

**BILINGUALISM FOR PEACE INTERNSHIP REPORT: MY FIRST APPROACH TO A  
SECOND LANGUAGE, ENGLISH**

**FINAL INTERNSHIP REPORT**

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**ENGLISH LANGUAGE TEACHING PROGRAM**

**MONTERIA – CÓRDOBA**

**2023**

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SECOND LANGUAGE, ENGLISH**

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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
OF THE DEGREE IN ENGLISH TEACHING PROGRAM**

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**MONTERIA- CORDOBA**

**2023**

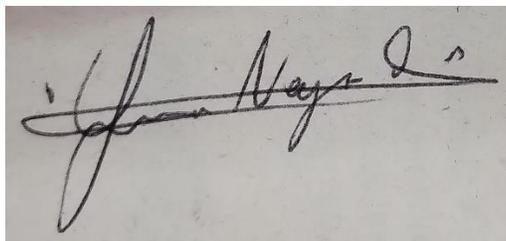
**Approval page**

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Andres Felipe Arango Arteaga

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**Andres Arango**

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read "Juan Naya".

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**Judge**

### **Thanks to**

To God, for being my light, to my parents (Viasney and Eby), my sisters (Kelly and Maria José) who have always supported me; to my grandmother Delida for being an example to follow, to my family and friends, specially my friend, Jesus, who accompanied me and helped me in this process.

### **Acknowledgments**

First of all, I want to thank God for allowing me to get to this point. Then to my career teachers, Knowledge forged in me the human being I have become.

I also want to thank my alma mater for the opportunity to open doors for me in the professional school environment. This experience is one of the best in my life, and I do not think I can forget it.

Lastly, I want to thank my classmates and family for supporting me and reaching out to me when I needed their support. I want to thank my sisters, who were and are my engine for my purposes in life.

To each one of them, thank you very much.

## ABSTRACT

In Colombia, teaching English is promoted on a mandatory basis, even though it is not taught correctly due to the lack of resources in public schools. As a consequence, there is a gap in the teaching-learning of the second language from the beginning of schooling. However, the internship process carried out in the Bilingualism for Peace program at the El Sabanal School consisted of teaching in-person and online classes to the students of the program with the aim of giving them the possibility of immersing themselves in their first contact with the language. English dynamically and provide them with the necessary support throughout the process. Therefore, this report describes my experience during my internship as an English teacher. To achieve this, I applied Task-Based learning to expand the students' vocabulary. Additionally, this document illustrates the findings and achievements related to the growth, personal improvements, and career advancement of my students.

***Keywords:*** *Bilingualism for Peace, Task-Based Learning, First Language Contact*

## INDEX

	Page
<b>1. Introduction.....</b>	<b>5</b>
<b>2. Pedagogies.....</b>	<b>8</b>
<b>2.1. Cordoba Transformada.....</b>	<b>8</b>
2.1.1. Bilingüismo Para La Paz.....	9
<b>2.2. Task-Based Learning.....</b>	<b>9</b>
2.2.1. Pretask.....	12
2.2.2. Value.....	12
2.2.3. Evaluation.....	13
2.2.4. Feedback.....	13
2.2.5. Teacher's role.....	14
<b>2.3.English Early Childhood Education.....</b>	<b>15</b>
<b>2.4. Classroom Motivation.....</b>	<b>16</b>
<b>2.5.Extrinsic Motivation.....</b>	<b>17</b>
<b>3. Methodologies.....</b>	<b>20</b>
3.1 Duties chart.....	21
<b>4. Results Of My Internship.....</b>	<b>24</b>
<b>4.1. Professional Growth.....</b>	<b>24</b>
<b>4.2. Students' Growth.....</b>	<b>29</b>
<b>4.3. Personal Growth.....</b>	<b>31</b>
<b>5. Conclusions, Limitations, &amp; Recommendations .....</b>	<b>33</b>
<b>6. Bibliography.....</b>	<b>35</b>
<b>7. Appendix.....</b>	<b>36</b>

## 1. INTRODUCTION

Bilingualism for Peace is an expansion initiative led by the University of Córdoba to help address the issue of social inequality and advance Sustainable Development Goals (SDGs) by achieving quality education and gender equality, ending the lack of English proficiency with nonprofits such as offering English language teaching programs for children from grade 0 to grade 2 in vulnerable areas from the city of Montería.

Based on the Common European Framework of Reference, the extension program develops the communication skills of students up to the A2 level, promoting the development of values laterally, changing the perceptions of the world of these children, fostering their self-esteem promoting peace, and fostering peaceful coexistence.

Correspondingly, regarding the guidance for the program and taking into account the English proficiency of each student and their approximate language level, the main objective of the Bilingualism for Peace internship is to facilitate the social inequality gap by enabling an English learning program for children in vulnerable zones of this city.

It should be noted that this internship was not only done taking into account the purpose of the project related to the gaps in social inequality present in education but also sought how students with special needs and those in the early stages of their school cycles (aged 6 to 12 years) could gain knowledge in English, to apply it in their daily lives and carry it about the teaching of English in their respective institutions. In this regard, the principal purpose to introduce young learners to a second language, bridging the inequality gap by implementing the Task-Based Learning Process at El Sabanal School.

This internship was carried out in a rural school in Monteria called El Sabanal divided into two sections, one for primary education and the other for secondary education. During the process, the primary plant was used since the number of students was large, who were students of the institution who lived in the town. It should be noted that this process took approximately four months and I had the opportunity to work with a group of eighteen students from six to fourteen years old. The schedule was every Saturday from seven to twelve with one group and from one to five with another one. These classes were mostly face-to-face; however, there were also online classes for external reasons to ensure continuity without losing pace.

From the beginning, it was necessary to observe students to comprehend their potential, demands, and deficiencies to classify them. After this process, it was easier to create work materials about the deficits found for enhancing and designing optimal learning strategies for them. After this process was done, it was easier to create work materials about the deficits found for enhancing and designing optimal learning strategies for them.

Finally, I want to say that at the beginning and during the internship, I was able to observe and read each student separately, which helped me to implement the appropriate strategies and teaching methods so that they could achieve the proposed objectives. Motivation was crucial in this work, considering that the students were very young they were afraid to participate, contribute, or be dynamic with the class. I had to look for my resources as a teacher to bring these little ones closer concerning the class and with the other classmates to not miss the beat, the incentive. The didactic and audiovisual material was of great help since the institution did not provide the best materials. Those materials had to be created, engineered, and offered by me.

In this document, you will find the chapters detailing the tasks undertaken to complete my internship. This begins with the pedagogy used, and the methodology implemented in the

classroom, taking into account the results found and the wonderful experience during the process finally in the last chapter I detail the obstacles and limitations that I had to face.

## 2. PEDAGOGIES

In this section, the intention is to present with theoretical sources the basic concepts that are considered for implementing bilingualism. They were of vital aid in meeting the objectives set. For this, it was necessary to settle on theoretical references that support bilingualism or the bilingualism project of this internship. This section will highlight some of the literature that was considered while teaching.

### 2.1 Cordoba Transformada

The agreement as per Resolution No. 2760 of 2018, was signed among the academy, the private sector, and entities of the Colombian state. It aims at the sustainable transformation of the Department of Córdoba and social harmony. This transformation is based on knowledge and the development of the human being as a pillar of a fair, equivalent, and inclusive society. Likewise, to achieve a social convergence where state entities, the private sector, and higher education institutions join forces to achieve a *Córdoba Transformada*, through programs, projects, and public policies to build the desired society.

Furthermore, the resolution emphasizes the necessity for the participation and collaboration of these entities in the development and design of impact projects and strategies of beneficial to society. Moreover, it also involves the evaluation, control, and improvements of programs within Cordoba Transformada. These programs include Córdoba Bilingüe, Córdoba Aprende, Córdoba Creativa y Competitiva, Córdoba Mis Primeros Pasos, Córdoba Cualificada, and Córdoba Verde.

#### 2.1.1. *bilingüismo para la Paz*

The Ministry of National Education (MNE) in the document *Identify Initiatives and Good Practices in Educational Innovation* (2020) states the initiative *Bilingüismo para La Paz* seeks to achieve better levels of communication in a second language (English) in children through the application of teaching-learning techniques in public schools in the department. Likewise, this program promotes the development of students' communicative competencies until they reach an A2 level, taking into account the Common European Framework of Reference, generating in children new points of view about the world, working transversally to cultivate values that strengthen their self-esteem and other abilities. In this sense, it shows results with significant development in communication skills in English and values.

Moreover, it is important to point out that this project is led by the Degree in English and the Center for Foreign Languages of the University of Córdoba since the faculty provides all the human resources, that is, interns who participate as English teachers and take the courses that make up the program. Furthermore, more than 800 children in Montería currently benefit from this free outreach program, which has had a social and academic impact on children who once dreamed of learning English, but whose economic circumstances prevented them from doing so.

## **2.2 Task-Based Learning**

Language acquisition is a concept attributed to Noam Chomsky, as discussed by Bravo et al. (2022). It pertains to the natural development of one's native language's grammar. An important aspect of this process is the acquisition of a second language, where a student becomes proficient in handling it similar to their first language.

Additionally, the acquisition process is connected to the learner's abilities and aptitudes, which develop from their psychological and linguistic competencies. It can occur even without structured educational environments or external instruction, as noted by Arango et al. (2013). This process remains independent of a child's other cognitive or social developments. Generativist

theories propose formal models to explain language acquisition, downplaying the role of a child's linguistic experiences.

On the other hand, "learning" originates from psychology and is associated with behaviorism. Skinner's radical behaviorism, formulated in the late 1950s, suggests that language is learned through experiences, associative learning, and reinforcement from adults, gradually shaping a child's "verbal behavior."

Furthermore, learning is the conscious process through which a student strives to comprehend and assimilate the content presented by teachers or other information sources. It involves intellectual study and autonomy, employing various means and techniques. Learning encompasses language, its rules, and its grammar (Primo Valero, 2021).

In this sense, the teaching of English at the Initial Level should focus on the construction of meanings. In this sense, teaching a language implies teaching how to create and interpret meanings through oral and written texts in specific social, historical, and cultural contexts. When an adult teaches a language to a child, what he does is help him to signify a communicative intention through a certain linguistic form so that said intention is understood as such by the community of speakers of the language that is taught in a particular context.

Children learn language in the situations in which they use it. From the use, the child learns the conventions to carry out his communicative intentions. To teach English to a child the teacher must involve him in a communicative interaction in which meanings are negotiated. By interacting in the classroom, the teacher, and child participate in a discursive event in which language is used in a particular context among particular speakers for a specific purpose; systematic, frequent, and sustained participation in situations of significant linguistic exchanges allows the child to progressively appropriate a language. Teaching a language is teaching meaning in the language, it is teaching how to construct discourse.

Regarding the optimal educational approach for successful second language acquisition, Asher (1972) asserts that the most effective method involves a model akin to the one used for oral language development during language learning. Therefore, this study will primarily investigate *Task-Based Learning* in primary school classrooms, aiming to expand its implementation beyond its current confinement to children's classrooms. This technique, centered around vocabulary

education and simple grammatical structures, has been adapted for use in the early years of preschool education.

Task-Based Learning has garnered widespread acclaim as an effective approach to teaching English as a second language, particularly in primary school settings. At its core, this method revolves around engaging students in purposeful tasks that require the practical use of the language in authentic, real-life scenarios. Unlike traditional approaches that rely on rote memorization, Task-Based Learning encourages the active application of language skills in meaningful contexts. The ultimate goal is to nurture students' proficiency in English communication. By participating in various tasks and activities, students develop their language abilities naturally, mirroring the process of acquiring their native language through everyday interactions. This makes it particularly suitable for young learners, as it aligns with their innate language acquisition processes.

Within the framework of Task-Based Learning, the role of the teacher shifts to that of a facilitator, guiding students through tasks and encouraging peer interaction. This creates a dynamic learning environment where students collaboratively negotiate meanings, share ideas, and solve problems, leading to increased motivation and engagement. Contextual learning is a central advantage of this approach, where students encounter language structures and vocabulary in relevant situations, making the learning experience more meaningful and memorable. Tasks such as describing pictures, engaging in role-play conversations, and problem-solving enable students to grasp how English can be effectively employed to achieve specific objectives.

Moreover, Task-Based Learning holistically develops all essential language skills: speaking, listening, reading, and writing. These skills are seamlessly integrated into tasks, providing students with exposure to authentic language usage and preparing them for effective communication in real-life English-speaking scenarios. By adopting Task-Based Learning in primary school classrooms, educators move away from traditional, passive learning methods reliant on memorization and repetitive exercises. Instead, this approach empowers students to become proactive and confident language users, equipped with practical skills to communicate fluently in English.

### ***2.2.1 Pretask***

The Pretask phase is a pivotal starting point for any language task within Task-Based Learning. During this phase, the teacher introduces the task's topic and objectives, activating students' prior knowledge and fostering connections between their existing knowledge and the new concepts to be learned. Providing background information contextualizes the task, making it more relevant and meaningful for students. As a result, students feel more confident and prepared to engage in the actual language task.

In the Pretask phase, teachers often employ interactive activities like discussions, brainstorming, or short language exercises related to the task's topic. These activities generate interest and curiosity among students, sparking motivation and active participation. Additionally, the Pretask phase allows the teacher to assess students' initial language proficiency and identify any knowledge gaps, which could be addressed during the subsequent language task.

### ***2.2.2. Value***

The "Value Ascription Line" or "VAL" is an innovative approach to assess the relevance and interest of the task for students. During this phase, the teacher presents the task to students and asks them to position themselves on a line indicating how valuable or interesting they find the task. The line typically ranges from "not interesting at all" to "very interesting" or "not valuable at all" to "very valuable."

The Val exercise serves several purposes. Firstly, it helps the teacher gauge students' enthusiasm and engagement towards the task. High levels of interest indicate that the task aligns well with students' preferences, positively impacting their motivation and willingness to participate. On the other hand, lower interest feedback can guide the teacher in making adjustments to the task, incorporating elements that better resonate with students' interests.

### ***2.2.3. Evaluation***

The evaluation phase, known as "Eval," is a critical component of Task-Based Learning. After students complete the language task, the teacher assesses their performance and language

use. Evaluation methods may include teacher observation, peer assessment, self-assessment, or the use of rubrics to measure specific language criteria.

During the Eval phase, the teacher identifies students' strengths, areas for improvement, and the level of language proficiency demonstrated. This evaluation provides valuable insights into students' language development and guides the teacher in tailoring future tasks to address specific learning needs. It also allows the teacher to assess the task's effectiveness in achieving its intended learning objectives.

Effective feedback is a central element of the Eval phase. Providing students with constructive feedback, both written and verbal, helps them understand their language use, recognize errors, and gain insights into how they can improve. Timely and specific feedback encourages students to reflect on their language skills and motivates them to engage in further language tasks.

Regarding the evaluation process, this study employs three types of evaluations. Firstly, a diagnostic evaluation is conducted at the beginning of the course, consisting of an oral test, to assess students' initial knowledge and competencies in English. Throughout the course, formative assessments are used to gather partial data on students' progress. Additionally, summative evaluations are administered at the end of each stage to quantitatively measure students' learning outcomes. A grading system is employed to assess their performance.

#### ***2.2.4. Feedback***

Feedback plays a vital role in enhancing students' language learning process within Task-Based Learning. It involves providing information to students about their performance and language use to aid in their language skill development.

When providing feedback, the teacher focuses on specific aspects of language use, such as pronunciation, grammar, vocabulary, and communicative effectiveness. This allows students to understand their strengths and areas for improvement better. In addition to highlighting areas for improvement, positive feedback is equally important. Acknowledging students' efforts and progress encourages them to continue actively engaging in language tasks and boosts their confidence in using the language.

Feedback can be delivered through various methods, such as written comments on assignments, one-on-one discussions with students, or group feedback sessions. Timely feedback is particularly valuable as it allows students to reflect on their performance while the task is still fresh in their minds.

### ***2.2.5. Teacher's Role***

In Task-Based Learning, the teacher's role is pivotal, shifting from being the central authority to that of a facilitator and guide throughout the language learning process. As a facilitator, the teacher creates a learner-centered environment that encourages active participation and language development.

During the Pretask phase, the teacher introduces the task, providing context and information to help students understand its purpose and its relevance to their language learning goals. During the Val phase, the teacher focuses on students' responses and feedback. This attention allows them to adapt to the task, aligning it more closely with their interests and motivations. This ensures a more engaging and enjoyable learning experience.

Throughout the actual task, the teacher observes and offers assistance as needed. This supportive role creates a safe space for students to explore and experiment with the language, building their confidence in using English. In the Eval phase, the teacher assesses student performance and provides constructive feedback, identifying areas for improvement and recognizing progress. The teacher's feedback is encouraging and motivating, inspiring students to continue developing their language skills.

In summary, the teacher's role in Task-Based Learning is multi-faceted, encompassing that of a facilitator, motivator, evaluator, and supporter. By creating a positive and dynamic learning environment, educators can effectively foster active participation and language development among students, equipping them with the practical skills to communicate fluently in real-life English contexts.

### **2.3. English Early Childhood Education**

The teaching method attends to the internal organization of the teaching process, so it is inferred that this internal organization is expressed within a certain academic form of organization, which in turn attends to the external organization of the process. As Purwani (2021) states, “A teaching method is the set of techniques and activities that a teacher uses to achieve one or more educational objectives, which makes sense as a whole and which responds to a known and shared denomination by the scientific community” (p. 35).

The primary disciplines serving as the link for second and foreign language teaching were commonly linguistic and psychological theories of language purchase. Therefore, paradigm shifts in the reasoning of these disciplines further lead to changes in reasoning and perspectives on second and foreign language pedagogy and curricula. Structural linguistics was, for a long time, the general framework underlying the development of language curricula. The primary units of a language curriculum are vocabulary and grammar.

The classroom and the writing book provide important input for the language learning process. The purpose of the syllabus designer is to simplify and streamline such inputs through selection and grading. It could be said that the fundamental assumptions of structural linguistics permeate the first approaches to the design of language analysis programs. Mastering human linguistic communication is considered to be the equivalent of mastering the structural units of the linguistic system. The systematic and logical selection, sequencing, and presentation of linguistic structural units become the central tasks for designers of language analysis programs.

According to the Base Curriculum Design, language teaching in schools should consistently adopt a communicative approach. This emphasis becomes even more critical in the early stages of education, as it encourages children to view a foreign language as an additional means of self-expression and communication. This approach not only helps them understand and appreciate other societies and cultures but also fosters their sense of belonging within their cultural context. As students embark on their school journey, they enter the socialization process, presenting an opportunity to utilize the foreign language in activities that promote cooperation, respect, and solidarity, while instilling an understanding of norms and adherence to rules, as well as encouraging teamwork.

To ensure meaningful learning experiences, language instruction will be tailored to students' prior knowledge and interests. Activities, songs, melodies, and games will serve as motivating tools, allowing them to naturally and contextually grasp the content. The learning process will be child-centric, with the teacher guiding and directing activities, ensuring active engagement without imposition. Progress will be gradual, starting from physical responses and advancing to verbal responses in their native language. By the end of this stage, students will be proficient in understanding and appropriately responding to questions in English and will be able to initiate simple conversations. They will be encouraged to contribute individually and in groups, with praise given for their active participation throughout the learning journey.

#### **2.4. Classroom Learning Motivation**

The learning of a second language is influenced by some factors, such as motivation, attitude, self-esteem, anxiety, inhibition, risk, or spontaneity. Because self-esteem exerts such a strong influence on children's cognitive and social development, affective learning must be an integral part of the curriculum to achieve a balance between affective and cognitive learning experiences; thus, creating an environment that helps children develop their full human potential. According to Fukada (2018):

competence is an ability acquired through experience and learning. The concept (...) is two-fold: 1) potential abilities that may work effectively under circumstances and 2) motivation to show one's usefulness using those abilities. On the other hand, (...) is a behavioral characteristic that is based on one's interests and experiences influenced by his/her motivation and attitude. It is an optimal behavioral trait that likely leads to achievements (...) in order to ensure the proper management of classes and effective problem-solving. (p. 11)

To accomplish our practice objectives, our primary focus is to promote English as a valuable tool for students, recognizing that each individual is responsible for their learning journey. As teachers, we aim to guide our students toward a brighter future. To achieve this, we will incorporate games, exercises, and music into the learning process, encouraging vocabulary exchange among students and emphasizing the successful completion of tasks. By following the guidelines outlined below, we aim to create a nurturing classroom environment that fosters a positive self-image and transforms any negative self-concepts in children:

- Create a prosperous environment for learning and good coexistence

- Encourage feelings of belonging
- Encourage the “I can” attitude
- Respect opinions and identify strengths
- Be a good role model as an adult
- Involve families

To teach English to a child the teacher must involve him in a communicative interaction in which the meanings are negotiated. When interacting in the class, teacher and child participate in a discursive event in which language is used in a particular context between particular speakers for a specific purpose; systematic, frequent, and sustained participation in situations of significant linguistic exchanges allows the child progressively appropriate a SL.

A systemic-functional perspective of grammar is adopted according to which language always operates in a context and is a system of resources to create meanings. Language also reflects the culture in which it is inserted, the visions of the world, the values, beliefs, and attitudes. This provides a framework design for the use of language, which is presented in specific situations and for purposes according to the theme, participants, and mode of communication (written, oral, or multimodal). The notions of intercultural competence, multilingualism, and linguistic repertoires are also contemplated in this program, thus, expanding the integration of different cultures and languages present in the classroom through the materials selected for classes.

## **2.5. Extrinsic Motivation**

Extrinsic motivation plays a significant role in motivating young learners to actively participate in Task-Based Learning activities. Several studies have highlighted the effectiveness of incorporating extrinsic motivational strategies in enhancing students' engagement and enthusiasm for language tasks.

One noteworthy study conducted by Deci and Ryan (1985), titled "Intrinsic Motivation and Self-Determination in Human Behavior," emphasized the importance of both intrinsic and extrinsic motivation in educational settings. The authors proposed the Self-Determination Theory, which suggests that extrinsic motivation, when appropriately integrated, can complement intrinsic motivation and lead to sustained engagement in learning activities.

These authors argued that while intrinsic motivation, driven by internal interest and enjoyment, is essential for fostering long-term commitment to learning, extrinsic motivation can serve as an effective catalyst, especially for tasks that may initially lack inherent interest for students. By providing external motivators such as rewards, recognition, and positive feedback, educators can bridge the gap between students' current level of interest and their eventual enjoyment and appreciation of the subject matter.

Another relevant study by Vallerand and Bissonnette (1992), titled "Intrinsic, Extrinsic, and Amotivational Styles as Predictors of Behavior: A Prospective Study," explored the relationship between intrinsic and extrinsic motivation in the context of goal pursuit. The authors found that extrinsic motivation can significantly influence individuals' behavior and encourage them to work towards achieving specific goals. Translating these findings into the context of Task-Based Learning, teachers can utilize extrinsic motivational strategies to spark initial interest and enthusiasm in young learners. By offering rewards and recognition for task completion, incorporating elements of gamification, and setting achievable goals, educators create a positive and motivating learning environment that encourages students to actively participate in language tasks. However, it is essential to acknowledge that while extrinsic motivation can serve as an effective tool to initiate engagement, intrinsic motivation remains the ultimate goal in language learning. Task-based learning, with its focus on meaningful and relevant language tasks, has the potential to cultivate intrinsic motivation in students over time.

A study by Harmer (2001) in "The Practice of English Language Teaching" highlighted the significance of task authenticity and relevance in fostering students' intrinsic motivation. Harmer emphasized that when language tasks are tied to real-life situations and students perceive the tasks as meaningful and applicable to their lives, they are more likely to feel intrinsically motivated to participate and invest in their language-learning journey. In any case, the ultimate aim of Task-Based Learning is to foster intrinsic motivation in students, ensuring a lifelong love for learning and communication in English.

By creating a supportive and meaningful learning environment, educators can cultivate students' intrinsic motivation, empowering them to become confident communicators and lifelong learners.

### **3. METHODOLOGIES**

This chapter illustrates the methodologies utilized and my experience profile during the internship. Similarly, it provides a straightforward development illustration of this process to show detailed actions achieved.

Firstly, it is necessary to mention that as an educator, I consider myself patient, devoted, energetic, dynamic, and a great leader passionate about supplying and challenging extraordinary experiences through teaching. Thus, my principal objective is to inspire, support, and encourage learners to continue learning and acquiring their purposes. In my teaching background, I consider that students own the right to have an exceptional education where they have fun, learn, and interact with their classmates and teachers. It is essential to involve and include them as worthwhile members of society. So, my objective was to immerse students in cooperative activities and individual tasks, which I will clarify with more details afterward.

Subsequently, the methodologies describe how teachers develop their pedagogical practices using different techniques, strategies, materials, and tools. So, using some methods, the contents can be improved as forthcoming motivation for students' learning. I established my practice on communicative and task-based learning, where I was the facilitator for learners who were the foremost participants in the learning process.

Therefore, I implemented different strategies in two phases during my internship: virtual and in-person sessions. On one hand, the virtual sessions were some aid in successfully using songs, videos, and online games to keep students connected and focused on learning during classes in a fun manner. However, these sessions were usually shorter to prevent students from losing interest. These activities were based on Task-Based Learning, where students had to develop specific tasks at the end of each session. Likewise, students had to send evidence of the results of

the worksheet, videos, or images depending on the topic. We only face two virtual sessions due to the electoral process in our country. But it was interesting to see the development of the students through a camera, their participation, and interest, and I felt that they enjoyed and learned during the classes. In one of the sessions, the topic was The Alphabet and The Family in order to reinforce the vocabulary learned during one of the in-person classes, in that opportunity I had the chance to use some tools from the website and use a virtual game that is called “Ahorcado” in which students had to guess a word related with the topic using the letters from the alphabet without letting the boy or girl in the game run out of options and "hang themselves" I could noticed that during the process students were able to participate, be attentive to the class and the most important was that they felt free to make mistakes and use language that was my objective with that session.

On the other hand, during face-to-face classes, I implemented round tables, oral presentations, listening activities, games, and drawing. Therefore, I executed these activities in different ways. For instance, students sometimes worked in groups, and other times had to work individually. Likewise, promoting oral communication in the classroom helped keep students focused on the language. These activities used Task-Based Learning as the principal tool by using students' creativity to learn and communicate their ideas orally. From my point of view, these activities were very productive because I observed the students' behavior while they performed the tasks. Furthermore, I was able to show that the most vital thing in teaching is to keep students focused on their skills, giving them the freedom to learn on their own but with the guidance of the teachers.

### **3.1 Duties Chart**

The internship was carried out in the institution called El Sabanal, this project was accomplished over three months, from May to July of 2022, and some additions that I did on November 2023 to finish the report. In the following chart, you will find some of the tasks I did and other administrative activities to fulfill this process of this internship.

Internship main activities	Purpose	Type of Activity	Mode	Dates
Introduction to the Internship	To step out of the guidelines for the internship requirements	Administrative	in-person	May 9th, 2022
Context examination	To be part of the area and recognize the context of the students	Administrative	In-person	May 14th, 2022
Task #1 I respect my body	To increase self-respect while using body parts	Academic	In-person	June 4th, 2022
Start the process of my internship report	to start to organize my ideas in my project report	Academic	In-person	June 7th, 2022
Special meeting with the director and parents	To socialize with the parents and explain the purpose of the program	Administrative	In-person	June 11th, 2022 See Appendix 1
Task #2 Daily Routine Vocabulary	To use the real-day routine to create bases for the use of the language	Academic	Online session	June 25th, 2022 See Appendix 2
Planning	To create proper materials and lesson plans	Administrative	Online session	June 28th, 2022 See Appendix 3

	taking into account their needs and dimensions of development.			
Task #3 My daily routine to create our “daily day”	To use the language to demonstrate the use of it while creating a video showing the approaching of the topic	Academic	In-person	July 2nd, 2022
Meeting with parents	To make them part of the process while they help children in this project	Academic	Online session	July 5th, 2022
<b>Writing report and internship final presentation</b>	To prepare and provide guidance to interns for the final report.	Administrative	In-person	July 15th, 2022 See Appendix 4
Project: Spelling Bee Contest	To increase participation and harmony while putting into practice the vocabulary learned during the program	Academic	In-person	July 16th, 2022 See Appendix 5
Corrections	To enhance my writing skills with my advisor's pieces of advice	Academic	In-person	November 20th, 2023
Final submission	To have my final project done	Academic	In-person	November 27th, 2023

#### **4. RESULTS OF MY INTERNSHIP EXPERIENCE**

This chapter aims to describe the results of my experience and performance during the internship Bilingüismo para La Paz program offered by the University of Córdoba at the Sabanal School. I will present my experience regarding classroom management, creativeness, and challenges in the teaching-learning process. Besides, I emphasize the different contributions I made to the students' development, particularly in their social skills, motivation to continue learning, and language knowledge. Finally, I will show the growth of my skills related to responsibility, patience, and the relationship between students and teachers.

##### **4.1 Professional Growth**

During this internship, I was able to learn some extraordinary experiences that most teachers face when being a human teacher, I emphasize “human” because you as a teacher when doing this job prepare your class, organize everything you need to also think about things that may arise in the classroom but there are some things that we are not capable to control or just imagine. I want to explain why I am talking about being a human in a classroom.

Figure #1 Core Activities-Lesson plan

<p><b>Core activities</b></p> <ul style="list-style-type: none"> <li>- teacher will start giving family members using examples and ask to students, what do they think is the topic of the day?</li> <li>- Then, students will see a video in which they can see the family members and once they can see one of them, have the opportunity to write it down on the board in order to make a relation with their real-day people they have a rapport with while using the vocabulary mentioned in the video.</li> <li>- Students will choose a family member they love the most and make a drawing of it. Then, we can share the drawing with the classmates and share ideas about the person.</li> <li>- Students will be working on a word search sheet in order to find the vocabulary on it while teacher had the opportunity to see the drawings and give them a nice feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Worksheet</li> <li>● Creativity</li> <li>● Markets</li> <li>● Papers</li> <li>● Personal computer</li> </ul>	2 hours and a half.
--	---	---------------------

<ul style="list-style-type: none"> <li>- Finally, students will make a round table and express their ideas about their families and teacher will ask them about what they really like or dislike during the class.</li> </ul>		
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In the previous figure, you can observe how my day was planned and the materials that were used in the class.. We had to start talking about the family and how this is important for us, also, I had to break that “real family” that everyone thinks is the real one, it is known that when talking about family people will define this with a mother role, father role and the children to conform it. I remember that when explaining this and asking my students for their family members I concluded that family is all members you live with and those who you love the most since most of them had dysfunctional families in which they lived with grandparents, a single mother, a single father, with an older sister, with mother and siblings or just a group of people that they perceived as a family. Likewise, when I mentioned that I had to break that “real family” is because I had planned my lesson to teach them something in which I was wrong and you can see why during the explanation, when we want to teach something is better to be more open-minded and go beyond it, as an example we have my experience.

Moreover, I want to mention a remarkable situation I had that I had to deal with in this session when I was explaining the topic and students had the opportunity to participate and share their ideas there was a student who started to cry in the classroom, and my reaction was unusual because I had never face something like that before, I took a moment and ask her the reason she was crying, she told me that her father had passed away 2 days ago, imagine that “2 days ago” and I was talking about a perfect family, fathers, and students were participating. I had to stop and put aside my teacher role to be an older brother or a simple human being, in that moment I understood how important is to be part of them and understand their feelings, everything that was planned had to be reconsidered and put the topic into practice while avoiding this awful situation to my student. I could finish my lesson but I will always remember that moment and think of how important this internship was to me and made me realize that I am a good human being but I do not want this for my life.

Also, another aspect I improved during this internship was my classroom management and student behavior. I was very anxious when accomplishing my teaching role, I had the knowledge to do it but when doing this you find that the context is the one that matters since you have to look for your materials and how to take advantage of the context itself. To fulfill the teacher skills, I had to figure out how to implement the methodologies I wanted to use and create new strategies that best adapted to my environment; at the beginning, students were shy, did not want to participate, and did not behave well. So, as it happened this helped me to improve the above mentioned when creating a bond of approach to my students. In the next pictures, you can see how things went well and how I could approach this.

**Figure #2** Teacher’s approach toward students



In the beginning, as my students were shy I had to put into practice something that I learned in my psychology class if you want a child to stay motivated in your class you have to keep them curious, so curiosity was the key point of this project also as they were infants this was the best option to have them motivated, curious and attentive to my classes.

I knew that they liked word search activities so this was a reward for them. When we had any activities and they completed them successfully I gave them a word search sheet, this was a way to be part of them. Also, I walked around the class, listened to them carefully, and helped them if it was required.

**Figure #3** Before the process / during the process



During that time, I noticed that their participation increased, and every time they wanted to be part of the class, I did not have to ask for volunteers since they all wanted to cooperate. It helped me to discover that I was capable of being a teacher since I had achieved that my students connected with me and felt passionate about learning the language. Additionally, to make this experience meaningful for them, I had to be a teacher who utilized the most recent resources that they liked such as TikTok, Youtube, and Kawai videos where the language was in context.

Moreover, my students' relatives were worthwhile to me as they were part of the process. For that reason, as a complementary activity, I always made them part of it since there were activities in which students needed the help of adults. Likewise, I had the opportunity to have a virtual session with them to thank them for their astonishing job and ask for their permission to use the material I recollected in my internship and use them on my project. They were joyful about my work as they had not had the opportunity to participate in something like this before. For all the above, I felt I had completed my goal and that my job was done.

## 4.2 Students' Growth

This work was done for my students to improve their skills in the learning process while they stayed motivated, curious, and part of the classroom. I could get a better understanding of what they needed or were failing on to improve and express their ideas with simple activities of repetition or knowing the beginning and the end of a short story putting into practice the vocabulary learned and the social ability when expressing their ideas.

As an example, there is a transcription from a video recorded in class in which the topic was the Daily Routine and the vocabulary was reinforced with complementary activities at home, the session was focused on creating a daily routine for a single person, every student had to start saying a short sentence using the vocabulary and the next one needed to remember the previously, said it, and create a new sentence; this exercise was concentrated on the memorization and creation of new ideas.

### **Transcript #1** Daily routine - short video (Appendix 6)

- |   |    |  |
|---|----|--|
| 1 | T  | <i>Okay guys, let's start! Remember to create new sentences.</i> |
| 2 | S1 | <i>I wake up</i>   |
| 3 | S2 | <i>Get up</i>  |
| 4 | S3 | <i>I brush my teeth</i>  |
| 5 | S4 | <i>I have a shower</i>   |

6	S5	<i>I have breakfast</i>
7	S6	<i>I get dressed</i>
8	S7	<i>I go to school</i>
9	S8	<i>I have lunch</i>
10	S9	<i>I go home</i>
11	S10	<i>I feed the dog</i>
12	S11	<i>I study</i>
13	S12	<i>I listen to music</i>
14	S13	<i>I have dinner</i>
15	S14	<i>I watch TV</i>
16	S15	<i>I put on my pajama</i>
17	S16	<i>I go to bed</i>

The transcription above is a sample of how my students' development in social ability was increased and how they put aside those feelings that arose at the beginning of the project that made them feel anxious and shy and feel free to participate using the language and vocabulary learned. As you can see in the transcript and the following video link (See appendix 7), learners were able to express their ideas, put into practice the language, and demonstrate that they could memorize and create new sentences according to the instructions that were given to them.

Nevertheless, I focused on how to improve my students' skills when talking in public, this helped them to improve their speaking and the ability to share their ideas in front of the class, in (Appendix #7) you can see an example of an activity in which they had to tell everyone in the classroom their daily routine; I suggested them to have some pieces of the sheet to write down some keywords or short sentences that help them to make the oral presentation. To guide them, I started and made my oral presentation, then, one by one in front of the class, did their best to express their ideas. In the video, although the student was afraid, he could finally do it successfully as everyone in the class. In other words, we can see that the goal was achieved and at the end of the lesson, students were able to be in public, make an oral presentation, and put the language into practice.

### **4.3 Personal Growth**

This astonishing process brought with it incredible personal growth. Firstly, it is important to mention my expansion in terms of loving being a teacher since at the start of this delightful journey I did not expect to become that since from the beginning of the degree I had planned to learn the language but not carry it out even though I knew that the degree was directed towards teaching as such, this process made my mind change a little. I was told so many times that being

in this career would imply loving it, and so it was. However, it was hard for me to think that I had so much load; as time passed, I managed to be very responsible with the students, fulfilled all the obligations, and was careful when making decisions, and with all these, I grew myself and finished adoring it.

Secondly, my patience flourished without mistrust. Students tended to ask multiple questions or need help, so as their teacher in charge, I had to comprehend them and drive my patience. In the end, I understood how necessary patience when being a teacher is, and I felt good about improving it.

Finally, I had to handle my feelings throughout this internship. For instance, I felt anxious or scared about how the students would take my arrival or how I taught; however, they were significantly considerate and optimistic about it. In closing, the only sentiment I had was happiness to guide and attend to these students.

## 5. CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS

During my internship, I could see how students improved their language skills. This progress was revealed when talking in public with oral presentations, expressing and sharing their ideas, social abilities when doing groups, and leadership when they had to work alone to show their advance in the process. Bilingualism for peace was the key point in the internship. The project focused on getting closer to those infants who did not have the opportunity to take an English course to the learning process of a second language.

As a teacher, I had the challenge of improving my ability to create a friendly and healthy environment for my students. In this process, I became a part of them to identify their needs and take into account how to fulfill those needs. Likewise, talking about the context, was an issue I had to take advantage of when creating my classroom's materials since the lack of resources in this rural area. In other words, this process was for me, as a professional, something that I am grateful for since I brought out my best skills.

Furthermore, being a teacher helped me in some personal aspects. I had to make significant determinations that helped me grow and improve characteristics such as responsibility, autonomy, managing my emotions, and having the ability to face the challenges that arise. In addition, those aspects were put into practice when helping my students, creating my teacher role, and achieving my goals.

Nevertheless, I had to face some limitations during this internship. Considering my results, when I found out the context, I decided to take advantage of it as a professional. Due to this lack of materials that needed to be created out of the area but focused on, electronic devices provided

by me, lack of materials provided by the project, and other aspects related to it that I had to supply and create from scratch was the most challenge for me.

A recommendation for future colleagues is based on material creation. It is known that the program has its materials but it needs to be known that those materials can not fulfill all students' needs as they do not have easy access to them. Also, I would like them to be focused on the students' feelings as it is important to explore and share their ideas. It is essential not to forget their relatives in this process since they can help when achieving your goals as a teacher and human being. Finally, the process can be jolly when you have a lot of ideas and can put them into practice.

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## 7. APPENDIX

### Appendix #1

*Meeting with the director and parents*



### Appendix #2

*Online session, daily routine vocabulary*

This is a screenshot of a Google Meet browser window. The address bar shows the URL 'meet.google.com/gpd-fvwh-ewq'. The main content area displays a Wordwall game interface. The game is titled 'JUEGO COMPLETADO' and shows a score of 58 and a time of 12:59. The interface includes options for 'Tabla de clasificación', 'Mostrar respuestas', and 'Volver a empezar'. On the right side of the Wordwall interface, there is a 'Cambiar plantilla' section with 'INTERACTIVOS' and a list of activities: 'Ahorcado', 'Une las correspondencias', 'Busca la correspondencia', 'Estalido de papeos', and 'Cuestionario'. The bottom right of the screen shows a grid of video thumbnails for participants, including names like Angelica Alarcón, Sandra Lopez, DANIEL MEJIA ALARC, Daniel Luna, matias sirango casa..., Blanca Montes, leythan ruiz, Irley Conde, Johana Machado, Lina Sanchez, and 'TU'. The bottom status bar shows the time '10:10' and the meeting ID 'gpd-fvwh-ewq'.

# Appendix #3

## Planning



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BILINGUALISM FOR PEACE



**LEARNING GUIDE**

LEVEL	Beginners
TEACHER	Kevin Madera
NUMBER	3218257062
TOPIC	Present simple with daily routine -likes and dislikes-
DATE	Due to 02/07/2022



Hello, dear students!

WHAT ARE WE GOING TO LEARN?  
(¿Qué vamos a aprender?)

1. First of all, we are going to do a brief review of our base topic, present simple. (Primero que todo vamos a hacer un breve repaso sobre nuestro tema base, el presente simple.)
2. Followed by this, we are going to identify the routine verbs. (segundo de esto, vamos a identificar los verbos rutinarios.)
3. Lastly we are going to express ideas using our likes and dislikes. That is, things we like and things we don't like. (Por ultimo vamos a expresar ideas usando nuestros gustos y disgustos. Es decir, cosas que nos gustan y cosas que no nos gustan.)

**INTRODUCTION:** The following guide is a job that must be carried out in the established time, do not forget to do it with the company of your guardian. In addition, its purpose is to continue with the process that they are advancing in the course. without further ado, if any questions arise during the exercise of the guide, let me know through the WhatsApp group and I will help you. Good luck!  
(La siguiente guía es un trabajo que se debe llevar a cabo en el tiempo establecido, no olvides realizarla con la compañía de tu accidente. Además, tiene como finalidad seguir con el proceso que van adelantado en el curso. sin más que decir, si surge alguna duda durante el ejercicio de la guía, háganmelo saber por el grupo de WhatsApp y se le ayudará. Buena suerte.

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**LET'S REVIEW**

Present simple:

The present simple is used to talk about things that happen regularly. Unlike Spanish, the present simple is not used to talk about something that is happening at the moment we are speaking. Remember that we can use the present simple to talk about routines, in this case our daily routine.

(El presente simple se utiliza para hablar de cosas que suceden habitualmente. A diferencia con el español, no se usa el presente simple para hablar sobre algo que está pasando en el momento en el que hablamos. Recuerden que podemos usar el presente simple para hablar de cosas rutinarias, en este caso nuestra rutina diaria.)

**FIRST PERSON: I** (primera persona: yo)  
I GET UP: Yo me levanto  
I PLAY WITH MY FRIENDS: Yo juego con mis amigos  
I HAVE DINNER: Yo cenó

## My Daily Routines

**LIST OF VERBS**

WAKE UP (despertar)	GET UP (levantarse)	WASH MY FACE (lavarse la cara)	BRUSH MY TEETH (cepillarse los dientes)	GET DRESSED (vestirse)	HAVE BREAKFAST (desayunar)
GO TO SCHOOL (ir a la escuela)	STUDY (estudiar)	BRUSH MY HAIR (cepillarse el cabello- peinarse)	HAVE LUNCH (almorzar)	LISTEN TO MUSIC (escuchar música)	FEED THE DOG (alimentar al perro)
DO MY HOMEWORK (hacer las tareas)	GO HOME (ir a casa)	HAVE DINNER (cenar)	PUT ON MY PJAMAS (ponerse la pijama)	WATCH TV (ver televisión)	WALK THE DOG (pasar el perro)
WASH MY HANDS (lavarse las manos)	TAKE CLASSES (tomar clases)	PLAY WITH MY FRIENDS (jugar con amigos)	GO TO BED (ir a la cama)	PLAY COMPUTER GAMES (jugar juegos de computadora)	TAKE A SHOWER (bañarse)

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Daily routines

**VAMOS A PONER EN PRACTICA LOS VERBOS DE RUTINA**

Let's write 10 sentences about your daily routine using the verbs in the FIRST person. Use the example as a guide.  
(vamos a escribir 10 oraciones usando los verbos de rutina con el verbo en primera persona. Guíese del ejemplo)

Example: I get up

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



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Daily routines

  
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In the images on the previous page. What we must do is identify the routine actions that they are performing and write them in English. Keep in mind that you are going to write the routine verbs and you should no longer use the first person.  
(En las imágenes de la página anterior. Lo que debemos hacer es identificar las acciones rutinarias que están realizando y escribirlas en inglés. Ten en cuenta que vas a escribir los verbos de rutina y no la debes usar la primera persona.)



NOW WE ARE GOING TO WORK ON OUR NEXT TOPIC: LIKES AND DISLIKE  
(ahora vamos a trabajar en el siguiente tema: gustos y disgustos)



LIKE AND DISLIKE

When we talk about Like and Dislike, we refer to what we like or dislike. It is a thing or an action. For example:  
(Al hablar de Like y Dislike nos referimos a aquello que nos gusta o no, ya sea una cosa o una acción) Por ejemplo:

- I like the animals.  
(Me gustan los animales)
- I dislike the onion or I do not (don't) like the onion.  
(Me desagradaba la cebolla o no me gusta la cebolla)

Banana (banana)	Chocolate (chocolate)	Pizza (pizza)	Ice cream (helado)	Apples (manzanas)	Cake (pastel)
Hamburger (hamburguesa)	Cheese (queso)	Eggs (huevos)	Onion (cebolla)	Fish (pez)	Cupcake (cupcake)
Mangoes (mangos)	Milk (leche)	Carrots (zanahorias)	French fries (papas francesas)	Vegetables (vegetales)	Fruits (frutas)
Bread (pan)	Candies (dulces)	Strawberries (fresas)	Cherries (cerezas)	Pineapple (piña)	Chicken (pollo)

Now we are going to use the vocabulary from the box to organize the things you like and the things you don't. The box is divided in half; you are free to fill it in using the vocabulary.  
(Ahora vamos a usar el vocabulario del recuadro para organizar las cosas que te gustan y las que no. El cuadro está dividido por la mitad, eres libre de llenarlo usando el vocabulario)

LIKE	DISLIKE OR DON'T LIKE



In the next activity, we must complete the sentence by writing the name of the object at the end of the sentence, keep in mind that at the beginning of the exercise is the vocabulary of the images. Keep in mind the face that each sentence has, then you will choose an answer depending on the face: Happy face means positive response, and sad face means negative response.  
(En esta actividad debemos completar la oración escribiendo el nombre del objeto al final de la oración, ten en cuenta que al inicio del ejercicio se encuentra el vocabulario de las imágenes. Ten en cuenta la cara que tiene cada oración, luego elegirá una respuesta dependiendo de la cara. Cara feliz significa respuesta positiva, y cara triste significa respuesta negativa)

Do you like...?

apples | bananas | burgers | cake | ice cream | chocolate

😊 1 Do you like _____?		Yes, I do No, I don't
😞 2 Do you like _____?		Yes, I do No, I don't
😊 3 Do you like _____?		Yes, I do No, I don't
😊 4 Do you like _____?		Yes, I do No, I don't
😞 5 Do you like _____?		Yes, I do No, I don't
😞 6 Do you like _____?		Yes, I do No, I don't

FINAL TASK  
MAGAZINE CUT OUTS



Now everyone is going to make a poster showing the food and drink they like / dislike. You will need some old magazines for this. Please collect as many as you can before doing the poster.

On a piece of paper, each student should write their name at the top and then make a table with two columns titled "I like ..." and "I don't like". Then you can go through the magazines and cut out and glue food and drink pictures into the correct column on your posters. When you finish send me a picture of the activity on our WhatsApp group.

Ahora todos van a hacer un cartel que muestre la comida y la bebida que les gusta/no les gusta. Necesitarán algunas revistas viejas para esto. Recoge tantas como puedas antes de hacer el póster.

(En una hoja de papel, cada estudiante debe escribir su nombre en la parte superior y luego hacer una tabla con dos columnas tituladas "Me gusta..." y "No me gusta". Luego puede hojear las revistas y recortar y pegar imágenes de alimentos y bebidas en la columna correcta de sus carteles. Cuando termines envíame una foto de la actividad en nuestro grupo de WhatApp.)





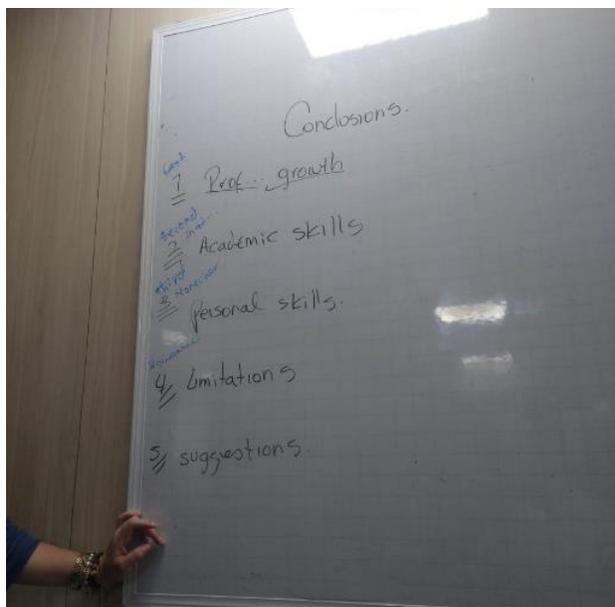
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## Appendix #4

### *Writing report and internship final presentation*



## Appendix #5

### *Spelling bee contest*



## Appendix #6

### *Creating a daily routine - transcription*

<https://drive.google.com/file/d/15xduf-eC0npJc2Qgod15xcsX1JG0rhX/view?usp=sharing>

## Appendix # 7

### *Oral presentation*

<https://drive.google.com/file/d/1bjqT8MkVDzvKXPd5YwLmhSyBxdMwQg4M/view?usp=sharing>