seems worth mentioning some further recommendations for future works such as to conduct a field study to test the effectiveness of this teaching proposal, to implement this teaching

proposal in a different context, and to create similar activities for early childhood education or secondary education. Finally, some limitations that this proposal may present are that the activities will be pertinent as long as this syllabus is valid, the appropriate implementation of the proposal will depend on teachers' own beliefs and principles, and finally, it is probable that value-based education can have positive results if it is implemented in early education. However, despite the limitations this proposal may have, it represents a valuable opportunity for teachers to implement principle-based language activities to promote peaceful coexistence in their EFL classrooms.

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Appendices

Appendix A: Activity 1

Link to rent or buy the movie: https://www.amazon.com/-/es/Help-Emma-Stone/dp/B006G2124E/ref=sr_1_1?__mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=the+help&qid=1598210047&s=instant-video&sr=1-1

Questions:

- What was your favorite part of the movie?
- What adjectives of feelings could you find?
- What did you feel while you were watching the movie?
- What do you think that racism is? Give examples.
- What is your opinion about racism?
- What is peace and justice for you?
- Do you think that it is important to respect others? why?

Appendix B: Activity 2

Yoga exercises retrieved from: <https://childhood101.com/yoga-for-kids/>

° 1st movement:



“I am strong.” Pretend to be a surfer.

To do Warrior 2 Pose: From standing position, step one foot back, placing the foot so that it is facing slightly outwards. Take your arms up in parallel to the ground, bend your front knee, and look forward. Pretend to be a surfer and use your strength to catch tricky waves.

° 2nd movement:



“I am kind.” Pretend to be a tree.

To do Tree Pose: Stand on one leg, bend your knee, place the sole of your foot on the opposite inner thigh, and balance. Sway like a tree. Think of trees being kind by offering shade, creating oxygen, and providing homes to animals.

° 3rd movement



“I am brave.” Pretend to be a skier.

To do Chair Pose: Stand tall with your feet hip-width apart, bend your knees, and keep a straight spine. Hold your hands out in front of you, pretending to grasp ski poles as you fly down a ski run like a brave and fearless skier.

° 4th movement:



“I am friendly.” Pretend to be a dog.

To do Downward-Facing Dog Pose: Bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your buttocks high in the air. Straighten your legs, relax your head and neck, and look down between your legs. Think of being an eager and friendly dog.

° 5th movement:



“I am wise.” Pretend to be an owl.

To do Hero Pose: Drop your knees to the ground and come down to rest upright on your heels. Then pretend to be a wise owl perched on a tree. Twist your upper body one way and then the other.

Explanatory poster with yoga movements and their meaning, retrieved from:
<https://childhood101.com/yoga-for-kids/>



Discussion questions:

- How did you feel before the activity?
- Why do you think you felt that way?
- How do you feel now?
- Why do you think you feel this way now?

Appendix C: Activity 3

Questions about healthy habits:

- ° What healthy habits do you have?
- ° Do you like fruits? why?
- ° Do you like vegetables? why?
- ° Do you practice any sport?
- ° Do you drink water? how much?
- ° Do you smoke? why?
- ° Do you think that you are a healthy person? why?

Exit ticket example:

EXIT TICKET
Topic:
Name:
Date:
Teacher:

Appendix D: Activity 4

° Worksheet template retrieved from: <https://busyteacher.org/18923-giving-advice-phrases-and-situations-healthy.html>

Giving Advice “Healthy Living”

Phrases to give advice:

- YOU SHOULD + INFINITIVE
- YOU OUGHT TO + INFINITIVE (FORMAL)
- IT WOULD BE A GOOD IDEA IF YOU + PAST S.
- IF I WERE YOU, I WOULD ...
- YOU HAD BETTER ... + INFINITIVE
- YOU WILL HAVE TO + INFINITIVE
- IT IS TIME YOU + PAST SIMPLE
- WHY DON'T YOU ... + INFINITIVE
- YOU COULD ALWAYS ... + INFINITIVE
- HAVE YOU THOUGHT ABOUT ... + ING
- IMPERATIVES (Don't ... Do ...)

Situations:

I wish I could put on some weight. I'm so skinny! What shall I do?	I can't do any of my jeans up. I really need to lose some weight. What shall I do?	I feel sleepy all the time. What's wrong with me?
I think using sunscreen is a waste of money. Do you think I shall buy some?	What should I do to lead a healthy lifestyle?	I go to the gym because I think I can lose weight when I sweat.
I think my eyesight got worse. What's wrong?	After a long working day, a couple of beers don't hurt, don't you think?	Cigarette? Why not?
Do you have to go to the gym to keep fit?	Holy cow! I got this rash after eating strawberries! What shall I do?	My head is killing me today! I've got this bad headache since morning.

° Example of an Onion Ring for group formation:

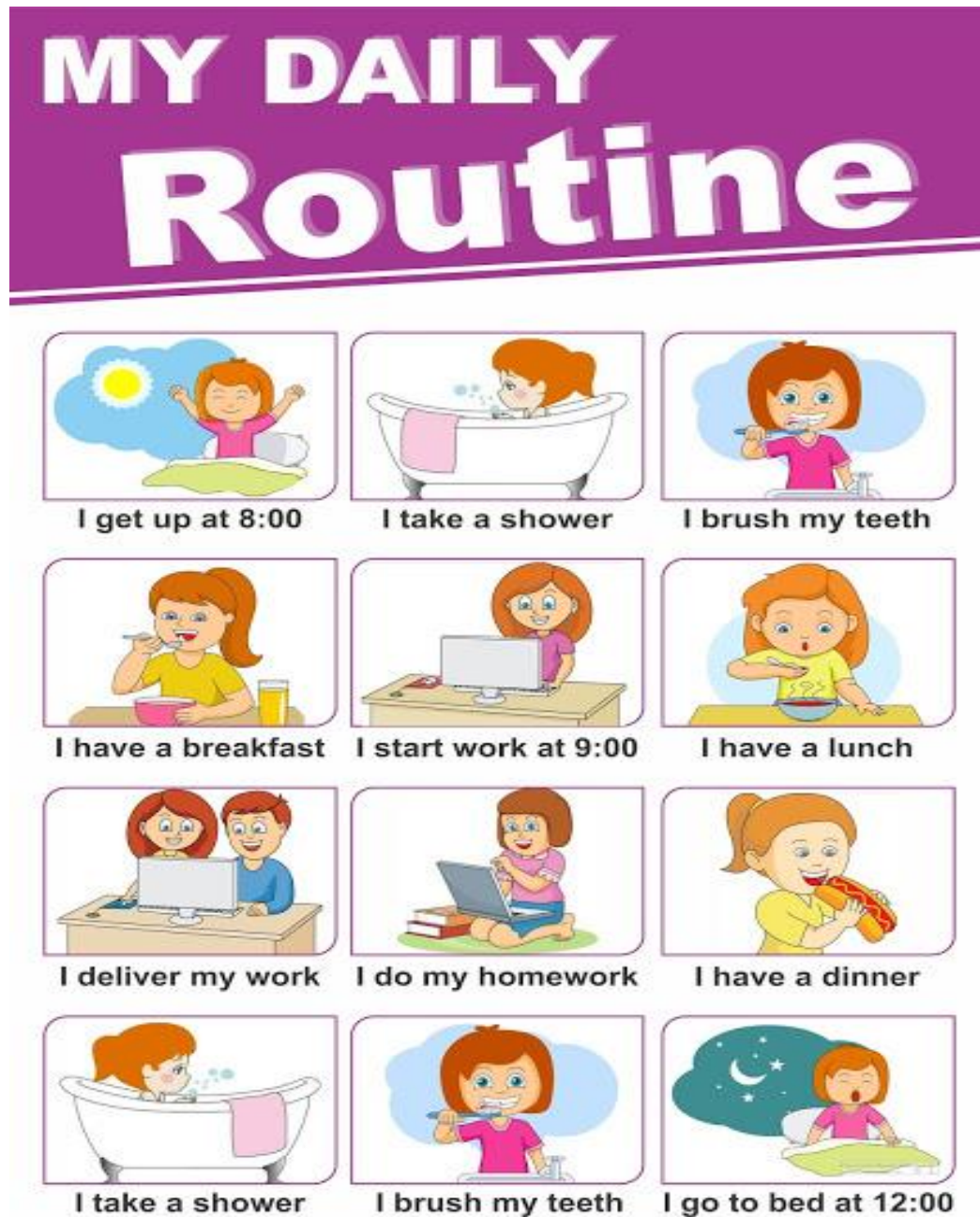


Appendix E: Activity 5

Link to make the ball made of yarn: <https://www.youtube.com/watch?v=SXFCO3LBJss>

Some daily routines to performance

Retrieved from: <http://elc3589.blogspot.com/2018/05/my-daily-routinemy-daily-lifehow-i.html>



PERSONALITY TRAITS

Giving advice

 <p>Your friend is very cruel. Give him some advice how to be more kind.</p>	 <p>Your friend is bad-mannered. Give him some advice how to be more polite.</p>
 <p>Your friend is very trusting. Give him some advice how to be more cautious.</p>	 <p>Your friend is very shy. Give him some advice how to be more confident.</p>
 <p>Your friend is very lazy. Give him some advice how to be more hard-working.</p>	 <p>Your friend is very pessimistic. Give him some advice how to be more optimistic.</p>
 <p>Your friend is very greedy. Give him some advice how to be more generous.</p>	 <p>Your friend is very reserved. Give him some advice how to be more sociable.</p>
 <p>Your friend is very messy. Give him some advice how to be more organized.</p>	 <p>Your friend is very nervous. Give him some advice how to be more calm.</p>
 <p>Your friend is very dishonest. Give him some advice how to be more sincere.</p>	 <p>Your friend is very selfish. Give him some advice how to be more helpful.</p>

Appendix F: Activity 6

Worksheet template retrieved from (Download the document for better resolution):

<https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/free-time-speaking-cards/76064>

FREE TIME SPEAKING CARDS

Gerard

job: student
amount of free time: about two hours a week
usually: plays basketball
sometimes: goes to the cinema with his friends
twice a week: goes swimming
in winter: goes skiing



Lorna

job: secretary
amount of free time: not too much
usually: plays table tennis
sometimes: watches romcoms
in the mornings: runs five miles
in spring: goes hiking



Becky

job: pupil
amount of free time: enough
every day: goes to dance lesson
usually: plays with his friends
once a week: has a piano lesson
in the evenings: reads a book



Paul

job: retired
amount of free time: a lot
in the mornings: cooks
every afternoon: works on crossword puzzles
three times a week: meets his friends in a café
in the evenings: walks his dog



Toby

job: pupil
amount of free time: not enough
four times a week: goes to volleyball training
at the weekends: watches cartoons on TV
sometimes: plays computer games
in summer: goes on holiday with his family



Irene

job: housewife
amount of free time: very little
every day: watches TV
in the afternoons: relaxes
once a week: drinks a coffee with her friends
at the weekends: does the gardening



Felix

job: student
amount of free time: too much
always: plays computer games
sometimes: reads computer magazines
in the evenings: plays multiplayer games with his friends



Nora

job: teacher
amount of free time: not enough
in the mornings: listens to music
every day: practises the guitar
twice a week: goes jogging
at the weekends: goes window-shopping with her daughter



You

job:
amount of free time:
every day:
usually:
once/twice/three times... a week:
in the evenings:
at the weekends:
in spring/summer/winter/autumn:



Appendix G: Activity 7

Link to rent or buy the movie: [https://www.amazon.com/-/es/Wall-Fred-](https://www.amazon.com/-/es/Wall-Fred-Willard/dp/B003QTSMXE/ref=sr_1_1?_mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=Wall-E&qid=1598210125&s=instant-video&sr=1-1)

[Willard/dp/B003QTSMXE/ref=sr_1_1?_mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=Wall-E&qid=1598210125&s=instant-video&sr=1-1](https://www.amazon.com/-/es/Wall-Fred-Willard/dp/B003QTSMXE/ref=sr_1_1?_mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=Wall-E&qid=1598210125&s=instant-video&sr=1-1)

Adapted questions related to green issues in accordance with the movie “Wall-E” retrieved from: <https://maskingtapebracelet.weebly.com/discussion-questions.html>

- In your words, describe the circumstances on Earth, why do you think that it is abandoned?
- In the movie, humans are represented as dependent and lazy. Does this relate to our current attitudes?
- How do you think humans will be in the future?
- Who has the responsibility to take care of planet Earth? Why do you think so?
- What did we learn from this film? What is the message?

Appendix H: Activity 8

Questions about green issues

Climate change:

What is climate change?

How does climate change affect the environment?

How do you think that people can solve this issue?

Loss of diversity:

What do you think that loss of diversity is?

What can cause this green issue?

What do you feel when you see this picture?

Water pollution:

What is water pollution?

Have you seen water pollution?

How can water pollution affect people?

Deforestation:

What is deforestation?

Do you think that deforestation affects animals? how?

How can humans solve this issue?

Overfishing

Do you know what overfishing is?

How can overfishing affect the environment?

Why do you think that overfishing is a green issue?

Air pollution:

What is air pollution?

How do you think that air pollution can affect people?

How do you think that people can reduce air pollution?

Images of public domain of green issues retrieved from: <https://pickupimage.com/>

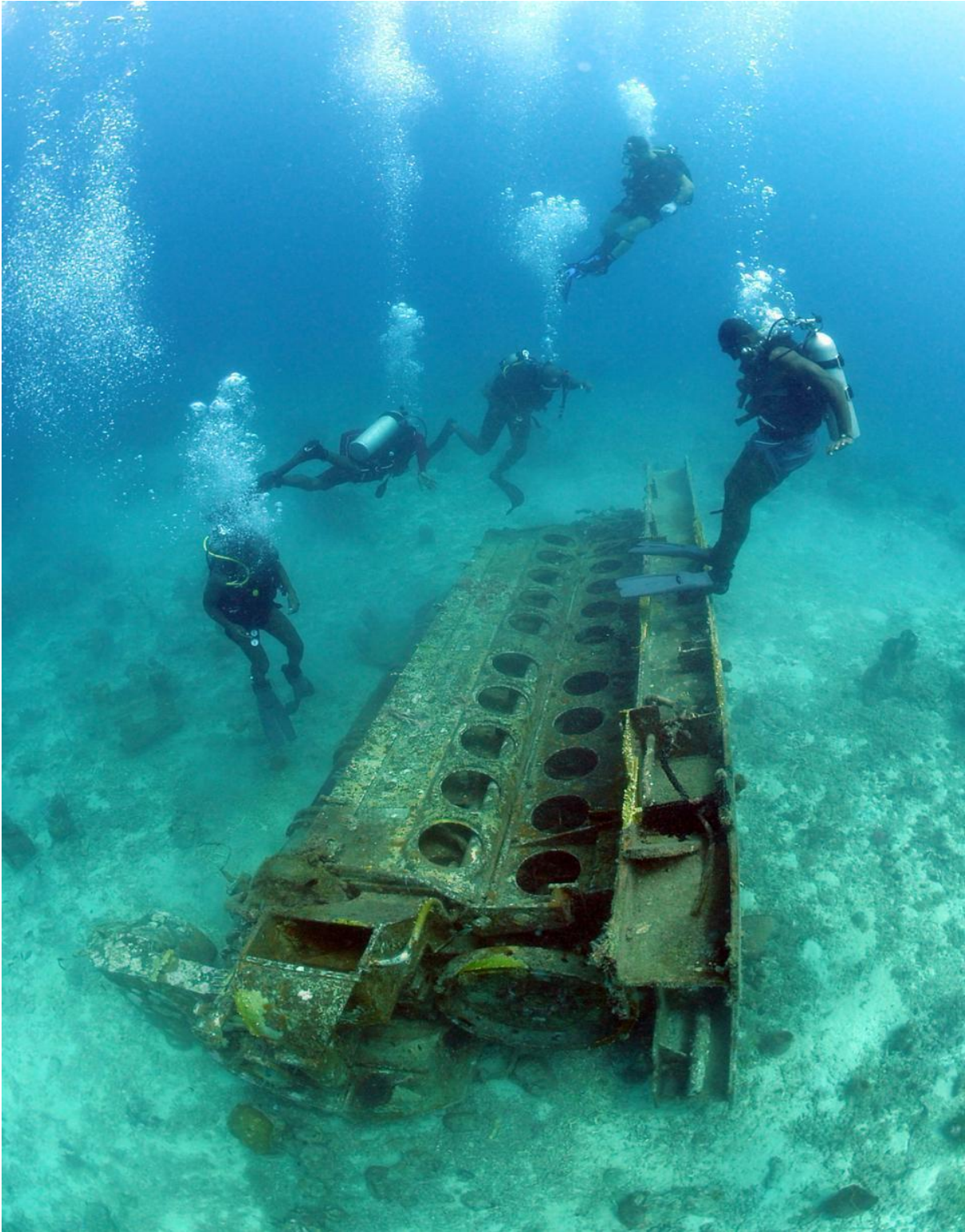
Climate Change



Loss of diversity



Water Pollution



Deforestation



Overfishing



Air Pollution

