INTERNSHIP AT BILINGUALISM FOR PEACE PROGRAM FROM UNIVERSITY OF CORDOBA AT LA RIBERA SCHOOL.

FINAL INTERNSHIP REPORT

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CORDOBA AT LA RIBERA SCHOOL.

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The last, and most important I would like to express my infinite gratitude to my parents and family for their warm encouragement. They were my mainstay throughout this process without their support and advice I would not have been able to get to this point.

ABSTRACT

Internships are professional practicums carried out by university students, generally during the last years of the degree, to put into practice the knowledge and faculties learned in a real working context. Besides, the intern has the purpose of improving or solving a problem found in that context.

My internship was developed in a program offered by the University of Cordoba, called Bilingualism for peace at la Ribera high school in Monteria, Cordoba. I was working with pre-intermediate level students. In this level the vast majority of students had difficulties in expressing themselves verbally (speaking skill). To improve this, I decided to base my teaching method on various pedagogies (PBL, culturally responsive pedagogy, and intrinsic motivation). Throughout this process, I grew as a teacher, and as a person; I realized how difficult and challenging is this job but, it is also rewarding to see students' progress and how they got more interested in a subject.

Keywords: Culturally responsive pedagogy, speaking, PBL, intrinsic motivation.

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INTRODUCTION

Internships are an effective tool developed by university students allowing interns to use strategies they have studied to improve student's abilities while contributing to the education process putting into practice all the acquired knowledge of lessons design, planning, teaching pedagogies, and learning tasks. As a degree option, it allows the intern to explore, develop, and consolidate the theoretical, technical, and human knowledge acquired in a real working context.

This internship process was conducted at LA RIBERA high school which is located in la Ribera neighborhood in Monteria, Córdoba. This public institution offers kindergarten, primary, and high school levels. Taking into consideration the physical infrastructure, the school has an audiovisual classroom, food and recreation area, kiosk, library, and a big playground. Some classrooms are in good condition and are adequate to develop different kind of activities which require movements. However, some facilities are needed in the classroom such as better chairs for all the students, fans, air conditioning and board as well as digital facilities to support students learning process.

La Ribera School is part of Bilingualism for peace designed at the teaching program from University of Cordoba, I developed my internship in Pre-intermediate level with 24 students between 11 to 14 years old. The course schedule went from 7:00 in the morning to 12:00 on Saturdays. The purpose of this program is to offer children from public institutions or low-income, access to a second language learning space while learning values that help them grow as people and live in a community.

Based on the observations, pre-intermediate students have a good level in the different skills (*listening, reading, writing*), but when it comes the time of communicating something verbally (*speaking skill*), they have difficulties participating in oral activities. As a result, the purpose of my internship was to help students improve their speaking abilities through culturally responsive pedagogy, project based learning and intrinsic motivation. Although, the time I developed this internship was short, I can say that it was a very good and rewarding experience. As a teacher I experienced enormous satisfaction when I saw the progress of my students and how they got more interested in a topic and learn about themselves. Being a teacher allows me to be a student too since when I teach a subject I learn more about it.

This paper contains the most meaningful information involved in my internship process used with pre-intermediate students at Bilingualism for peace program which is presented in different chapters. Chapter number one, explains the different pedagogies implemented during the internship. Chapter number two, includes the teaching methodologies and procedures used during this process. Chapter number three, includes my experience in the internship. Conclusions and limitations are shown in chapter number four; finally, we can observe the references taken in this internship and the appendices in which we will find photos, videos, units, lesson plans, and materials.

PEDAGOGIES

The purpose of this chapter is to define those key concepts and pedagogies that were essential for the development of this internship. During this process I explored the following teaching principles.

2.1 CULTURALLY RESPONSIVE PEDAGOGY (CRP)

Culture is central to how all learning takes place (Gay, 2010). Culturally responsive pedagogy is a student-centered approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning. The approach is meant to promote engagement, enrichment, and achievement of all students by embracing a wealth of diversity, identifying and nurturing students' cultural strengths, and validating students' lived experiences and their place in the world (Villegas & Lucas, 2007).

Culturally responsive pedagogy is characterized by teachers who are committed to cultural competence, establish high expectations, and position themselves as both facilitators and learners. Validating cultural experiences of minorities in the schooling process and content is viewed as a way to affirm minority students' identity. Moreover, serve to make multiple ways of seeing and perceiving a viable experience of all in this culturally diverse society (Huber, 1991).

When the brain encounters information, especially during the act of reading and learning, it's searching for and making connections to what is personally relevant and meaningful. What is relevant and meaningful to an individual is based on his or her cultural frame of reference. Finding

Cultural relevance and personal connections give us perspective, engages our attention, and assists us in interpreting and inferring meaning, enabling the depth of understanding and interest needed for what are considered acts of high intellectual processing such as conceptualizing, reasoning, or theorizing (Nieto, 2010).

2.2 SPEAKING

Speaking has an important role in students´ language development through this, students put into practice their knowledge of grammar, vocabulary, culture, and so forth in communicative activities to get expertise on the language. Speakers of a language, must change, expand, and identify their knowledge of the target language as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new 'voice' (Hughes, 2011). As stated by Richard (2008), "the mastery of speaking in English is a priority for many second language or foreign-language learners". Speaking is one of the language skills to be mastered by students in order to be good communicators.

According to Harmer (2001), "the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on a spot". The speaking skill involve more than certain rules of grammar. It is related to the ability that the speaker has to spontaneously convey and understand ideas, opinions and comments in different communicative contexts. Wallace (1978) "affirmed that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying". Thus, students can learn better the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation as they use these vocabularies to talk about known situations.

Speaking is complex because speakers are involved in a rapid and dynamic process incurring "a high element of doing various things at the same time" (Johnson, 1996). To be competent they must combine various skills, knowledge, and processes taking into account the contexts. In speaking, the production level of the students is improved since they apply the acquired patterns, dimensions of language and culture for understanding how the semiotic system of language works for achieving communicative goals.

Language teachers frequently point to their learners' lack of motivation and reluctance to speak in class (Wiltse, 2006). Such comments touch on emotional and cognitive factors that can have a substantial impact on learners' willingness to speak. Arnold (1999) notes that anxiety is possibly the affective factor that most pervasively obstructs the learning process; it creates feelings of tension, apprehension, nervousness, embarrassment, and worry, and it is interwoven with factors of social pressure, personality, self-esteem, inhibition, and risk-taking. In some individuals it may substantially impair cognitive processes and memory during speech production.

In many traditional classrooms, there is a heavy focus on teaching knowledge about pronunciation, grammar, vocabulary, and discourse. However, as many learners who have experienced these types of classrooms have come to realize, such knowledge is not sufficient in itself to enable them to become effective speakers. Learners must also learn how to put into action such knowledge through use in different contexts. (Cohen, 1996)

2.3 PROJECT BASED LEARNING (PBL)

Project Based Learning is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

The main purpose behind developing this method is to create effective learning opportunities where learners can work collaboratively in groups to answer a driving question, solve a problem, or tackle a challenge to create an end product (Bell,2010). PBL is not limited to providing students with content knowledge, but further develops their psychomotor and social skills, such as searching for information from different resources, critical thinking, problem-solving, self-evaluation, summarizing and giving presentations which are highly recommended for long-life learning. In other words, "It educates the whole child rather than focusing on one aspect of learning" (Phillips, et al. 1999).

PBL is a teaching method through which students can discover the challenges and problems in the world around them. The responsibility of learning is transferred from teacher to student. According to Gubacs, (2004) learners have the chance to self-assess their end products they can also evaluate their classmate's projects and give constructive feedback to each other. This would help them to become aware of their strengths to be enhanced and weaknesses to be eradicated.

What makes projects based on PBL different from the regular projects that students usually carry out at the end of the term or academic year is that the projects do not end up in predefined results or take restricted paths decided in advance by the instructor. Projects based on PBL create more freedom for students, so they can select a suitable topic, resources to be consulted, distributing responsibilities among group members, and the way they design and display their final products

(Gubacs, 2004). In a study conducted by (Thomas, 2000) indicated that students who learn by PBL are able to develop better social interactions and are more punctual in terms of attendance.

Bell, (2010) summarized the remarkable advantages of PBL as it motivates students to be fully engaged in the process of learning and gives them a feeling of satisfaction. They also observed that PBL encourages students to collaborate with each other in solving problems; it promotes self-learning as students become more responsible in their learning; and as PBL involves a range of activities, it meets various learning needs and interests of learners.

2.4 INTRINSIC MOTIVATION

Many schools have developed mission statements that refer to educating students so that they become lifelong learners. Teachers typically describe good students as hardworking, interested, and motivated (Spaulding, 1992). Motivation is a word heard over and over again as crucial to a child's learning and is often heard as being a major problem in schools today. Two types of motivation, intrinsic and extrinsic motivation, have been identified by Deci (1971). Deci describes an intrinsically motivated person as one who engages in an activity for the activity itself; the reward being the activity. A child who cleans his room for the purpose of displaying his baseball card collection is said to be intrinsically motivated. Extrinsic motivation occurs when a person completes an activity because it leads to the receipt of an external reward. A child who is promised a trip to the movies after cleaning his room is said to be extrinsically motivated.

While the majority of rewards given in school can be thought of as extrinsic motivators, children learn the most when guided by intrinsic motivation. Children who are intrinsically motivated display several behaviors that allow them to perform accordingly with their academic abilities (Spaulding, 1992). For example, children who are intrinsically motivated become deeply involved

in the task at hand and experience a feeling of enjoyment and seek out challenges to conquer them (Amabile and Gitomer, 1984).

According to DeCharms (1976), an intrinsically motivated person feels that he can try to produce a change in the environment, and feels confident that the change will occur. Children seen demonstrating these characteristics in the classroom would be characterized as motivated, good students. Spaulding, (1992) stated that intrinsic motivation is important to the development of lifelong learners, but is often hard to see in many classrooms.

In both general and special education teachers rely on rewards and incentive programs to manage behavior and learning. For example, a teacher may give a boy a treat for entering the room quietly with the hope that the reward will increase the chance that the boy will enter the room quietly the next time. The teacher may think that she is promoting a productive classroom environment, but the boy only learns what behaviors earn a treat. He does not learn about the value of a productive classroom environment.

METHODOLOGY

The purpose of this chapter is to present the methodology and procedures applied in my internship process. As a teacher, I try to be supportive rather than a figure that imposes rules for students. I consider that learning should be significant and meaningful for them and not something they have to do for the obligation; I try to create a comfortable learning environment; to have an approachable and open atmosphere where the students feel comfortable asking me questions. Gay, (2010) stated that interpersonal relations have a tremendous impact on the quality of teaching and learning. Students perform much better where they feel comfortable. The reason why, my classroom was student-centered, allowing students to be part of their own learning and assessment.

Based on the Bilingualism for peace program objectives, I decided to use culturally responsive pedagogy as the focus of my internship to work with pre-intermediate level students. After that, I brainstormed with students; I explained the objectives and both parties agreed to work on project-based learning in which students could work all the skills but mostly focused on speaking. The project consisted of designing in groups a stand presentation of a country (They will talk about physical appearance, manners, national animal, traditional (food, drinks, clothes), important buildings, religions, and festivals). Here, they present differences and similarities between their native and foreign country *(see appendix 1).* Furthermore, students should have a portfolio which they have to show weekly in order to monitor the information that they were going to include in their final presentation.

In order to make the experience more satisfying and meaningful for students I try to include games in all my classes. Some of these games were made outside the classroom so that the students had a fun space while practicing what they learned in class *(see appendix 2)*. Moreover, I used music to make students focus and to avoid demotivation.

When planning my classes, I took much into account the theory of culturally responsive pedagogy and motivation as essential parts of my class. In addition, the webinars, the suggested curriculum and courses offered me a wide range of helpful ideas to apply in the planning process. The objective of the Bilingualism for Peace program is to teach a second language to low-income children through respect, good manners, and living in peace with the community. As an intern for this program, I designed four learning units *(see appendix 3)*; two for the elementary level and two for the pre-intermediate level. These were done with the aim of leaving a contribution as interns.

The proposed lesson plans are conformed by three main stages: warm-up, core activities, and the closure or assessment moment. The first stage can motivate the students to participate in class activities, activate their background knowledge, help the teacher to introduce a new topic interestingly or help get the students' attention. For this, I used games or questions for students to activate their previous knowledge and to be prepared for the following activities.

Secondly, core activities which allow students to start working on the new content and objectives of the class. Here, I used activities in which students could acquire knowledge in a more meaningful and entertaining way, showing them videos or images, incorporating situations, and real events. Last, closure or assessment moment is where the teacher wraps up a lesson plan and helps students organize the information in a significant context in their minds. This helps students better understand what they have learned and how to use it. In this stage I helped the students to

organize the information found in their portfolios, to carry in an organized way what they were going to present at the end of the course. Additionally, I used formative assessment which help students and teachers to identify their strengths and weaknesses and target areas that need work.

DUTIES CHART

TYPE OF ACTIVITY	ACTIVITY NAME	DATE
WEBINAR	The Write Criteria	March, 25th
WEBINAR	A2 Key schools	March, 26th
WEBINAR	Teaching Mixed-Ability classes	March, 30th
WEBINAR	Using CLMS for Primary	April, 1st
COURSE	Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje – AVA.	April, 3rd - April, 13th
WEBINAR	Speaking Activities and Assessment	April, 7th
WEBINAR	Getting Started with Teaching English	April, 8th
ONLINE MEETING	Virtual Intern Meeting	April, 15th
WEBINAR	Resilience: Teaching in tough times	April, 21st
ONLINE MEETING	Writing Workshop	May, 6th
UNITS	Learning Units 1 y 2	May, 9th
WEBINAR	Developing Autonomy in Young Learners	May, 13th
WEBINAR	Motivating Teens to Take Responsibility for Their Own Learning	May, 14th
UNITS	Learning Units 3 y 4	May, 23rd

Figure 1 chart of activities in the internship process 2020 - 1

EXPERIENCE

This internship was a very rewarding and challenging experience. Being honest at the beginning of this career I did not want to be a teacher, I just wanted to learn English. Throughout the entire process, I gained appreciation and respect for the job of being a teacher, but I faced a big problem. I was a shy person who was afraid to speak in front of an audience. This internship helped me to overcome that fear a little and to have more self-confidence, feeling that my students appreciated me and valued me as their teacher helped me a lot. This was a great opportunity to develop and use everything learned in a real learning-teaching context.

During this process I grew as a teacher and as a person, working with those young teenagers showed me how challenging a teacher's job is. As a teacher I experienced enormous satisfaction when I saw the progress of my students and how they got more interested in a topic and learn about themselves. Being a teacher allows me to be a student too since when I teach a subject I learn more about it.

In this internship, I realized the importance of planning a class. Thinking ahead of a class allows us to teach content coherently and functionally about the objectives or goals that we want students to achieve. Besides, I learned the importance of having a second plan when something is not working as you had planned, being a flexible person and having the ability to think quickly to change what is planned, so as not to lose the attention of the students. Once, I had to make some changes while developing my class to students did not lose interest in what we were doing.

As an intern in the Bilingualism for peace program, different administrative functions were delegated to us in educational institutions, among which was to be the right hand of the program coordinator, organize new students and their economic status; When doing this work I had no problem with my colleagues and everything worked without any problem. Another of our administrative functions was the creation of learning units to enrich the curriculum of the program. While doing these units, I had a lot of fun designing different activities that would help the students to acquire a second language at the time of growing as a person. The following is one of the planned lessons.

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Es a
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Ana Gabriela Espitia **SCHOOL:** Bilingualism for peace **GRADE:** Pre-Intermediate
HOURS/WEEK: **UNIT TITLE:** COMPARING MY COUNTRY FROM A CULTURAL POINT
LESSON DATE: March 14th, 2020 TIME: 5 hours

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students design a stand in groups of a country (They will talk about physical appearance, manners, national animal, traditional (dances, food, drinks, clothes), important buildings, religions and festivals). Here, they present differences and similarities between their native and foreign country.	• Recognizes expressions related to different manners. • Exchanges information related to manners. • Produces oral or written expressions related to obligations and suggestions.	• Manners around the world • Modal verb should

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Review about last class Teacher start the new topic by asking students to think about the manners we have in Colombia ex: • Don't make noise while eating • Don't argue with older people	Student's participation	10 min
Then the teacher is going to show some manners on the computer and the student will try to guess which country is that manner. Ex • Don't give gifts to your teachers - South Korea	Computer	10 min

Core activities		
Teacher is going to present a PowerPoint presentation in which the ss will see some of the most recognized manners of some countries. Then teacher is going to stop in each country and ask ss: • Do you do any of these here in Monteria/Colombia? • Are their manners similar to ours? Or are completely different?	Computer, Slides	30 min
+Students are going to complete a chart in which they have to indicate if the manners of that country are similar or different from ours	Copy	

Country	Similar	Different
Japan		
New Zealand		
India		
China		
Australia		
Italy		
Brazil		

Teacher is going to show a video of 12 taboos in south Korea, in which ss have to make a comparative chart in their notebooks, (South Korea-Colombia) ex: https://www.youtube.com/watch?v=9nM8w02I9c0&t=191s	Computer, video, speaker	20 min

Similar	Different
Don' t leave food on your plate	Don't give gifts to your teachers

Then students are going to share their answer with their classmates and teacher.		10 min
Teacher is going to ask students which actions should a good citizen do? Ex: • Should care of environment • Should respect the opinion of others Students are going to play a game GAME INSTRUCTIONS		10 min
• Teacher will divide the class in two big groups by listing the students from 1 to 2. Students number 1 will be one group and students number 2 will be another group. • One student per group will come to the board and the teacher will give each student two cards (one red and one green card) • Teacher will show a picture on the computer and the students have to raise the red card if they consider it is a bad action, on the contrary if they consider it is good they should raise the green card. • The first group to achieve 10 points will be the winner	Computer, cards	30 min

BREAK T is going to introduce the modal verb "should" (*use for recommendations & obligations*) and explain in which cases we use this modal verb. *Explain the other uses of should* • You should recycle (+) • They should not discriminate someone different to theirs (-) • Should she cheat on the exam? (?) Yes, she should No, she shouldn't Students are going to do a worksheet (copy) in which they have to circle the best option for each statement. Here ss are will practice the use of the modal verb should and review some manners seen in the previously activities.		20 min

Closure students are going to show per groups their portfolios and present the information requested last class (Manners of the chosen country). Teacher is going to help students to organize the information and clarify doubts regarding to the topic.	Student's participation portfolio	40 min

ASSESSMENT: Students' participation during the activities. Formative assessment.

Figure 2 Lesson Plan

In the warm-up I started with a short review of what was seen in the previous class with the purpose of providing a space for students to clarify doubts regarding what was previously seen. The main topic of this class was manners around the world, so I started with a question and a short activity to activate all the known content they had; besides having a broader idea of what they had to do next.

In the core activities I started by showing them a PowerPoint presentation and a video of some representative manners of certain countries and after reading or watching them they had to indicate in a chart if they were similar or different to ours here in Colombia *(see appendix 4)*. I wanted the

students to compare their manners with those of other countries since the main objective of our project is to make a comparison of the native country and a foreign country. In addition, I sought to make learning more meaningful by relating their own experiences. According to Nieto, (2010) when the brain encounters information, especially during the act of reading and learning, it's searching for and making connections to what is personally relevant and meaningful. Finding cultural relevance and personal connections give a personal perspective and, engages attention.

Then, I change the subject a bit to integrate what is suggested by the program, which is to include a peace-generating agent in the class. My goal with this activity was to show students how to be good citizens using the modal verb should. To motivate the students, I designed a game to make the experience more pleasant for them, and to have a fun space in the class; After the game, I explained some grammar rules and uses of the modal verb should so that the students could see how and in what situations they could use it. I tried to use examples that they could easily relate to their daily life. To conclude the core activities, I prepared a worksheet where the students were going to review and practice the use of the modal verb should and, manners seen during the class. *(see appendix 5)*

To finish the class, the students in their respective groups worked on their portfolios with the information requested above; I did this with the purpose that the students take in an organized way the information that they are going to present in the final product of the project; integrating with the help of the teacher what was seen in class.

CONCLUSIONS AND LIMITATIONS

In a whole, I can conclude that the Bilingualism for peace program is a great help for those children who want to learn a second language and do not have the financial resources to pay for a course; while learning values that help them grow personally and live in a community. Besides, to be a program that gives the intern opportunities to develop personally and professionally.

Generally speaking, this is a very beneficial program; However, from my point of view, it has some aspects to improve. One of these aspects is the use of the guide texts implemented by the program; These texts provide us with suggested units to follow, but for the most part, these have no connection and abruptly move from one topic to another, causing the student not to create a correlation of one topic with the other. Following this format, I think that the students will only learn vocabulary and some expressions, but they will not know how to use it in real-life situations.

The other aspect that caught my attention during this internship was the lack of commitment of some parents. On many occasions they did not pick up the children at the agreed times. Considering the program, I think it would be very important to raise awareness among parents and foreseeing the danger that these children may face when waiting for them outside the educational institution.

In terms of the development of my classes, it can be considered a limitation the fact that the interns and practitioners at the La Ribera school do not have complete access to the technological tools that the institution has, such as the video beam and the audiovisual room (one for all levels).

We can only use these implements after the break; limiting the performance of certain activities that warrant its use.

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APPENDICES

Appendix 1. Unit Plan for Pre-intermediate Level

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - inglés
Comité de Práctica Pedagógica
UNIT PLAN

STUDENT TEACHER: ANA GABRIELA ESPITIA   **SCHOOL:** LA RIBERA – BILINGUALISM FOR PEACE   **GRADE:** PRE INTERMEDIATE
UNIT TITLE: Comparing my country from a cultural point   **MODULE:** 4 – GLOBALIZATION: INTERNATIONAL CULTURES

Basic Learning Right(s):	Module Goal:	Language functions:	Objectives:
• Participates in short conversations providing information about him or herself as well as about people, places, animals and events. • Orally describes people, activities, events and personal experiences orally. • Recognizes specific information related to objects, people, animals and actions in written and oral texts.	Recognize cultural characteristics in some countries.	• Gives and receives information related to cultural aspects. • Describes habits, persons, places and beliefs. • Establishes comparisons and contrasts between countries. • Expresses points of view.	• Produces a short descriptive text on the characteristics or cultural aspects of some countries around the world. • Exchanges information on characteristics of persons and places using questions and answers. • Identifies and compare phrases and expressions related to some cultural themes of a country.

TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Students design a stand in groups of a country (They will talk about physical appearance, manners, national animal, traditional (food, drinks, clothes), important buildings, religions and festivals). Here, they present differences and similarities between their native and foreign country.	**Knowing:** Recognizes expressions related to diversity, food, religions, buildings, etc. **Doing:** • Exchanges information related to cultural characteristics of some countries. • Produces oral or written texts, providing information about	• Describing people • Manners around the world • traditional food and drinks • Buildings around the world • National animals • World religions • holidays and festivals of the world	• Stand presentation • Portfolio presentation • Conversation with foreigners • Watch videos • Read short texts • Role- plays • Listening • Write short texts • Make a brochure • Indoor and outdoor games • Worksheets

	cultural characteristics of some countries. **Being:** • Respects cultural differences. • Values the contributions of his/her classmates. **Learn:** cultural aspects of some countries around the world.	• Cultural clothing	• Debates

ASSESSMENT:

Formative assessment: Evaluate student's comprehension, learning needs, and academic progress during the unit.

• **RESOURCES AND MATERIALS:**
• **Computer**
• **Video beam**
• **Flashcards**
• **Online resources**
• **Pictures**
• **Guess what! 4 text book**

Appendix 2. Outside Game

Appendix 3. Learning Units

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DEPARTAMENTO DE IDIOMAS EXTRANJEROS
COMITÉ DE PRÁCTICA PEDAGÓGICA
BILINGÜISMO PARA LA PAZ

acreditada INSTITUCIONALMENTE

Headquarter: La Ribera	Level: Elementary	Time: 10 hrs.
Module: INTEGRAL PERSONAL CARE		
Goal(s): Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level.		

BASIC LEARNING RIGHTS	LANGUAGE FUNCTIONS	PERFORMANCE INDICATORS: (Knowing – Doing – Being – Citizenship)
● Orally describes people, activities, events and personal experiences orally. ● Writes short and simple texts about familiar actions, experiences and plans.	● Gives and request personal information and on daily activities. ● Expresses tastes, hobbies and interests. ● Expresses future plans. Describe habits and routines of personal care, nutrition and physical activity. ● Expresses physical and mental ability. ● Describes beliefs and emotions.	**Knowing:** ● Identifies expressions and words related to recreational activities and the frequency of them. ● Recognizes expressions of daily routines, hobbies and future plans. **Doing:** ● Prepares a list of simple sentences about personal care activities and their corresponding level with the help of the teacher and classmates. ● Expresses recreational activities through simple sentences based on a template and with the

		support of photos and images. **Being:** Interiorizes the importance of integral personal care. **Citizenship:** Recognizes that we are all different in term of physical, intellectual, emotional, social and spiritual aspects.
CONTENT	**ACTIVITIES**	**MATERIALS AND RESOURCES**
Vocabulary: ● Hobbies: Play sports, Dance, listen to music, go to the movies, Watch TV, Ride a bike, Collect things, Play video games ● Relations of Time: Everyday, Once/ twice a week/month, year. Every two weeks, Always, Never, Recently, Regularly.	● The teacher will show some images on the computer about hobbies and the students will try to guess the activity. Ex: dance, play the piano, play video games, reading a book etc... (*to activate the prior knowledge*) ● Students will play a Pictionary game in two big groups Game instructions * Teacher will divide the classroom making students count from 1 to 2.	● Computer ● Video beam ● Board ● Markets ● Copies ● Audio ● Speaker

- Personal care level: Physical, intellectual, emotional, social and spiritual activities Meditation • Pray • Workout • Camping • Ride horses - Expressions to describe habits • I exercise once a week. • I always go to church on Sunday. • Juan reads every day. - Expressions to show interests and tastes • My favorite activity is… • I like to dance. • I really like swimming. • When do you ….? • I like to…. • I am going to…. • I have always…. • Do you like to bike ride? - **Adverbs of frequency** - **Yes/No questions +** - **Present simple** - **Would like**	Students' numbers 1 are one group and students number 2 are another group. * Then one student of a group will come to the board and chose and activity randomly * The student will draw the activity on the board and their classmates will try to guess it. * The group who reaches ten points first will be the winner. ● Students will listen two times a conversation between two friends talking about their habits and hobbies and ask some questions. EX *Does Ann like to dance? *Does sue play the piano? ● Then students will listen to the same conversation twice more and answer other questions EX: *How often Ann play the piano? ● Students will choose 5 activities or hobbies and interview 3 classmates. (*chart*) *Do you like …...? * How often do you …?

name/hobby	dance	sing	swim	draw	paint
Maria	no	yes	yes	no	no

● Then students will report their classmates answers EX:
* Maria does not like dancing
* Maria likes singing
* she sings every day
● Students will prepare a short role play in groups with the help the teacher's help. they have to include likes, dislike and adverbs of frequency.
● Students will make a list about the activities or hobbies they would like to practice EX:
 * I would like to play the guitar
 * I would like to paint

RECUERDEN QUE LA PROGRAMACION DEBE ESTAR ENFOCADA A LOS TRES COMPONENTES BÁSICOS DEL PROGRAMA, LA ADQUISICION DE VALORES, CIUDADANIA E INTERCULTURALIDAD (Aceptar las diferencias)

UNIVERSIDAD DE CÓRDOBA

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
COMITÉ DE PRÁCTICA PEDAGÓGICA
BILINGÜISMO PARA LA PAZ**

acreditada INSTITUCIONALMENTE

Headquarter: La Ribera	Level: Elementary	Time: 10 hrs.
Module: Conserving the environment		
Goal(s): Specify activities for environmental conservation in the community.		

BASIC LEARNING RIGHTS	LANGUAGE FUNCTIONS	PERFORMANCE INDICATORS: (Knowing – Doing – Being – Citizenship)
• Writes short and simple texts about the environment. • Gives and follows instructions, recommendations, and suggestions.	• Proposes improvement actions. • Gives and receives recommendations and suggestions.	**Knowing:** • Recognizes expressions related to the environment. • Understands the general idea of a short oral or written text. **Doing:** • Proposes simple actions for environmental conservation. • Produces oral or written texts providing information about a topic of interest. **Being:** • Respect the environment • Values the opinions of his peers

CONTENT	ACTIVITIES	MATERIALS AND RESOURCES
• **3Rs:** recycle, reduce, reuse • **Vocabulary:** paper, Cardboard, newspaper, magazines, glass, plastic bottle, trash, recycle bin, garbage, can. • Expressions related to environmental conservation • He recycles paper and plastic. • Please turn off the light. • The water is shut off. • What do you do to protect/save/ preserve the environment? • The weather is heating up. • Antarctica ice is melting. • What do you do to protect the environment? • In order to protect the environment, I … • **WH questions:** what, where, who, which, how….	• The teacher will brainstorm students by asking - What they think 3Rs means? (recycle, reduce, reuse) • Students will do a worksheet in which they have to match the words *(3Rs)* with the right definition EX: • *Recycle: is the process of converting waste materials into new materials and objects.* • Then teacher will divide the class in two big groups, listing them from 1 to 2. Numbers 1 will be one group and numbers 2 will be another group. GAME INSTRUCTIONS + One students per group will come to the board + Teacher will give each student 3 cards (recycle, reduce, reuse) + Then teacher will show a	• Computer • Video beam • Cards • Board & markets • Video • Worksheet • Recycled newspapers

	picture in the computer and the students have to guess if that material can be recycle, reduce or reuse. + The first group with 10 points is the winner. • Teacher will show a video about global warming and the students have to answer some questions. EX +Who are the responsible of global warming? +What increases the production of CO2? Who keep the balance in the atmosphere? • In a group of three, the students will design a campaign in which they will propose solutions to improve global warming in their communities. • Students with the help of the teacher will make a small basket with recycled newspapers.	

Appendix 4. Charts

Country	Similar	Different
Japan		✓
New Zealand	✓	
India		✓
China		✓
Australia		✓
Italy		✓
Brazil	✓	

Mariana Narvaez

Similar   Different
#1 Don't tip at restaurants
#2 " Play with chopsticks
#3 " leave food on your plate
#4 stay away from the number 4
#5 Don't give gifts to your teacher
#6 " let your tattoos show
#7 " wear plunging necklines
#8 " make too much eye contact
#9 Be careful when taking photos in public.
#10 Don't get into arguments

Appendix 5. Final Core Activity Worksheet

MANNERS AROUND THE WORLD- MODAL VER SHOULD

NAME: Laura Banda   DATE: 03-14-20

Circle the best option for each case and write if it is a recommendation (R) or an obligation (O)

1. In Australia a single male passenger should/shouldn't sit in the front seat of a taxi. (O)
2. In Brazil you should/shouldn't eat with your hands, even if it is a sandwich or a pizza. (O)
3. In Brazil you should/shouldn't sneeze or clean your nose while having lunch or dinner. (R)
4. In China you should/shouldn't give or receive gifts with both hands. (R)
5. In France if you do not speak French you should/shouldn't apologize for your lack of fluency. (R)
6. In Germany during a business meeting you should/shouldn't allow the eldest person to enter the room first. (R
7. In India when entering a residence you should/shouldn't remove your shoes outside. (O)
8. In India during a business meal you should/shouldn't order beef. (O)
9. In Japan you should/shouldn't say the word "no". (R)
10. In New Zealand you should/shouldn't be on time or early for all appointments. (R)
11. In The United Kingdom you should/shouldn't retain eye contact. (R)
12. In South Korean you should/shouldn't show your tattoos. (R)

Appendix 6. Lesson Plans

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Ana Gabriela Espitia   **SCHOOL:** Bilingualism for peace **GRADE:** Pre- Intermediate
HOURS/WEEK: 1 **UNIT TITLE:** COMPARING MY COUNTRY FROM A CULTURAL POINT   **LESSON DATE:** February 29th, 2020 **TIME:** 5 hours

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students design a stand in groups of a country (They will talk about physical appearance, manners, national animal, traditional (dances, food, drinks, clothes), important buildings, religions and festivals). Here, they present differences and similarities between their native and foreign country.	• Identifies physical characteristics of different kind of people around the world. • Participates in short conversations using vocabulary related to things we can see in the nature and their basic characteristics. • Describes the characteristics of animals.	• Vocabulary to describe • Countries • Nationalities • Yes, or no questions

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
		10 min
The teacher will show the student some flashcards and ask them to give descriptions (*only physical appearance*) of what they are seeing, ex: *she has black hair, he has green eyes...*	Flashcard Board markets	15 min
Teacher is going to show a video about physical appearance and ss have to take notes. (the video is divide by different questions like: *"how tall are you? what is your body type?"*) so after showing the video, T is going to show it a second time, but pausing the video in each questions for ss to take notes of the vocabulary and to clarify any doubt.	computer speaker	30 min

Core activities		
Students are going to play a game (*guess who*) in which the T shows a picture: (*explain the activity*)	Flashcards Board Market	20 min

Then choose a ss which is going to ask yes or no question to her/his classmates like: is a girl? Does she have red hair? Is she wearing a cap? Does he have blue eyes? (*teacher is going to write some questions in the board as examples for ss to have a guide*)	Computer Student´s participation	20 min
Then T is going to paste some flashcards in the board (*people of different nationalities and appearance*), for the ss to write sentences using the vocabulary seen above (*T is going to play the tingo-tango game in order to choose a ss to write a sentence on the board "extra points"*).		
Break	Flashcards Board Market	25 min
Using the flashcards of the previously activity T is going to ask to ss what they think are the nationalities or countries of those people (brainstorming).		
T is going to show a video of countries and nationalities, in which ss have to make a chart in their notebooks (teacher is going to make a chart in the board as an example) and fill it with the information given in the video. Ex: 	COUNTRY	NACIONALITY	 	Colombia	Colombian	 	Italy	Italian		Flashcards	30 min

After that T is going show ss some pictures (*people of different nationalities*) and ask ss questions like: *where are they from? Where is she from? Is he from japan? What comes to your mind when you think of Korean people? Do you think that only blonde people come of European countries? Regarding to physical appearance* Teacher will do a short debate with students talking about the diversity regarding physical appearance.	Computer Speaker	20 min
The ss are going to write 10 sentences describing themselves (*teacher is going to write some examples in the board*) ex: *I am from Colombia; I have dark hair*. Then they are going to choose two classmates and write 10 sentences describing them ex: *she is beautiful, he has brown eyes*.		20 min

Closure
 	
Homework assignment
  • Students have to search for information about the average physical appearance of the chosen country.
  • Teacher will explain that per group students have to carry a portfolio to which they will add information weekly about the chosen country.
		20 min

ASSESSMENT:
Students' participation during the activities.
Formative assessment

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Es a
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Ana Gabriela Espitia   **SCHOOL:** Bilingualism for peace **GRADE:** Pre-Intermediate
HOURS/WEEK: **UNIT TITLE:** COMPARING MY COUNTRY FROM A CULTURAL POINT **LESSON DATE:** March 7ᵗʰ, 2020 **TIME:** 5 hours

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students design a stand in groups of a country (They will talk about physical appearance, manners, national animal, traditional (dances, food, drinks, clothes), important buildings, religions and festivals). Here, they present differences and similarities between their native and foreign country.	• Recognizes expressions related to extreme sports. • Exchanges information related to extreme sports and body movements. • Produces oral or written texts.	• Extreme sports • Would like • Body movements

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Review about last class Students are going to play 'back to board' game in which the class is going to be divided into 2 groups. One student of each team comes and sits on a chair with his-her back to the board. His-her teammates have to explain the word (*sports, extreme sports*) so that he-she can guess it. (*to divide the class T is going to give ss a small piece of paper of two different colors*)	Students participation Students participation Board, market Computer PowerPoint presentation	15 min 30 min

Core activities		
Ss are going to watch a video about top 10 of extreme sports with which they have to do a matching activity that consist of 10 short definitions of each extreme sport show in the video. https://www.youtube.com/watch?v=WDKc6z4LRgQ&t=124s After de video T is going to ask students: • Can you practice those sports here in Monteria or in Colombia, it is yes, where? It is not, where in the world could they practice these sports? • would you like to practice any of these sports? • which one you consider is the most and less dangerous? Why? Then T is going to introduce how to use would like (wishes) using the vocabulary of extreme sports. (*teacher is going to explain in what other situation they can use would like*) ex: • i would like to practice skateboarding (Affirmative) • She would not like to practice wave surfing (Negative) • Would you like to practice ice climbing? (Questions) Yes, would like- No, would not like (How to answer)	Computer, Video, Copy, Speaker Computer Speaker Board Market	30 min 15 min 30 min 10 min

|		
Then ss are going to interview 7 classmates with a chart ex: Would you like to practice …..? 	Name	Extreme sport	yes	No
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Laura	Bungee jumping		
Sofia	Wave surfing		| Then students have to report the answers of their classmates ex: • Laura would like to practice bull riding • Jose would not like to practice wave surfing • Fidel and Sofia would like to practice bungee jumping	Chart	20 min
Break T is going to show a PowerPoint presentation about body movements (kick, shake, stretch) and ask ss in which sports do you use this movement? With the movements seen previously the ss are going to play an outdoor game. T is going to divide the class in 3 groups. The game consists in putting some scramble letters in the corner of the field and the ss have to be on the opposite side of the letters. The T is going to mimic a movement and one s per group is going to run to the letter and organize the movement that the T does.	Power point presentation Scramble letter	30 min 15 min 30 min
Closure Ss are going to watch 3 short videos (traditional dances), then teacher is going to ask students what body movement they can see in the dance? And of what country is this dance from?	Computer Speaker	15 min

ASSESSMENT:
Students' participation during the activities.
Formative assessment

Appendix 7. Classwork
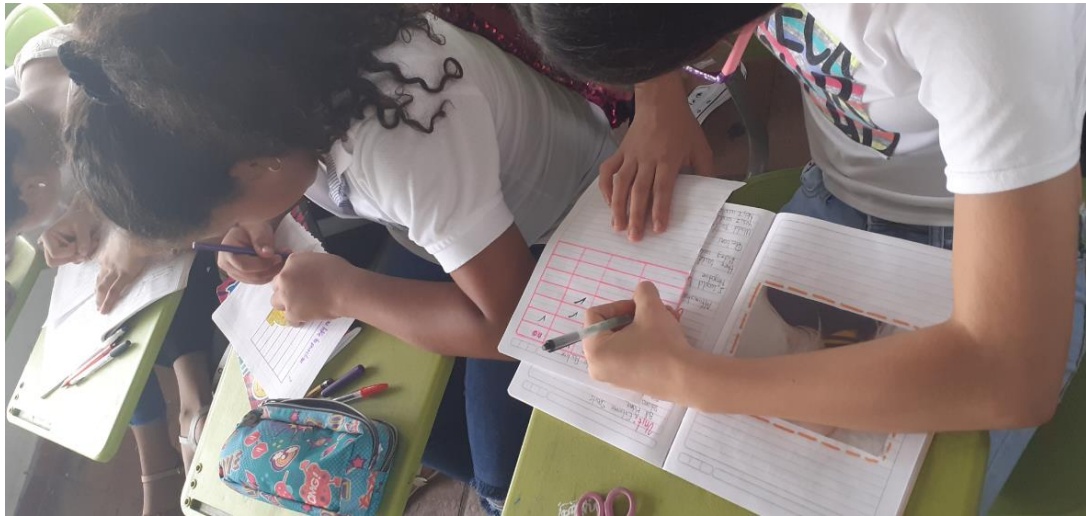
Appendix 8. Flashcards
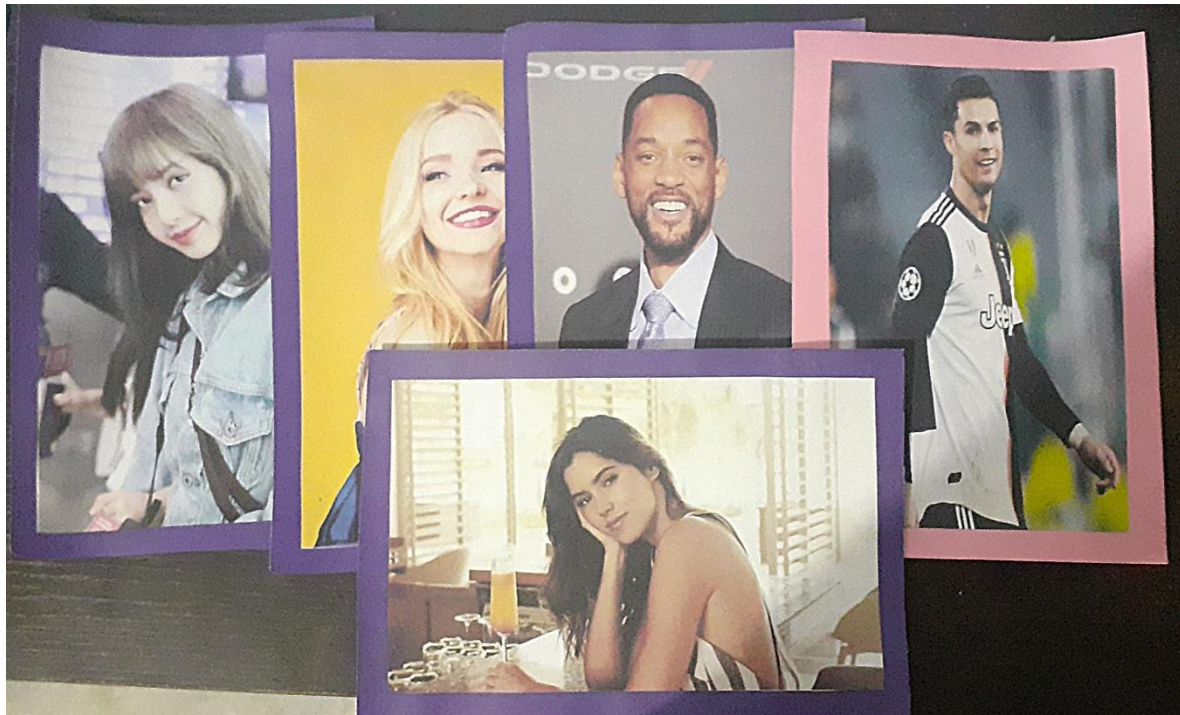
Appendix 9. Webinar Certificates

Cambridge Assessment
English

Certificate of Attendance

This is to certify that

ANA GABRIELA ESPITIA ROMERO

attended the Webinar:

Speaking Activities and Assessment

on Tuesday, 7th April 2020

Elaine Blaus
Director Europe, Middle East and Africa
Cambridge Assessment English

CATÓLICA DEL NORTE
Fundación Universitaria
Pioneros en educación virtual

La Fundación Universitaria Católica del Norte y su Facultad de Ciencias de la Educación Sociales y Humanas

Certifica que:

ANA GABRIELA ESPITIA ROMERO
CC 1067967034

Participó en el microcurso

Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje – AVA.

Intensidad horaria: 12 horas
Abril 13 de 2020

Decano Facultad de Ciencias de la
Educación Sociales y Humanas.

Resolución MEN N° 1671 del 20 de mayo de 1997 · Vigilada Mineducación