

INTERNSHIP AT BILINGUALISM FOR PEACE OF THE UNIVERSITY OF
CORDOBA AT EL SABANAL SCHOOL

INTERNSHIP FINAL REPORT

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FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN HUMANIDADES: INGLÉS

MONTERÍA-CÓRDOBA

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CORDOBA AT EL SABANAL SCHOOL

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF ENGLISH TEACHER

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ABSTRACT

This internship was conducted in the Bilingualism for Peace program at El Sabanal School in Monteria with students of beginner level from the rural zone. The purpose of this internship was to gain experience of teaching English to children and also improve my performance as an English teacher. The pedagogies are several concepts that were addressed during the internship, learner-centered approach, task-based learning, e-learning and intercultural understanding, those elements were fundamental in the design of the units and lessons. Furthermore, the experience obtained inside the classroom and how the previous concepts are aligned with the suggested units and lessons are part of this report. Finally, from this journey it can understand that the teaching process is a hard labor and how this experience was helpful to improve as a teacher, also some limitations are included such as the lack of technological resources due to not all students can have access them.

ACKNOWLEDGEMENTS

First of all, I am grateful to the Almighty for his blessings and giving me wisdom to accomplish this internship.

I would like to thank my parents and sisters for their love, caring and all their sacrifices for educating and preparing me for my future. I would like to express my gratitude to the University of Cordoba and its program Bilingualism for Peace for giving me this opportunity of gaining experience as an English teacher. I am also thankful to my advisor teacher, Martha Paz and her effort to coordinate this beautiful program.

I would like to thank my teachers during the career who have earned respect and admiration from my part, and I am also thankful to my friends who supported me to finish my degree and were my company and motivation all this time.

INDEX

Introduction	1
Chapter II: Pedagogies	3
Chapter III: Methodology	9
Chapter IV: Experience and contributions.....	11
Chapter: V: Conclusions and recommendations	17
Chapter: VI: Limitations.	18
References	19
Appendices	21

1. INTRODUCTION

This internship was conducted at SABANAL SCHOOL; a public school in Monteria, Colombia which is located in the rural zone of the city and that offers education in primary and high school levels. The school has a small area with 26 classrooms, a technological room, a kiosk, and a lab. This internship was carried out in the English course that is offered by the University of Cordoba with its project Bilingualism for Peace in the Beginners Level. The course has two groups and they are divided into two sessions, in the morning and the afternoon on Saturdays, each group has 26 students and their ages are between 7 and 12 years.

As it was mentioned previously, the students live in a rural context and they do not have many English lessons during the week, for that reason the university decided to implement this course at this school in order to promote the bilingualism in the entire region, they neither have an internet connection which hindered the access to information. At the beginning of the course, I started to identify the gaps in the group, I tried to reinforce the four language skills and also find out students' needs and interests to plan my activities. However, the course was interrupted due to the quarantine in order to prevent the current virus COVID-19, for that reason, the interns had to adopt other actions to complete their hours.

The internship was completed with virtual courses or webinars, I also worked on the design of the curriculum of the program Bilingualism for Peace which was accompanied by a tutor from the University, besides that, I had to design some virtual or remote classes,

materials, and guides in order to adapt to the situation. All these units and lesson plans involved the peace and cultural components of the course in my planning. This course helped me to improve as a teacher in the teaching methods and the design of the curriculum which is very useful for my professional life. I also incorporated new activities and additional content to strengthen four language skills and to extend learners' English level in the future of the project.

This paper presents the development of the internship which is divided into five chapters. The first chapter is the introduction of the internship. Chapter two describes the pedagogies or strategies used in this project. Chapter three presents the methodology used to design the virtual course and a chart of the duties done during this time. Chapter four describes the experience obtained during the internship. Chapter five discusses the conclusions and recommendations that were drawn in the internship. Finally, there are some recommendations followed by a list of references and the appendices which contain photos, pieces of evidence, lesson plans, and material used in this project.

2. PEDAGOGIES

This chapter intends to describe the main concepts that were addressed during the internship at 'El Sabanal School' within the framework of Bilingualism for Peace program. It is divided into four pedagogical aspects that supported the design of the units and lesson plans as well as the improvement of the teaching process. Besides that, the chapter will show the suggested unit and lesson that I prepared to attend the situation.

2.1 LEARNER-CENTERED APPROACH

Learner-centered learning has changed the traditional education model, where the main focus was on the teacher and the student just received the instruction passively. This approach has become a new model to innovate education and it is based on developing student's autonomy and independence, so the learner is responsible for his/her knowledge.

Several researchers have stated their own interpretations of this concept. One of them was that learner-centered instruction or active learning is a method for guidance where the student is in the focal point and the instructor has minimal participation in language instruction (Mohammad, Mohammad, & Baybourdiani, 2012). With this statement, it can be interpreted that the learner is the main protagonist in the construction of his own knowledge. In addition, learner-centered learning is an approach to education which focuses on the learners' needs so that they can get involved in the educational process (Simasiku, 2011). Basically, this approach argued that teacher takes into account the students' needs and interests in order to enhance the learning process.

Furthermore, Brown (2001) stated that learner-centered teaching includes: 1) techniques that focus on learners' needs, styles, and goals; 2) techniques that allow students to control; 3) curricula that include the opinion and input of students; 4) techniques that allow for learners creativity and innovation, and 5) techniques that enhance a student's sense of competence and self-worth. These five aspects must be taken into account in the learner-centered approach to have an excellent development of the class.

Learner-centered is an approach that focuses on learners more than teachers; this approach takes into account the learner's need and interests in the design of the classes and in the kinds of activities integrated in the lessons or tasks. However, it is important to clarify that LCA needs an instructor to guide the learners towards their autonomous learning.

2.2 E-LEARNING

E-learning is the term abbreviated English 'electronic learning', which refers to the teaching and learning process online. In this modern learning, teachers and students participate in a digital environment through new technologies such as computers, laptops, smartphones among others. Online education is an innovative way of acquiring knowledge through the use of internet and technology resources.

E-Learning was defined by many researchers. The European Commission (2001) defines e-learning as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration" (p. 20). Moreover, Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and

teaching. This is an important and innovative tool that has gained significant roles in students learning nowadays. It is also a useful and interactive way to teach and learn even from home.

There are five types of e-learning. The first one is learner-led. It is a medium in which the content can be found on the web and the learners are independent to learn. In learner-led e-learning, education is based on the provision of course material (Horton, 2006). Facilitated e-learning allows learners to discuss through Forums and Chats that are related to an assignment (Ilie & Pavel, 2006). With this type of e-learning the learners can participate in a virtual context guided by an instructor. Embedded e-learning includes videos, webpages, web applications in order to enhance the learning and teaching process. On the other hand, Instructor-led e-learning consists of the use of audios or video conferences, screen sharing, among others. The entire course is based on the presentations of instructors via webcast technology (Ruiz, Mintzer & Leipzig, 2006). Finally, the telementored e-learning is formed with the printed material and the guidance from an instructor through different digital channels. Technologies such as video conference, instant messages, and Internet phones are used to provide guidance to the students (Gulbahar, 2009).

It is important to mention that the definitions are aligned to the e-learning involve the use of technology in its different manners in order to facilitate the learning for each student regardless of the distance. Additionally, e-learning enhances and encourages learners to develop autonomous learning.

2.3 TASK-BASED LEARNING

Task-based learning is a holistic approach that consists of learners to develop a communicative task using the language they have acquired. This approach places the students in a situation like the real world. Task-based learning plays an important role in the teaching and learning of a foreign language.

There are several definitions of this concept. Nunan (1989. P. 10) defines that task is “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form”. According to this definition, it can be interpreted that the task is focused on guiding the learners to develop comprehension and production in the target language. For Willis (1996) states a task is an activity “where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (p. 23). It can evidence that the task always has a communicative purpose in order to be accomplished.

Additionally, Task-based learning is divided into three stages. According to, Jane Willis (1996) suggests a three-stage process - pre-task, task cycle, and language focus (p.54). The pre-task phase consists in introducing the topic to the class in order to motivate the students to develop the task, the teacher highlights some words or expressions and learners start to relate the topic to their previous knowledge. Task cycle is a step that is monitored by the teacher and students work in small groups designing a report when they finish it, they will share and compare the results. Finally, the learners exchange or present the report and the teacher gives comments or suggestions to improve the performance in the

task. The last stage is language focus that allows examining the language features used during the task and the teacher makes a focus on the words and expressions.

This approach is a different way of learning a language and is very useful in the classroom because it involves the learners in real-life situations using the target language with communicative purposes to accomplish a specific task.

2.4 INTERCULTURAL UNDERSTANDING IN EFL

The intercultural in EFL is the awareness and understanding of one's own culture and other cultures in the world. Intercultural learning aims to extend worldwide and cross-cultural tolerance and understanding. This can take different forms, intercultural learning is not only present in EFL, but also it can be found in all education fields.

According to Brown (2000) intercultural understanding should be introduced to students at their first ages or young learners because it is an important concept to be understood during childhood. This aspect makes the learner explore and value their own culture from the beginning of their life. Moreover, Liddicoat et al. (2003) argue that one of the goals of intercultural language learning is to comprehend and value one's own language and culture. It is done before students are understanding and valuing one's target language and culture. Therefore, it is important that young learners must first recognize their own culture, after that they explore other ones. Intercultural understanding is an aspect that can be implemented in young learners who learn their own culture before studying others in any educational area or even in foreign language learning.

Intercultural understanding is very important in the language learning, it helps learners to understand the context in which they live through the use of the foreign

language, this method is widely used in the English classroom and this leads students to explore the culture around the world.

3. METHODOLOGY

In my professional training as a teacher, I am an interactive teacher and enthusiastic, I always intend to motivate my students to learn English through different strategies; I also provide an appropriate material that call their attention and tried to engage those students who do not participate in the class through moving around the class solving their doubts. I also incorporate activities games in order to attract them to my class. My main purpose is that all my students accomplish the learning goals, for that reason, I always encourage and support them in the process, correcting their mistakes, and creating a good relationship with them. I consider that the students must be taken into account in the design of the activities and lesson plans, therefore, learner-centered approach is integrated to teach and design the units and activities, with this approach I engage my students in a way of learning in which they build their own knowledge by themselves and they can develop the communicative part and cooperative work in the classes.

Additionally, I integrate the four language skills in my planning, but emphasizing on the communicative competence, each class contains a task outcome. Besides, I implemented the cultural aspects in my class in order to promote students own culture features, which empowered and foster them to love and be proud of what they are through the use of English, this consisted in creating activities that involved these components, preparing my content focused on the cultural features from the country with the intention they begin to value their own culture.

3.1 DUTIES CHART

TYPE OF ACTIVITY	ACTIVITY NAME	DATE
Webinar	Sounds fun, looks right: engaging young learners with phonics	March, 19 th , 2020
Webinar	Online Teaching. Using The Cambridge LMS Tools I	March, 20 th , 2020
Webinar	Online Teaching. Using The Cambridge LMS Tools II	March, 25 th , 2020
Webinar	The write criteria	March, 25 th , 2020
Webinar	Making the most out of Cambridge One	March, 27 th , 2020
Webinar	Teaching Mixed Ability Classes	March, 30 th , 2020
Webinar	Combining Exams with Life Skills	April, 1 st , 2020
Webinar	Using the CLMS for Primary	April, 1 st , 2020
Course	Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje – AVA.	April, 3 st , 2020-April, 13 st , 2020
Units	Unidades de aprendizaje 1 y 2	May, 9 th , 2020
Units	Unidades de aprendizaje 3 y 4	May 23 th , 2020

4. EXPERIENCE AND CONTRIBUTIONS

This internship in Bilingualism for Peace was a great opportunity to innovate and grow as an English teacher. I learned many important things for my professional life. Firstly, I could learn many strategies to motivate my students and control them inside the classroom. Second, I also learn to be more creative and active in the development of the class. And the most important aspect was that I learned to work on a virtual environment.

Inside the classroom, I have few classes, however, in those classes, I was able to motivate my students and encourage them to learn English, I was able to control the disruptions in a professional way, in addition to that, I always planned new strategies to keep them focused on my class, it is also important to mention that I learned to teach many children in the best possible way. I highlighted the importance of peace which I considered should be applied in any classroom to have better people in the future. Despite the difficulties, this left me valuable things for my future life as a teacher.

Regarding the curriculum reform, here I reinforced my knowledge about how to design a unit and lesson plan, this led me to create a curriculum based on the values and ethical principles which must be included in this program and even they are fundamental in all education field. Additionally, technological components were added to this course in order to adapt to the new technologies of the 21st century. All these will help me to be prepared to design my classes and units in my life professional.

On the other hand, the most meaningful experience in the internship was the online learning-teaching, this was a new methodology that consisted in creating some virtual units

and classes, I considered that I was not ready to teach in this way, however, this situation led me to take a course in order to learn how to perform in an online context. It was an important aspect that I would like to highlight because it will be very useful in the future. From this journey, I learned that teaching must be prepared for each circumstance; a teacher must adapt to each situation and be prepared for any change in the teaching process.

4.1 UNIT PLAN

UNIT PLAN

STUDENT TEACHER: Danilo Yanez Lacharme **SCHOOL:** EL SABANAL **LEVEL:** Beginners

UNIT TITLE: Toys and games in the region **MODULE :** 4. A GLOBAL VILLAGE: We are all well informed **NUMBER OF LESSONS:** 1 **TOTAL TIME:** 5 hours

Basic Learning Right(s):	Module Goal:	Language functions:	Objectives:
<ul style="list-style-type: none"> Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. Explains in oral or written form, cause and effect related to topics of most immediate relevance, using simple sentences and following a model. 	Recognize and mention in English, through simple language the different games and toys in their country.	Talk about toys and games. Tell stories within their context. Express preferences about toys and games.	Produce short oral and written texts related to the common games in their country. Identify specific vocabulary and expressions to refer to toys and rule games. Understand short narratives about situations of his/her interest.

TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Students prepare a short video in which they describe the most popular game in their town.	Knowing: Recognizes the vocabulary of the toys and games he/she has. Doing: Answers simple questions about current events. Being: Appreciates his/her experiences and those of his/her companions. Recognizes that his/her typical games in the country. Learn: Reorganizes the information collected from different mass.	Vocabulary: Toys and typical games <ul style="list-style-type: none"> - Ball - Kite - teddy bear - doll - bike - marbles - The spinning - Balero - yo-yo Grammar: <ul style="list-style-type: none"> - Verb to be - Wh questions - Present simple - Past simple 	<ul style="list-style-type: none"> - Watch a video - Reading comprehension - Match activity - Write some sentences - Prepare a short video

4.2 UNIT PLAN DESCRIPTION

Due to the pandemic situation, there were changes in the internship, these led me to create a unit plan which contains a structure in the development of these. These units are based on the concepts mentioned previously, also the planning includes the Basic Learning Rights (BLRs) which were taken from the Suggested English Curriculum of Primary and added to the unit. These (BLRs) are a series of knowledges or skills established by the National Ministry of Education in order to promote the equity and quality in the classroom through the use of the English.

On the other hand, the goal of the unit was prepared according to the curriculum; however, it has some changes to be adjusted according to the topic and components that I am going to implement. In the case of the performance indicators in the unit were selected according to the contents to be developed as well as the language functions are those that I want my learners do with the language. It is important to mention that all those features and the contents that had some changes in order to adapt what I want to achieve with my learners, therefore the contents and performance indicators are focused on the cultural aspects from the region taking into consideration the purpose of the course Bilingualism for Peace that consist in fostering the value of the cultural features. Concerning the previous aspects, I have to look for accurate information to be added to the unit and design activities of students' interest in which students can work from home.

4.3 LESSON PLAN

<p>Warm-up Teacher will show students some pictures of new vocabulary and they are going to identify the games typical in their region.</p>	<p>Resources/Materials Guide</p>	<p>Time 10 mins</p>
<p>Core activities</p> <ul style="list-style-type: none"> • In case you have internet connection, you can follow this link to get to know more about this topic: https://www.colombia.co/en/colombia-culture/folklore/play-colombias-favorite-childhood-games/ • Students will classify in a chart divided into the common games in Colombia and common games in the world the words already identified. • Students will organize some words that are misspelled and match with the pictures. • Students will read a short text and answer some questions. • Students will fill a chart with the games or toys their family members played when they are younger. • Students will write some sentences using the vocabulary given previously. 	<p>Videos Photocopies Computer</p>	<p>45 mins</p>
<p>Closure Students will prepare a short audio in which they describe the most popular games in their town.</p>	<p>Cellphone e-mail WhatsApp</p>	<p>30 mins</p>

4.4 LESSON PLAN DESCRIPTION

The lesson is formed by three main components in its structure; there are a warm-up, core activities and the closing activities. The warm-up that is the beginning of the class, here the students can find some pictures and a word, with the purpose that my learners start to recognize the new vocabulary and start to activate the previous knowledge that they have regarding to the topic.

In the core activities, there are several activities that were planned taking into consideration students' needs and interests; I also tried to integrate the four language skills presenting some activities in which my students can performance on these. This lesson was designed taking into account a task-based learning approach since the activities were integrated in order to lead the learners to complete it, also the activities are more focused on meaning rather form, for instance, the grammar is implicit in the activities and students can find out while they are working.

The lesson is learner-centered approach because is focusing on what students' learning rather than the teacher does, this can be observed in each activity established in this lesson. One of the activities is to classify the words; basically, this activity states that the learners relate the vocabulary with what they have seen in the place where they live. With this activity, I implement the intercultural features that are one of the main components in Bilingualism program and I am emphasizing on student's region. The second activity is more related to unscramble and matching activity, they have to organize the word in the correct form with the intention to expand their knowledge in the topic, and the matching which is very important in childhood because this helps in recognition of

objects and avoid the translation or use of L1 in the lesson. In third core activity is a short text that is based on a traditional game in the region, in this activity, they answer some questions and identify the sentences structure which guides them to complete the following activity that consists in writing short sentences collecting information from their family members. These last activities conduct students to design the final task because the learners obtain information and a necessary structure to prepare their oral report.

Finally, the task is the final outcome that student must accomplish at the end of the class. In the task the learners can develop oral production describing a game that is very common in their town or region. It can observe that the task uses the technology to be completed and can be sent through the different means of communication established by the teacher previously.

To conclude, the activities are more learner-centered in the way that the students work independently thus building their own knowledge at home, it can be evidenced in each activity, it is important to clarify that teacher gives instructions to the learners, but the learner is the main participant in the process. Regarding to the e-learning aspect, I avoid preparing many activities that use of technology because not all my learners have internet access or technology tools to work. It is important to mention that the teacher is present in this process giving instructions, correcting mistakes and solving doubts using the different channels of communication established by the teacher.

5. CONCLUSIONS AND RECOMMENDATIONS

The teaching process is hard labor in which a teacher is a learner as well. In my teaching experience at Bilingualism for Peace program was a great opportunity to appreciate the teacher's role in student's life. However, I did not accomplish all my expectations with my group due to the pandemic and the internship took another turn that I had to faced

The online courses and the design of the unit and remote class was the way to complete this work. The planners carried the aspects identified in classes, also the components of the program that were the values and the cultural part, besides that, the virtual approach that best adapted to the context of the students, the activities were planned according to the interests and needs of the students.

On the other hand, I have some recommendations to new interns, firstly I hope they motivate the learners constantly, they give their support, love, and dedication to the learners to involve them in this process, it is important not to put aside the purpose of the course, that is to say, this is not only to teach English but also forming the leaners in values, teach them to create spaces for dialogue for conflict resolution, accept differences, show respect towards their peers and promoting healthy life. All those aspects must be taken into account in order to perform as a peaceful teacher.

6. LIMITATIONS

The limitations found in the internship were the lack of technological resources in the classrooms, another important point is the lack of materials or classroom supplies by part of my students, sometimes they did not have a pencil or a notebook to work in class, also they walked long distances to come to school, there were times that they did not attend the classes. Besides, the lack of internet access and technological tools at home which made difficult my students search for their homework and hindered me from continuing the learning process and communication with my learners during the quarantine. Concerning to my planning, the lack of preparation in online teaching was a factor that made my work more difficult because I was not ready to face the online teaching and my learners do not have the technological tools to work in a virtual class, for those reason I avoid as much I could the use of technology in my lessons.

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APPENDICES



(Appendix 1)



(Appendix 2)



(Appendix 3)



(Appendix 4)



(Appendix 5)



(Appendix 6)

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Comité de Práctica Pedagógica
UNIT PLAN

STUDENT TEACHER: Danilo Yanez Lacharme **SCHOOL:** EL SABANAL **LEVEL:** Beginners

UNIT TITLE: school **MODULE:** N° 1 HEALTH AND LIFE: I respect my body **NUMBER OF LESSONS:** 1 **TOTAL TIME:** 5 hours

Basic Learning Right(s): <ul style="list-style-type: none"> Understands general and specific information in a short narrative text about topics that are familiar or of personal interest. Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. 	Module Goal: Propose in English, through simple language, actions to take care of his/her relationships with others.	Language functions: Gives and asks for information about their relationships with others. Talk about classroom objects Expresses his/her likes and dislikes. Identify the differences in the classroom.	Objectives: <ul style="list-style-type: none"> Makes simple sentences about classroom objects in oral and written form. Identifies words and phrases about the cultural differences and his/her relationships with others in simple oral and written texts. Understands the main idea and specific information in short narrative texts on familiar topics.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Create a picture dictionary with the different classroom objects.	Knowing: <ul style="list-style-type: none"> Identifies words and expressions to talk about the classroom supplies. Identifies the structure of a simple question with what, who, and where. Doing: <ul style="list-style-type: none"> Describes her/his school supplies. Being: <ul style="list-style-type: none"> Respects decisions and opinions from others. Learn: <ul style="list-style-type: none"> Practices monologues with peers. 	Vocabulary: <ul style="list-style-type: none"> Classroom objects (books, notebook, pen, pencil, chair, eraser) Relationships Teacher, friend, classmates Grammar: <ul style="list-style-type: none"> How many There is/are Imperative (stand up, sit down) 	<ul style="list-style-type: none"> Word search Read a short text Worksheets Drawings Create a picture dictionary Pictures

(Appendix 7)

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UNIT PLAN

STUDENT TEACHER: Danilo Yanez Lacharme **SCHOOL:** EL SABANAL **LEVEL:** Beginners

UNIT TITLE: Family **MODULE:** N° 2 PEACE AND LIVING TOGETHER: I Like To Talk **NUMBER OF LESSONS:** 1 **TOTALTIME:** 5 hours

Basic Learning Right(s): <ul style="list-style-type: none"> • Understands general and specific information in a short narrative text about topics that are familiar or of personal interest. • Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. 	Module Goal: Recognize and express in English positive actions to build an environment of peace with their peers through language.	Language functions: Give and ask for opinions based on conflict. Make comparisons to describe family members. Express emotions in different situations.	Objectives: Identify phrases and expressions related to personal description in their family. Produce simple sentences about family members. Exchange positive views about the people around.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Record a short video in which family members appear there, and then student will give a short description of each one.	Knowing: Recognizes the vocabulary and structures to describe the qualities of other people. Doing: Produces small oral and written texts in which he/she describes their family members. Being: Shows with his/her words that he/she respect himself/herself and his peers. Learn: Expresses ideas orally or in written form, acknowledging his interlocutor and context.	Vocabulary: - Family members (father, mother, sister, brother, grandfather...) - Adjectives to describe people (tall, short, kind, clever, easy, afraid) Grammar: - Wh questions (eg. who is this? This is my father) - Verb to be (she is, he is)	<ul style="list-style-type: none"> - Watch a video - Reading comprehension - Match activity - Write some sentences - Prepare a short video

(Appendix 8)

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UNIT PLAN

STUDENT TEACHER: Danilo Yanez Lacharme **SCHOOL:** EL SABANAL **LEVEL:** Beginners

UNIT TITLE: Toys and games in the region **MODULE:** 4. A GLOBAL VILLAGE: We are all well informed **NUMBER OF LESSONS:** 1 **TOTAL TIME:** 5 hours

Basic Learning Right(s): <ul style="list-style-type: none"> • Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. • Explains in oral or written form, cause and effect related to topics of most immediate relevance, using simple sentences and following a model. 	Module Goal: Recognize and mention in English, through simple language the different games and toys in their country.	Language functions: Talk about toys and games. Tell stories within their context. Express preferences about toys and games.	Objectives: Produce short oral and written texts related to the common games in their country. Identify specific vocabulary and expressions to refer to toys and rule games. Understand short narratives about situations of his/her interest.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Students prepare a short video in which they describe the most popular game in their town.	Knowing: Recognizes the vocabulary of the toys and games he/she has. Doing: Answers simple questions about current events. Being: Appreciates his/her experiences and those of his/her companions. Recognizes that his/her typical games in the country. Learn: Reorganizes the information collected from different mass.	Vocabulary: Toys and typical games - Ball - Kite - teddy bear - doll - bike - marbles - The spinning - Balero - yo-yo Grammar: - Verb to be - Wh questions - Present simple - Past simple	<ul style="list-style-type: none"> - Watch a video - Reading comprehension - Match activity - Write some sentences - Prepare a short video

(Appendix 9)

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students prepare a short video in which they describe the most popular game in their town.	<ul style="list-style-type: none"> Recognizes the vocabulary of the toys and games he/she has. Answers simple questions about current events. 	<ul style="list-style-type: none"> School supplies Intercultural ways in the classroom Colors Grammar: <ul style="list-style-type: none"> Present simple Verb to be

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Teacher will show students an infographic that represents the cultural differences at school and the respect toward them.	Guide Infographic	10 mins
Core activities <ul style="list-style-type: none"> Students see a picture with different classroom supplies and they can recognize them. Students will match the pictures of classroom objects with their word Students will read a short text and answer some questions. Students will write some sentences using the vocabulary given previously. 	Videos <u>Fotocopias</u> Computer	45 mins
Closure Students will create a picture dictionary with different classroom objects and they have to send the picture to the teacher.	Cellphone e-mail WhatsApp	30 mins

(Appendix 10)

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students prepare a short audio in which they describe the most popular game in their town.	<ul style="list-style-type: none"> Recognizes the vocabulary of the toys and games he/she has. Answers simple questions about current events. 	<ul style="list-style-type: none"> Bike, marbles, The spinning top, Balero, yo-yo, Yermis, Teddy bear, Balero, hide-and-seeK game, Kite, Bike Grammar: <ul style="list-style-type: none"> Present simple Past simple

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Teacher will show students some pictures of new vocabulary and they are going to identify the games typical in their region.	Guide	10 mins
Core activities <ul style="list-style-type: none"> In case you have internet connection, you can follow this link to get to know more about this topic: https://www.colombia.co/en/colombia-culture/folklore/play-colombias-favorite-childhood-games/ Students will classify in a chart divided into the common games in Colombia and common games in the world the words already identified. Students will organize some words that are misspelled and match with the pictures. Students will read a short text and answer some questions. Students will fill a chart with the games or toys their family members played when they are younger. Students will write some sentences using the vocabulary given previously. 	Videos Photocopies Computer	45 mins
Closure Students will prepare a short audio in which they describe the most popular games in their town.	Cellphone e-mail WhatsApp	30 mins

(Appendix 11)

**LEARNING GUIDE
BILINGUALISM FOR PEACE PROGRAM**

GUIDE No.	LEVEL	SCHOOL	TERM	TEACHER
02	BEGINNERS	EL SABANAL	2020-1	DANILO JOSÉ YANEZ LACHARME
TOPIC		PROGRAM		PERFORMANCE INDICATOR
TYPICAL TOYS AND GAMES IN THE REGION		BILINGUALISM FOR PEACE	<ul style="list-style-type: none"> Recognizes the vocabulary of the toys and games he/she has. Answers simple questions about current events. 	
ACTIVITIES				

WARMING UP

Read the instructions and complete the following learning guide.

1. Identify the games and toys in box:

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Yermis	The spinning top	Teddy bear
		
Marbles	Balero	yo-yo
		
hide-and-seek game	Kite	Bike

(Appendix 12)

CORE ACTIVITIES

In case you have internet connection you can follow this link to get to know more about this topic:
<https://www.colombia.co/en/colombia-culture/folklore/play-colombias-favorite-childhood-games/>

- Classify the games above in the following chart

Common games and toys in Colombia	Common games and toys in the world
<ul style="list-style-type: none"> • Tejo. • . • . • . • . • . • . 	<ul style="list-style-type: none"> • Dice game • . • . • . • . • . • .

- Unscramble the letters and match.
 Organize the following words with the correct spelling.

- a) LLAB
- b) RAC
- c) DDYET
- d) NELAP
- e) KEBI
- f) BOTOR
- g) TEPPUP
- h) LORD
- i) NITAR
- j) TOMCUREP

- a) BALL
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____



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(Appendix 13)

Reading comprehension

- Read the following text and answer the questions.



Marbles (canicas in Spanish) is played across Colombia, particularly in Caribbean region where children refer to marbles as “ball games”. Children play this game in Easter Week and it is common to see children playing marbles in the streets. Marbles are balls, usually glass, that come in different colors and sizes. There are dozens of different ways to play the game and the usual aim is to capture all your opponents’ marbles.

According to the text:

1. In what region do children play marbles? _____
2. Where do children play this game? _____
3. Do you play marbles? _____

In case you do not understand a word, you can search for it in a dictionary.

At home, You ask your family members what type of games mentioned previously they played to fill the following chart:

Person	Sentences
Father	<i>My father played marbles when he was younger</i>

(Appendix 14)



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Headquarter: Bilingualism for Peace	Level: Intermediate	Time: 10 hrs.
Module: 1. INTEGRAL PERSONAL CARE (Unit 1 and 2)		
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)
<ul style="list-style-type: none"> Participates in short conversations providing information about him or herself as well as about familiar Orally describes people, activities, events and personal experiences orally. Gives and follows instructions, recommendations, and suggestions. Describes actions related to a subject in his/her family or school environment. 	<ul style="list-style-type: none"> Gives and requests personal information and about daily activities. Expresses likes, hobbies and interests. Describes people and animals. 	<p>KNOWING:</p> <ul style="list-style-type: none"> Identifies expressions and words related to recreational activities and the frequency of them. <p>DOING:</p> <ul style="list-style-type: none"> Prepares a list of simple sentences about people's and animals' description. <p>BEING:</p> <ul style="list-style-type: none"> Interiorizes the importance of integral personal care. Values and respects the opinions of classmates. <p>CITIZENSHIP:</p> <ul style="list-style-type: none"> Learn about other cultures. Be kind to animals
CONTENT	ACTIVITIES	MATERIALS AND RESOURCES
<p>Lexical</p> <ul style="list-style-type: none"> Family members and pet's vocabulary Adjectives for personalities Hobbies Common activities (text a friend, use a cellphone) <p>Grammar</p> <ul style="list-style-type: none"> Wh- questions Modals: should/should not Comparatives (-er, more) Imperatives (bring me the phone) <p>Sociolinguistic/Intercultural</p> <ul style="list-style-type: none"> Ability to listen and observe Valuation of cultural diversity 	<ul style="list-style-type: none"> Poster presentation Write short text Reading comprehension activities Listening worksheets Role-plays Drawings Make a video about family and pets. Record an audio about my hobbies. 	<ul style="list-style-type: none"> Cardboards Videos Audios Speakers Video beams Role-plays Cardboards Markers Book Guess what 5!

(Appendix 15)



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Headquarter: Bilingualism for Peace	Level: Intermediate	Time: 10 hrs.
Module: 3. "SUSTAINABILITY: CONSERVATION." (Units 3 and 4)		
Goal(s):		
- Specify activities for environmental conservation in the community		

BASIC LEARNING RIGHTS	LANGUAGE FUNCTIONS	PERFORMANCE INDICATORS: (Knowing – Doing – Being – Citizenship)
<ul style="list-style-type: none"> • Recognizes specific information related to objects, people, and actions in written and oral texts. • Describes actions related to a subject in his/her family or school environment. • Gives and follows instructions, recommendations, and suggestions. 	<ul style="list-style-type: none"> • Gives and receives recommendations and suggestions. • Proposes improvement actions • Gives and receives information. • Talk about technology gadgets. 	<p>KNOWING:</p> <ul style="list-style-type: none"> • Understands the general idea of a short oral or written text about an academic subject. • Recognizes expressions related to the environment. <p>DOING:</p> <ul style="list-style-type: none"> • Exchanges information related to academic subjects. • Proposes simple actions for environmental conservation. <p>BEING:</p> <ul style="list-style-type: none"> • Respects the environment. • Values the opinions of his peers. <p>CITIZENSHIP:</p> <ul style="list-style-type: none"> • Keep our seas and oceans clean • Use technology wisely

CONTENT	ACTIVITIES	MATERIALS AND RESOURCES
<p>Lexical</p> <ul style="list-style-type: none"> • Conservation • Protect, preserve, avoid, save • Animals, oceans • Technology gadgets <p>Grammar</p> <ul style="list-style-type: none"> • Wh-questions* • Present simple • Past tense • regular verbs(ed-ending) • Imperative • Superlative adjectives • <p>Sociolinguistic/Intercultural</p> <ul style="list-style-type: none"> • Self-critical reflection. 	<ul style="list-style-type: none"> • Poster presentation • Write short text • Reading comprehension activities • Listening worksheets • Role-plays • Drawings • Make a video talking about a sea animal. • Record an audio describing a tech gadget. 	<ul style="list-style-type: none"> • Posters • Flashcards • Markers • Videos • Audios • Speakers • Video beams • Computer • Cardboards • Worksheets • Book Guess what 5! •

(Appendix 16)



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 BILINGÜISMO PARA LA PAZ



Headquarter: Bilingualism for Peace	Level: intermediate	Time: 10 hrs.
Module: 1. "SUSTAINABILITY" (Units 5 and 6)		
Goal(s): - Evaluate the impact of human actions on the environment in the country.		

BASIC LEARNING RIGHTS	LANGUAGE FUNCTIONS	PERFORMANCE INDICATORS: (Knowing – Doing – Being – Citizenship)
<ul style="list-style-type: none"> Briefly narrates current facts, daily situations or personal experiences orally and in written form. Makes brief presentations on academic topics related to his/her school environment or community. Makes recommendations to people in his/her community about what to do, when, and how. 	<ul style="list-style-type: none"> Describe people's actions at home. Give suggestions to improve practices. Express opinions on actions. 	<p>Knowing:</p> <ul style="list-style-type: none"> Recognizes vocabulary related to the environment. Identifies the sections of a descriptive text. <p>Doing:</p> <ul style="list-style-type: none"> Expresses opinions or gives information orally, spontaneously and with simple vocabulary. <p>Being:</p> <ul style="list-style-type: none"> Shows respect for the environment through the promotion of responsible practices. Recognizes his own environmental practices and those of others. <p>CITIZENSHIP:</p> <ul style="list-style-type: none"> Encourage your friends. Help other people.
CONTENT	ACTIVITIES	MATERIALS AND RESOURCES
<p>Lexical:</p> <ul style="list-style-type: none"> Ecosystems (eg. Desert, forest...) Actions at home (eg. cook dinner, clean the bathroom...) <p>Grammar:</p> <ul style="list-style-type: none"> Past simple Irregular verbs Have to/has to Imperatives <p>Sociolinguistic/Intercultural:</p> <ul style="list-style-type: none"> Interpret and relate information. Learning through interaction 	<ul style="list-style-type: none"> Poster presentation Write short text Reading comprehension activities Listening worksheets Role-plays Drawings Make a video describing the housework people do at home Make a campaign about the care for ecosystems 	<ul style="list-style-type: none"> Posters Flashcards Markers Videos Audios Speakers Video beams Computer Cardboards Worksheets Book Guess what 5!

(Appendix 17)



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Headquarter: Bilingualism for Peace	Level: intermediate	Time: 10 hrs.
Module: 3. "DEMOCRACY AND PEACE: LANGUAGE IN THE CONSTRUCTION OF PEACE " (Units 7 and 8)		
Goal(s): - Recognize the role of language (positive and negative) in the construction of peace in the community.		

BASIC LEARNING RIGHTS	LANGUAGE FUNCTIONS	PERFORMANCE INDICATORS: (Knowing – Doing – Being – Citizenship)
<ul style="list-style-type: none"> Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. Briefly narrates current facts, daily situations or personal experiences orally and in written form. 	<ul style="list-style-type: none"> Express facts and opinions. Describe feelings. Describe past experiences. 	<p>Knowing:</p> <ul style="list-style-type: none"> Recognizes positive and negative feelings towards people. Identifies basic narrative structures. <p>Doing:</p> <ul style="list-style-type: none"> Produces, in writing and following the writing process. Shows comprehension of general and specific ideas in oral and written texts. <p>Being:</p> <ul style="list-style-type: none"> Recognizes his responsibility in the construction of peace in his community. Shows respect for opinions expressed by his peers. <p>Citizenship:</p> <ul style="list-style-type: none"> Respect nature.
CONTENT	ACTIVITIES	MATERIALS AND RESOURCES
<p>Lexical:</p> <ul style="list-style-type: none"> Feelings (eg. Angry, bored...) Outdoor sports (eg. canoeing, go-carting...) <p>Grammar:</p> <ul style="list-style-type: none"> Wh questions Past simple Irregular verbs <p>Sociolinguistic/Intercultural:</p> <ul style="list-style-type: none"> Valuation of cultural diversity. Ability to listen and observe. 	<ul style="list-style-type: none"> Poster presentation Write short text Reading comprehension activities Listening worksheets Role-plays Drawings Make a video describing the housework people do at home Make a campaign about the care for ecosystems 	<ul style="list-style-type: none"> Posters Flashcards Markers Videos Audios Speakers Video beams Computer Cardboards Worksheets Book Guess what 5!

(Appendix 18)