INTERNSHIP AT LA RIBERA SCHOOL: BILINGUALISM FOR PEACE PROGRAM

INTERNSHIP FINAL REPORT

JUAN GUILLERMO LOBO PETRO

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

MONTERÍA – CÓRDOBA

2023

INTERNSHIP AT LA RIBERA SCHOOL: BILINGUALISM FOR PEACE PROGRAM

JUAN GUILLERMO LOBO PETRO

jlobopetro38@correo.unicordoba.edu.co

INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE

REQUIREMENTS OF THE DEGREE IN ENGLISH TEACHING PROGRAM

Advisor

YURISAN TORDECILLA ZUMAQUÉ

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA-CÓRDOBA

2023

APPROVAL PAGE

_____

ADVISOR

_____

JUROR 1

_____

JUROR

ACKNOWLEDGEMENTS

First, I want to let everyone know my greatest gratitude to God for blessing me and taking me through this wonderful moment of my life when I truthfully had the opportunity to become the great teacher that I once dreamt of being. Moreover, I want to acknowledge my thankfulness to the University for granting me the opportunity of changing my life in this beautiful major, and for providing me with amazing teachers such as Marcela Rhenals, Estefany, José Racero, José Herazo, in particular, to my dear advisor, Yurisan Tordecilla, who was always committed to providing me with guidance, advice, and support as well as encouragement to do an amazing job on my internship.

My honor goes to my beloved mother, sister, dad, and aunt Noris for their love, trust, patience, sincere love, support, and prayers for me, as they only know how much effort, sacrifice, and commitment I had to make to be where I am today.

And lastly but not least, it has been such a blessing that the university also granted me such real and amazing friends that I never had such as: "Santigo, Majo, Majito, Danna, and Vanesa" that were always there to have my back, but especially my friend, Karoline Vidal, who was always there at any time whenever I needed her to guide me on all the challenges that appeared on the way. I just cannot thank you enough, I owe you one, guys.

Juan Guillermo Lobo Petro.

ABSTRACT

This paper is designated to report my internship experience in the Bilingualism for Peace Program. My internship was carried out through face-to-face classes, at the Institución Educativa La Ribera (IE La Ribera) in Monteria. It consisted of teaching English lessons to a pre-Intermediate level, and an Upper-Intermediate Level with students from 8,9, and 10th grade. The problem identified turned out to be that the course curriculum seemed to be excessively focused more on teaching about the language itself, than on addressing important local and global social issues through the language as conflict resolution and human relationships, which is another objective of the program.

Therefore, the main purpose of this internship was to promote the development of communicative competencies that allow the students to deal with issues relevant to a globalized, integrated, and competitive world through the design of lesson plans based on an approach of Task-Based Language Teaching, under the theory of Education for Peace, and Intercultural Competence. The lessons used English as a bridge for themes in classes that addressed controversial topics such as Family Issues, Racism, and Gender Equality with the help of a project from the United Nations in order to trigger attitudes for a new generation of peace-and-changemaker citizens. This paper discusses the pedagogies, the program where the internship took place, methodologies, results, conclusions, recommendations, and limitations of this meaningful process in which I had personal and professional growth of great value.

Keywords: Task-Based Language Teaching, Intercultural Competence, Education For Peace, Bilingualism For Peace, Global Goals For Sustainable Development,

TABLE OF CONTENTS

1. INTRODUCTION

According to official data, Bilingualism for Peace is a social outreach program of the Universidad de Córdoba that seeks to reduce the gap in educational quality in English through the development of communication skills at the A2 level in students of stratum 1 and 2 of public schools in Montería in conditions of vulnerability. In fact, this program is part of an initiative of the university's missionary intentions to promote social transformation for the sake of a better quality of life and human development (Cooperación Centro de Idiomas de la Universidad de Córdoba y Licenciatura en Educación con énfasis en Idiomas Extranjeros – Inglés, 2016). From there, not only did I see here the opportunity to retribute the society what the University had granted to me but also the chance to develop my professional growth in an environment where I had no restrictions of implementing the approaches, methods, and strategies for teaching English that I learned throughout my major.

Furthermore, regarding the internship context, it was performed at the Institución Educativa La Ribera, a public school selected by the program located in the urban area of Monteria, Córdoba, Colombia. This school is known for providing their students with good quality education during the school day, and extracurricular courses such as this program and the National Learning Service (SENA). Regarding its infrastructure, there were enough classrooms for the students, a store, an audiovisual room, an outdoor lounge, and a big playground. The Bilingualism For Peace Program (BFPP) runs in the school only on Saturdays morning and afternoons. I was in charge of two groups: the Pre-intermediate with 15 students from 7:00 AM - 11:30 AM and the Upper-intermediate with 8 students from 1:00 PM - 5:30 PM. The students

were between 10 and 17 years old, most of them coming from low-income families living in stratum 1,2, and 3 neighborhoods in the area.

Certainly, after some introductory classes, I noticed through the students' performance that in both levels they had good English basis, especially the ones in the Upper-intermediate level. I witnessed how those students could keep conversations and dialogues in English with few difficulties. And the students that did not manifest as great communicative competencies as the other ones, could be easily addressed with communicative activities throughout the upcoming classes.

Notwithstanding, after examining the course curriculum, units, books, and didactic materials assigned for the course levels from which I was in charge, I discovered that they seemed to mainly focus on teaching about the language itself, than on addressing important local and global social issues through the language, which is the other program's objective. For instance, the units and books that I found established for the levels would just teach students no catching or outstanding topics; grammar; vocabulary; and communicative activities that were just aimed to develop speaking skills lacking of developing crucial aspects such as ethical and moral values; conflict resolution; human relationships or critical thinking. Notably, the program was called "Bilingualism for Peace", and there was "bilingualism", but then, how could I promote the development of communicative competences that develop critical and cultural awareness which contribute to the program objectives in terms of peace and reconciliation?

Given these conditions, for me, it was necessary to target my attention on the program's purpose, which consists of addressing local and global social issues during the course classes so as to promote an opportunity for social transformation to consolidate a culture of peace and

reconciliation (Cooperación Centro de Idiomas de la Universidad de Córdoba y Licenciatura en Educación con énfasis en Idiomas Extranjeros – Inglés, 2016).

To that end, I decided that the purpose of my internship was to promote the development of communicative competencies that allow the students to deal with social issues relevant to a globalized, integrated, and competitive world through the adjustment of the materials that I received and the design of lesson plans based on an approach of Task-Based Language Teaching, under the theory of Education for Peace, and Intercultural Competence. In particular, these lessons would use English as a bridge for selected activities with bases on critical thinking to accomplish tasks that addressed controversial topics such as Family issues; Team-working skills; The value of People in our life; Cyberbullying; Racism; Gender Equality; Violence and Migration; and Healthy Nutrition with the help of a project from the United Nations named "Global Goals For Sustainable Development". All aimed to generate attitudes in teens that contribute to a new generation of peace-and-changemakers citizens; intensificating that way the "peace" component of the program.

This document is organized in this fashion: Chapter 2 addresses the approach, pedagogies, program where the internship took place, and project from the United Nations underpinning the internship report as Task-Based- Language Learning, Interculturality, Education for Peace, Bilingualism For Peace, and the Global Goals for Sustainable Development. Chapter 3 refers to teaching methodology, which explains the procedures used for designing the lesson Plans, and activities that I performed during my internship. Chapter 4 contains the experience results, focusing on exhibiting the evolution of lessons working on the internship purpose, the student's reflections about the peaceful attitudes they acquired during the course, and my impact on the institution. Chapter 5 refers to the conclusions and

recommendations. Chapter 6 addresses the main limitations encountered and the way I dealt with them. Chapter 7 exposes the cites used during this document. And finally, chapter 8 gathers all the appendices mentioned in chapter four.

2. **PEDAGOGIES**

Pedagogy is usually known as the interactions between instructors, students, the learning environment, and tasks that lead to the interpretation of pedagogy as an art (Murphy, 2003).

In agreement with Kumar (2021), the success of an educator's pedagogy depends on "teachers being able to embrace the art and science of pedagogy, acting as parents who understand the needs, abilities, and experiences of their students while also being trained in the best methods of communication and presentation of appropriate materials" (P. 4).

In this respect, pedagogy is the art that occurs in the interaction of a person trying to teach another one in order to influence their learning process. Nevertheless, only an instructor will have success in influencing his student's learning process if he creates his own pedagogy using a variety of theories and practices to attend to his students' needs with accurate material. Therefrom, the hereunder pedagogies were selected to attend to my students' requirements so as to achieve the internship goal.

2.1 Task-Based Language Teaching

According to Chandy (2017), Task-Based Language Teaching (TBLT) is an approach created by Prabhu in 1987 in India. Chandy comments that Prabhu affirmed that language acquisition is an unconscious process, but providing the learners with several problem-solving and meaning-focused activities or tasks, will tap the learner's second language acquisition.

Besides, Hashemi (2012) also defines this approach as one used for teaching languages that integrate real-life tasks where oral or written communication is required to accomplish them. As well, he mentions that the development of these activities helps the students to think, be

critical, and make decisions that help them build their knowledge that can later be applied in real situations outside the classroom. And when the tasks are completed, the language used for the tasks is then discussed by the teacher.

Again, Hashemi, et al (2012), the task is divided into three main phases:

Pre-task: In this stage, the teacher presents the task to the students and provides them with instructions to develop it. According to Hashemi, et al (2012), "The purpose is to prepare the students to perform the task in ways that promote acquisition. We know it is very important to present a task in a way that motivates learners" (P. 2). In this sense, it is important to execute procedures that engage the students like helping them to do a similar and simpler task before the main one or providing them with a model to follow.

During-task: In this phase, the focus relies on the task itself. Here the teacher provides the students with options about how they in groups or individually can undertake the task, or how he wants everyone to do it. Following Hashemi, et al (2012), "Teachers need to ensure that students can complete the task on their own and limited time to encourage fluency rather than accuracy. Teachers should allow students to borrow useful information from the input data to encourage learners who feel speechless" (P. 3). In this regard, when the students are working on the task not only are options, and guidance useful for the process, but also it's important to make sure that especially speechless students are able to do the task in a fixed time with the appropriate and required tools

Post-task: In this final part, using the target language the students present and share their task with the teacher and the class. Next, they are given feedback from the teacher where it is remarked something that may need improvement. To provide an opportunity for a repeat

performance of the task. There are three main pedagogical objectives of this final stage which are "...to provide an opportunity for a repeat performance of the task. To encourage reflection on how the task was performed. And, to encourage attention to form, in particular to those forms that proved problematic to the learners" (Hashemi, 2012, P. 3). Thus, here the students will show their outcome to the class, and then the teacher will evaluate it so as to address any recommendation depending on the students' needs.

To sum up, Hismanoglu (2011) mentions that TBLT has numerous benefits. It makes closer foreign language teaching closer to reality. Helps students to assimilate the language skills in a way that seems natural, as well as helps them to deal with problems of real life worked on in the class. In this manner, this approach helps learners to internalize a target language developing tasks that come from real life.

2.2 Interculturality

It can be considered a process of interaction between people from different ethnicities where no beliefs or ideas are considered superior to others. Instead, diplomacy, dialogue, and concertation always take place in the process of interaction.

Particularly, Dietz (2018), defines Interculturality "as a transformative strategy to unveil, question, and change historically rooted inequalities within society [...] These intercultural capacities are interpreted and/or acquired in terms of anti-discrimination, consciousness-raising, and dealing with conflict" (P. 4).

Following his ideas, I will go for this competence as a strategy for generating capacities in my students that help them enact attitudes of anti-discrimination, consciousness-raising, and dealing with conflict.

2.2.1 Intercultural Competence

In accordance with Byram cited by Kramsch (2011), this is the capacity "to see relationships between different cultures – both internal and external to a society – and to mediate, that is interpret each in terms of the other, either for themselves or for other people".

As well, Byram & Kramsch (2008) previously specified that with this competence "students learn to reflect on the world and themselves through another language and culture" (P. 2). In that invent, the students not only will be able to learn a language but also, be able to actually understand the meaning of those costumes and products that come with that language, which outcome is of great importance for my internship.

Besides, Kramsch (2011) mentions useful tips for applying this competence in the design of my lessons: 1. Focus on bringing some communicative activities for reflection. 2. Paying attention to themes that were politically incorrect or disturbing. 3. And engaging a lot with the ss's emotions and not only their cognition during the classes. Correspondingly, these tips will come in handy at the moment of designing my lesson plans.

2.3 Education for Peace

Education For Peace (EFP) is about providing the knowledge, skills, and attitudes that allow people and nations to prevent and resolve conflicts for the sake of peaceful coexistence.

Besides, following Friedrich (2007), there exist two concepts of peace " Negative peace is the absence of war, a situation that is sought through diplomacy and negotiation. Positive peace is achieved through the promotion of fair social conditions and structures and relies on respect for human rights, ecological concerns, education, and economic wellbeing" (P. 2). On

this subject, it is necessary to act under the concept of positive peace addressing topics of social issues so as to achieve the purpose of this internship.

Furthermore, Avid (2016) also mentions interesting and good utterances that are in line with the objective that relies on this paper:

"Teacher must lead their students to take a part in social responsibility actions with peace education concept integrated into the class. As an educator, the teacher is a social agency to promote and campaign about social issues, because it is the teacher's responsibility. Arikan (2009, p. 88) mentions socially responsible teaching (SRT) seeks ways to change classroom interaction so that students focus on (and hopefully act against) real-world problems such as hunger, gender inequality, immigration issues, racism, ageism, and pollution [...] Peace education is the solution to solve violence, warfare, or sectarian conflict with an educational approach. Peace education unifies the teacher and student to make a social change in their lives through friendship, smile, love, and respect for each other" (P. 2,3).

Bearing those ideas in mind, it was not difficult for me to comprehend that the themes of my classes need to spin around real-world problems like the ones mentioned above so that my students can generate social changes in their lives and others' lives as well wherever they go.

What's more, Abid (2016) states that promoting and teaching the term peace in EFL classes would be the best contribution that a teacher could make to society. Yet, the teacher must change the students' mindset about learning is only getting good scores, when it actually must be

to give a better contribution to society because the classroom is where peace and the peaceful campaign start, so later they can reproduce it outside in society.

2.4 Bilingualism Por Peace Program

According to official information, Bilingualism for Peace is a social outreach program of the University of Córdoba that seeks to promote educational equity through the development of communicative competence in English in boys and girls in vulnerable conditions in Montería. This program responds to the institutional commitment to generate social transformations in the communities belonging to its environment of influence, thus contributing to achieving the goals of Peace and Reconciliation contemplated in the National Development Plan 2014 - 2018 "All for a New Country" and the expectations of competencies in English of the Colombia Bilingüe program. (Cooperación Centro de Idiomas de la Universidad de Córdoba y Licenciatura en Educación con énfasis en Idiomas Extranjeros – Inglés, 2016, P. 2).

Moreover, on one hand, it is stated on the specific objective of the program is to develop communicative competence at the A2 level in English in vulnerable public school students in Montería, who usually achieve deficient performance in English, as the Saber-11 tests have historically shown. And another one, this program is an integral part of the institutional policy of the Universidad de Córdoba for consolidating a culture of peace and reconciliation with a territorial approach, as conceived in the Paz Córdoba Plan (Cooperación Centro de Idiomas de la Universidad de Córdoba y Licenciatura en Educación con énfasis en Idiomas Extranjeros – Inglés, 2016, P. 6).

In essence, it is a non-profit program that seeks to reduce the gap between public and private foreign language education through English courses that address local and global issues

in the themes held in the classes in a Caribbean city of Colombia aimed to help the achievement of the goals in the National Plan from 2014-2018. In other words, although the program's main objective is to help low-stratum students to do better at English in the national test known as ICFES, the program also looks forward to generating a culture of peace and reconciliation, which will be the focus of this internship report.

2.5 Global Goals for Sustainable Development

It is an agenda from the United Nations that looks forward to achieving 17 global goals that address global issues of any kind in order to save our environment, planet, and the human race by 2030.

The Global Goals for Sustainable Development are seventeen goals that seek to protect the world from Climate Change, make the world safer, fairer, and more just for everyone by ending poverty and hunger, realizing the human rights of all, achieving gender equality, empowering of all women and girls, and ensuring the lasting protection of the planet and its natural resources (United Nations, 2015).

In addition, on The Global Goals' official channel on Youtube (2016), it is claimed that:

"In 2015, the world leaders agreed to 17 Global Goals (officially known as the Sustainable Development Goals or SDGs). These goals have the power to create a better world by 2030, by ending poverty, fighting inequality, and addressing the urgency of climate change. Guided by the Goals, it is now up to all of us, governments, businesses, civil society, and the general public to work together to build a better future for everyone".

The seventeen goals mentioned before are the following ones: 1: No Poverty, 2: Zero Hunger, 3: Good Health and Well-being, 4: Quality Education, 5: Gender Equality, 6: Clean Water and Sanitation, 7: Affordable and Clean Energy, 8: Decent Work and Economic Growth, 9: Industry, Innovation, and Infrastructure, 10: Reduced Inequality, 11: Sustainable Cities and Communities, 12: Responsible Consumption and Production, 13: Climate Action, 14: Life Below Water, 15: Life on Land, 16: Peace and Justice Strong Institutions, 17: Partnerships to achieve the Goal (United Nations, 2015).

Moreover, the managers of this project of the United Nations created a webpage named "The World's Largest Lesson" which has tons of educative resources for parents, teachers, and any interested people that want to contribute to spreading and teaching about the Global Goals (United Nations, 2015).

Henceforth, many goals of this project from the United Nations match with the interests of my internship and the Bilingualism For Peace program such as Quality Education; Gender Equality; Peace, Justice, and Strong Institutions. What's more, the project has already tons of didactic materials ready to be used, and that I will easily implement because the benefit for the course classes is undeniable.

3. **METHODOLOGIES**

The methodology of an educator can be defined as the series of procedures that a teacher employs daily using different techniques, materials, and tools to affect positively the learning process of his students Kumar (2021). The methodologies I used during my internship were selected considering the characteristics of my students and place settings, the guidance of my advisor, and the resources available for the classes.

As a professional, I am friendly, diverting, innovative, flexible, and a committed teacher. I frequently not only try to bring interesting warm-up games or activities to help my students connect with the class topic indirectly but also meaningful activities during the classes, and entertaining tasks at the closure to keep the environment rapport. For instance, I enjoy using didactic and technological material during my lessons to keep my students engaged. And in particular, I always relate with the students in a respectful and friendly way that allows them to feel comfortable with me.

Moreover, as I wanted my classes to be meaningful, interesting, and entertaining, since the first class, I decided to implement the Task-based Language Teaching (TBLT) approach in the design of my lessons. This approach focuses on using authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. And the assessment is primarily based on the appropriate completion of real-world tasks rather than on the accuracy of prescribed language forms (Studycat Limited, 2020).

In particular, according to Hashemi (2012), the task is the principal component of the lesson, and it has three principal phases. The first stage is the Pre-task. This is where I started my

classes with a diverting warm-up related to the theme to engage and activate the students' previous knowledge. Then, I presented or told my students what today's task would be, and usually exposed to the students a model that they could follow later. Next, we would develop some core activities in order to prepare the students(ss) for the task, and finish this step by giving the ss indications about how I wanted them to do the task.

The second stage is During-task. Here, the learners started working on the task while I monitored their job, gave them instructions, and answered their doubts and questions to guide their process. Also, during this part, I would set a time limit for the students to accomplish the task and encourage them to use and rely on the useful information viewed in the previous stage.

And finally, the last stage is the Post-task. Basically, In this part, I gave the learners the opportunity of presenting the task to the rest of the class, other people, or just to me. Then, I would make emphasis on the process of doing the task to remark on what they learned and provide the students with feedback when needed.

Furthermore, after a stage of inquiry and exploration with my advisor's support, I realized it was necessary to integrate themes of local and global social issues in the curriculum of the foreign language classes to trigger attitudes toward peace as Abid (2016) suggests. Consequently, I proceeded to adjust the materials and units assigned to my courses. The themes of my classes turned out then as Family issues; Team-working skills; The value of People in our life; Cyberbullying; Racism; Gender Equality; Violence and Migration; and Healthy Nutrition.

 Again, Abid (2016) also mentions that Peace education's teaching and learning process is similar to the other teaching and learning activities. But he specifies that collecting and preparing for the classes real-life material that was not created for teaching as newspapers, news

on tv, video, and so on, improves the learning process making it more exciting and interesting. Therefore, for each of my classes, I always tried to prepare and bring authentic material like the ones mentioned before for my students that then they would interact with in some core activities or at the task.

Additionally, during my internship, I realized that just addressing controversial topics in my classes wasn't still enough to achieve my goal. I felt that I needed an extra technique. Thus, after some more research and guidance from my advisor again, I decided to add to the design of my lesson plans, the Intercultural Competence. It is "the ability to understand another culture on its own terms" (Byram & Kramsch, 2008). As well, the previous author also affirms that "students learn to reflect on the world and themselves through another language and culture" (P. 2). In this competence, the students are specially familiarized with the cultural perspectives in order to actually help them to understand the cultural products and practices of other cultures (Glisan & Donato, 2017, P. 114). Consequently, I added activities that would help my students broaden their perspective by looking at the social issues that they live in their country and other people's same social issues around the world in their foreign language and terms, in this case, the English language.

Specifically, in accordance with Kramsch's (2011) tips for applying this competence in the design of my lessons: 1. I tried to focus on bringing some communicative activities for reflection. 2. I paid attention to themes that were politically incorrect or disturbing. 3. And engaged a lot with the students' emotions and not only their cognition during the classes.

On top of everything, being close to the farewell of my internship, I determined to enroll myself and my students in a last challenge to continue being motivated and to exploit their

potential and the purpose of the BFP program. Thus, after some inquiry on the internet, I found

out about the Global Goals For Sustainable Development. It is an agenda from the United

Nations (UN) that seeks to end poverty and hunger, realizes the human rights of all, achieve

gender equality and the empowerment of all women and girls, and ensure the lasting protection

of the planet and its natural resources by 2030 (*The Global Goals and the 2030 Agenda for*

Sustainable Development, n.d.).

In fact, I noticed that the UN's project and BFP program had some purposes pretty alike.

And so, I signed up for the project, downloaded all the didactic materials from its webpage

named "World's Largest Lesson", and not only started to work on some of their goals through

the materials that they offer for educators, but also shared with the other practitioners and interns

that were with me in BFP program for they to also begin contributing to a better world from their

classrooms.

With reference to the specific activities performed during the classes of my internship, in

the next chapter named "Experience Results," I describe in detail the type of activities that were

carried out during the lessons that I exhibit there. Further, the underneath section will focus on

explaining the administrative activities that I did during the internship.

3.1. Chart of duties

This internship was carried out from September to December 2022 at the educational

institution called "La Ribera". I taught at the Pre-Intermediate and Upper-Intermediate levels.

Aside from the 10 teaching hours of face-to-face classes per week, I had to fulfill some

administrative duties that were guided by the coordinator of the program. In the following image,

it can be observed some specific responsibilities that I carried out during the internship:

UNIVERSIDAD DE CÓRDOBA
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS

BXP INTERNSHIP SCHEDULE
Intern student:
Juan Guillermo Lobo Petro
CC: 1003309538

Monday:

Advisor revision meeting **3:00PM to 5:00PM.**

Wednesday:

Lesson planning from **12:00PM to 4PM.**

Thursday:

Searching, data collection, literature revision and writing from **8:00AM to 11:00PM.**

Friday:

Planning school activities. Verification and actualization of the contents of all courses in the BXP program with the other interns and trainees from **1:00PM to 4:00PM.**

Saturday:

Intermediate Class from **7:00AM to 12:00PM.** Upper Intermediate Class **from 1:00PM to 6:00PM.**

Total hours: 22 hours.

Por una universidad con calidad, moderna e incluyente Carrera 6ª. No. 77-305 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920 **www.unicordoba.edu.co**

Particularly, as can be noticed in the image above, my administrative activities consisted of a fixed schedule that I had to follow throughout the internship. Firstly, on Monday I had to meet with my advisor so as to check the writing of this document and to get advice about how to implement the pedagogies and goals mentioned in this paper. Then, on Wednesday, that day I would usually start planning my lessons for the classes on Saturday. Next, on Friday, I always spent some hours researching the pedagogies that I would implement into the lessons, as well it

was the time that I dedicated to write this paper. Later, on Friday I used to meet with the trainees so as to verify the contents of the course levels, and to plan the school activities on special dates. And lastly, Saturday, was always the day when I would develop my classes in the morning with the Pre-intermediate level, and in the afternoon with the Upper-intermediate level.

4. EXPERIENCE RESULTS

I was excited about choosing this internship in this program as my way of graduating from university. In particular, I already have had the experience of working in BFPP with lower courses, which I loved and enjoyed so much. From there, I knew that this time it could be even way better than the previous experience due to the fact that then I would be in charge of more advanced courses with more capacities. On the other hand, as a novice teacher, I recognize that it was a great challenge too as long as I had some gaps that I needed to improve. Yet, I was always ready to face those challenges as opportunities for learning and growing as a professional. In this chapter, I will report the results of my professional growth during my internship, the increment of my student's wisdom; and my impact on the BFPP during this rewarding experience.

When I started my internship, I was quite anxious about the context and conditions that I could find once I met my students given the case that they already were good at English, what could then I offer so that my classes were still worthy and engaging for them? In fact, I remember the first meeting that was held with the students before the course started. That day I stayed astonished to witness how both students, from the Pre-Intermediate level, and the Upper-intermediate level, were able to keep standard conversations in English with few difficulties. That day my fear was confirmed, those students had good English skills. However, I immediately realized that I did not have absolutely anything to fear because then I thought that this was a great opportunity that few people encounter, a real possibility of "actually going beyond the language".

4.1 Professional growth

In this section, I will make a presentation of four lesson plans, in which I will illustrate my evolution in designing lesson plans with an approach of TBLT, theory of Education For Peace, and Intercultural Competence to trigger attitudes in students for a new generation of peace-and-changemaker citizens with the help of a project from the United Nations named Global Goals For Sustainable Development. The lesson plans were carried out at different moments of my internship. The first two ones at the beginning of the course, and the other two were close to the course's middle and farewell. I selected these four lesson plans among all the ones that I taught during my internship considering that each lesson represents a key moment in the evolution process of my lessons.

Specifically, in the first lesson plan, it can be observed how I started planning my lessons just with TBLT. Then, in the second one, how I started addressing themes, and authentic materials suggested by the theory of Education for Peace. Next, in the third one, the way that I began to add Intercultural Competence in the design of the lesson with some activities. And later, in the last one, how I integrated Global Goals into my classes as a last motivational challenge for my students.

The following reports contain the main points from the lesson plans on which I will focus so as to make the presentation of each. They are required for a better comprehension of the step-by-step evolution of my lesson plans. The full lesson plans can be observed in the appendices as well.

4.1.1 Starting to plan with TBLT

As can be viewed in (*Appendix#1*), The theme for this class is real-life introduction moments where the students learned how to ask and introduce themselves and its importance. I followed the next sequence for this purpose. Initially, I started the class with an icebreaker warm-up. Here I introduced myself while I would move my body, and then the students had to do the same but with their own information, and at the end we took a picture of us all together (*Appendix#2*). It was to get in confidence with the students as well as get to know each other better.

Then, in order to prepare the students for the task, I made the students develop the following activities. First, I discussed with the students the importance of introducing ourselves, as well as we were writing down a mind map on the board about it so as to review the information later. Secondly, I made the students fill up a chart while listening to an audio from a native speaker introducing himself and talking about the importance of it too, that then we would socialize later (*Appendix#3*). Thirdly, I proceeded to explain to the students the WH questions and how to ask for personal information with them, so that later they could practice it on a worksheet that would use to interview their classmates (*Appendix#4*).

And lastly, for the closure, I made the students create a video on Tiktok where they were free to pretend to be introducing themselves, a friend to somebody else, or any other real situation from real life where it needed to be introduced (*Appendix#5*). In any case, the objective of this task was that the students could practice the information learned that day in a real context.

With respect to any personal reflection about the class, although at the end of it, I had to hurry up the students to finish the task on time before the class was over, the students made an

awesome job on the task, and I discovered that the students had good English basics. Anyway, I took into consideration having better time management for the following classes at least to prevent that little inconvenience.

The next transcription you will see was taken from the ticktock recorded by the students in a class.

Turns		Transcript 1
1	S1	Hey! Carlos, I'll introduce you a new friend. He is Sebas.
2	S2	Hi Carlos! Nice to meet you.
3	S3	Hi Sebas! Nice to you too.
4	S1	So, Sebas is fifteen years old and he lives with his aunt. And Sebas, Carlos is seventeen years old and he lives with his parents
5	S2	So Carlos, how are you?
6	S3	I'm fine, thank you. And you?
7	S2	Ah, very good. Where do you come from?
8	S3	I am from Colombia. I live in Montería city.
9	S2	Yes! Me too.
10	S3	Okay Sebas. What do you like to do?
11	S2	Ahh, I usually listen to music when I'm alone. What about you?
12	S3	Hmmm I like play soccer. Hmmm read. And listen to music.
13	S2	Ohh that's interesting.
14	S3	Yes!
16	S1	Okay, so this is so good. See you other day.
17	S2	See you later.
18	S3	Bye!

4.1.2 Adding the Education for Peace themes and materials into the Lesson Plan

On this occasion, as you see in (*Appendix#6),* the theme for the class was Family Issues and How to Deal with Them. According to the theory of Education for Peace, addressed in chapter number two, this is one of the themes suggested for the purpose of the internship. Therefore, I addressed it in the coming sequence.

At the beginning of the class, I warmed up the students by making them play a game that I invented. In this game, I displayed on the TV a picture of the Madrigal Family with brief descriptions about them. Then, a random participant got chosen. Next, I let everyone except the participant know a name of a family member, and the participant had to make questions about attributes that let him know who he was in the family. The game was played as many times as the learners wanted (*Appendix#7*). The purpose of this step was to review some vocabulary and activate some of their previous knowledge.

Then, in order to get the students prepared for the task of the lesson, we developed the following core activities: First, I helped the students to work on the Unit named "Families and Pets" where they reviewed some vocabulary about adjectives for relatives, some grammar about comparatives, and interesting facts about the family of some animals (*Appendix#8*). Second, I made the students watch a video about the different kinds of families that exist so that later, through a series of questions, they could tell me what they learned and if they found their type of family there. And then, we played some Kahoot to check their understanding *(Appendix #9)*. Third, I made the students read a personal story from someone about his family, so that then, through a sequence of questions, they could understand that there is not a perfect family, and each has its own problems more perfect than it may seem. Fourth, I sent to the student's phone and displayed on the TV a webpage about some common family issues with tips about how to deal with them. Then, we proceeded to analyze them together and discuss each common issue mentioned there *(Appendix#10)*.

Finally, for the task, I made the students prepare a full performance about a family facing any issue that they would like to choose from the ones worked on during the class where they as a "family" had to implement one of the solutions mentioned in the webpage. Then, the activity

was presented on the English day to the whole school. The reason for this exercise was to help the students put into practice the class's teachings and help them feel committed to the activity development *(Appendix#11)*.

Regarding any inconveniences that I may have faced during the class, I made some reflections that I needed to take into account for the next lessons. For instance, the need to search for classroom management tips that could help me to deal with some little disruptions during class. To continue adjusting the time management of activities, as well as not assigning two reading activities in a row because then the students would seem to get bored.

4.1.3 Joining Intercultural Competence into the design of the Lesson Plan

As can be observed in *(appendix#12),* in this case, the theme for this lesson is Avoiding and Dealing with Racism. This is another topic that I decided to address as recommended by the theory of Education for Peace. Besides, since this point, I started to consciously implement Intercultural Competence into some activities of the lesson in exchange for helping the students to communicate better acquiring valuable attitudes such as communication skills, conflict management, and teamwork. Hence, the theme was addressed in the consecutive string:

To start with, I made students play a game named Word Association. In this game, I provided the students with the word "racism", and they had to take turns saying a word that they associated with the previous one until everybody had spoken. The game was played with the words "prejudice" and "discrimination" too. The idea of this pastime was to indirectly immerse the students in the class topic (*Appendix#13)*.

Then, in the interest of preparing the students for the task, I made them develop the ensuing activities:

First, I asked the students to bear in mind questions such as: Describe the image. What feelings does it transmit to you? and What is the main message of it? And then I displayed on the TV some image representations of racism from The New York Times, that then random students chosen by a spinning bottle had to answer *(Appendix#14)*. Second, I made the students watch a video about a black woman being arrested for sitting on a seat that was not meant for black people, and then, they had to answer similar questions as the previous activity. Next, I provided the learners with the full woman's story but on disorganized pieces of paper for them to figure out the correct order. Third, I made the students watch another video named "I am me" about how we identify others with our stereotypes and prejudices and not with their true qualities or defects. Then, I proceeded to trigger a debate of it with questions similar to the previous activities but in a deeper way. Fourth, I made the students take selfies and send them via the Whatsapp group, then everyone had to comment on constructive commentaries of each other so as to elicit a debate with questions such as Was it difficult to think of good things about others and write them? Why? Has it been more difficult to write something about people whom you don't know well? How could you fix it? How do you feel reading comments about positive qualities that others see in you? And so on *(Appendix#15)*.

Finally, for the task, I made the students make a video similar to the "I am me" on TikTok, with the difference that they had to say the actual stereotypes and prejudices that they have suffered *(Appendix#16)*. The goal of this activity was to contribute to a campaign against discrimination from UNICEF as well as we were achieving the internship's goal.

Moreover, during this point of the course, I stopped experiencing most of the drawbacks mentioned in the previous classes, as I had already found useful tips for time and classroom management and grasped the organizational order of my activities. However, new issues such as

the students abusing sometimes of Google Translator, or the students' decreasing motivation started to emerge and needed to be addressed for the sake of the coming classes and courses.

The next transcription you will see was taken from the ticktock recorded by the students in a class.

Turns		Transcript 2
1	S1	I am not a stuck-up person. I am Maria Angelica.
2	S2	I'm not a nerd. I'm Jose.
3	S3	I'm not envious. I am Maria Angel
4	S4	I'm not a gross person. I am Irene.
5	S5	I am not a hater. I am Genesis.
6	Ss	Hashtag, stop violence!

4.1.4 Integrating the Global Goals into the Lesson Plan design

As can be noticed in (*appendix#17*), in this opportunity, the theme for the class was Gender Equality. The topic was already in accordance with the Education for Peace theory, and the activities for Intercultural Competence were not going to miss. Yet, since this occasion, I began to integrate the Global Goals into the lesson plan's design. The purpose of this new strategy implementation was to provide the students with a last challenge so as to keep them motivated and more committed to the English course. Therefrom, to carry out the class, I created the succeeding sequence:

To begin with, as the students had loved the Word Association game from one of the previous classes, I decided to implement it again in this class, but now with the words "gender" and "equality" to immerse them in the topic in an indirect way as well.

Then, for the sake of getting the learners ready for the task, I made them develop the next core activities: First, I let the students know that we had enrolled in a project from the United Nations, and I displayed a video on TV to help them understand what it was about (Appendix#18). Second, I made the students think about what we could make for helping to achieve the goal. Then, I let them watch a video about examples of people already helping to achieve those goals so as to then discuss those examples. Third, as we focused on the goal of Gender Equality, I asked them if they thought that gender inequality exists so that those who answered YES had to stand up and say an example, and those that NO had to sit down and give an example of why no as well (*Appendix#19*). Fourth, In pairs, I provided the students with questions like What would the world be like if gender equality existed everywhere? and so on, to discuss in one minute for producing an answer for me. Fifth, I made the students read an amazing story, so then, in groups, I assigned them paragraphs that they would have to dramatize in a freeze frame to check their understanding. Then, I made them think and discuss these questions for a while: What do you think of this girl? Do you think what she did make an impact? Why/ why not? so that later I could display them a short documental that provided the answers for the compare and contrast (*Appendix#20*).

Certainly, for the task, I made the students fill up a survey that then they had to use for calculating their gender ratio for creating a graphic about it. Then, they proceeded to upload their graphics to the Global Goals webpage to contribute to the project, as well we compared our results with other people's results around the world (*Appendix#21*).

Furthermore, since this point, I was already feeling proud of myself because I had already taken care of the issues mentioned above and the classes were frequently a success. In particular, the google translator abuse was solved by setting strong limitations about the moments when the

phone was allowed, and the integration of the project from the United Nations worked just as expected making them believe that they were able to contribute from their classroom.

4.2. Students' growth

As can be seen in *(Appendix#22)*, it seems to be that the goal was achieved because the students in a pallet where had to leave some notes about a moral that the weekly Sunday class left them with. There they report how they learned interesting and useful things for their life. For instance, they mention how useful and important introducing ourselves is to let other people know how we want to be treated. The real value that people have in their lives. To identify the common family issues that exist and how to deal with them. And how now they are conscious of the effects of cyberbullying, and how to deal with it if it's necessary as well.

Besides, as *(Appendix#23)* shows, on a satisfaction survey, after reading, translating, and synthesizing the students' answers that filled it out, they basically meant in their comments that their experience in the course was a meaningful learning process where they found the perfect conditions for learning. They mentioned that the classes not only improved their performance now being able to watch series and talking with relatives in English, or doing better at foreign language classes at school but also helped them in their daily life in specific occasions such as; having more confidence with their parents when talking about their problems, new tools for using social media on a safe way, and being able to reflect about the things that people do to get ahead. Basically, they end up concluding that they were pleased with the teaching experience provided by me.

4.3 My impact on the institution IE La Ribera

While I was carrying out my internship, as an intern and leader of the practitioners, I took the commitment to ensuring that the impact and quality of the education that they were delivering to their learners were the best. Therefore, I decided to ask the trainees how was being their experience teaching in the program, at that moment they proceeded to tell me that they were facing some struggles at the moment of looking for adequate themes to teach. Consequently, in order to help them with their inconvenience, I prepared a training lecture where I explained to them how to properly plan with TBLT, what is and how to integrate Education for Peace and Intercultural Competence into the planning of the lessons. Of course, I also talked to them about the Global Goals and how to implement them into the classes using the useful resources that are free and available for any grade (*Appendix#24*).

On the other side, during my internship everything was not about classes, there was also space for enjoyment and recreation. In particular, during the course, we celebrated two days of festivity. Love and Friendship Day, and Farewell day.

For the first one, in the beginning, we shared presents by playing Secret Friend. Then, as previously in a class I taught my students about different and unusual games and sports practiced around the world; and having debated about the importance of teamwork, for the task, I made the students work in groups of three to choose any unusual games that could help the reinforcement of the team-working skills, to create and print a poster about them. The poster had to contain the name of the game, a description of how to play it, its rules, and a drawing about someone playing it. Later, on Love and Friendship Day, they had to bring the necessary material for playing the games to make the lower levels play them. As well, the students also that day were given food and prizes. All pieces of evidence can be seen in (*Appendix#25*).

For the second one, on the same Farewell Day, I tested the creativity of my students by bringing carton plates, plastic spoons, carton glasses, and ping pong balls from which they had to create diverting games for making the lower courses to play later on the day. At the same time, I made a group of students decorate Christmas hats for their classmates and me. We also played a movie for them in English as well as me and the other practitioners provided the students with ice cream and prizes for the winners of the games. Finally, the practitioners and I finished the course proving the student's parents with their children's participation certificate degree, and some indications about the course for next year. All pieces of evidence can be observed in (*Apprendix#26) as well.*

5. CONCLUSIONS AND RECOMMENDATIONS

For me, this adventure not only allowed me to gain firsthand teaching experience but also to live what very experienced and wise teachers call "going beyond the language". In this program named Bilingualism For Peace, I had the opportunity of exploring my potential as a teacher. For me, this was like a great and safe place where I was able to employ the approaches, theories, methodologies, and strategies that I learned throughout my major. And even, made me look for more ones that suited better for my internship purpose. This was an experience that helped me to find my identity as a teacher.

Since the first class that I taught, I decided that my purpose here needed to be "going beyond the language" focusing on the second BFPP's objective, which consists of addressing local and global social issues during the course classes so as to promote an opportunity for social transformation to consolidate a culture of peace and reconciliation. Therefore, during the process, I started a continuous inquiry that let me find interesting theories, strategies, and resources such as Education for Peace, Intercultural Competence, and Global Goals that are just suited for achieving my desired goal of triggering attitudes of peace-and-changemakers in students.

I was very excited when I began this adventure because for me this was a test that would give me a glance at how my professional life will be from now on. And what's more, the results did not disappoint me. Through the outcomes of my classes, and the testimonies of my students I could recognize that my students lived a meaningful learning experience where they acquired useful skills and competencies. For instance, my students claimed impressive advancements such as: doing better in their foreign language classes; stronger English skills that allowed them to talk

with people and watch series in that language; having more confidence with their parents; getting tools about how to deal with cyberbullying and discrimination; and acquiring a broader mind that allowed them to see the world from another perspective.

My recommendation goes to my undergraduate classmates to dare taking this degree option because it is a worthwhile opportunity that they cannot lose. Undoubtedly this is one of the best options for graduating, especially if it is carried out in BFPP. I consider that this is the best place to begin acquiring experience as a teacher for more than one reason. But among all ones that may exist, for me the most important are:

There are a few restrictions regarding the pedagogies and materials you may want to implement as long as they meet the course's goals, which ends up helping you to find and define your identity as a teacher. Whenever you may need it, you could ask for guidance from your advisor when you get confused. But on top of everything, you'll get the chance of going beyond the language, and start a project where you and your learners can achieve great accomplishments.

6. **LIMITATIONS**

The goal of this chapter is to report the challenges or limitations that I went through during my internship experience. In particular, I did not have to face huge challenges or limitations that could hinder my teaching process. In any case, I would like to remark on some drawbacks that appeared during the experience.

On one hand, was difficult for me at the beginning to handle some disruptions that would appear during the classes, and sometimes the students believed that they could not perform some activities because they were not used to my methodology and the type of assignments that I would ask them to do during the class. Anyhow, later on, I found good tips and tools that helped me to deal with classroom management, as well as to make them believe more in themselves while they got used to my teaching methodology.

On the other hand, regarding the school in general, two main annoying flaws degraded the experience. The first one was that at times we had to start classes later than the fixed schedule because the school staff members had not arrived yet. And another was that although the school had the necessary equipment for delivering acceptable classes, the school wifi was very unstable, and the furniture was not enough for fulfilling all course levels' demands. Therefore, most of the time I had to buy data to share with the students, and the trainees and I had to reach an agreement about when and who was going to use the video beam, TV, and computer room.

At last, all of those challenges were issued because I never gave up, and I think that the biggest lesson we can provide to our students is that there is always a way to achieve our goals.

7. **REFERENCES**

Abid, N. (2016, August). *PROMOTING PEACEFUL LIFE: INTEGRATING PEACE*

EDUCATION THROUGH ENGLISH FOREIGN LANGUAGE CLASS. ResearchGate.

Retrieved 12 11, 2022, from

https://www.researchgate.net/publication/326972669_PROMOTING_PEACEFUL_LIFE

_INTEGRATING_PEACE_EDUCATION_THROUGH_ENGLISH_FOREIGN_LANG

UAGE_CLASS

Byram, K., & Kramsch, C. (2008). *Why Is It so Difficult to Teach Language as Culture?* JSTOR.

https://www.jstor.org/stable/27676139?origin=JSTOR-pdf

Chandy, R. (2017, June 04). *Langschool Language by Experience TBLT Origins language*

learning. Langschool. Retrieved January 15, 2023, from

https://languagebyexperience.com/blog/the-origins-of-tblt/

Cooperación Centro de Idiomas de la Universidad de Córdoba y Licenciatura en Educación con

énfasis en Idiomas Extranjeros – Inglés. (2016, May). Documento Maestro Bilingüismo

Para La Paz. In *Universidad de Córdoba* (PDF document). Montería, Córdoba,

Colombia.

Dietz, G. (2018, September). *Interculturality*. ResearchGate. Retrieved 12 10, 2022, from

https://www.researchgate.net/publication/327455124_Interculturality

Friedrich, P. (2007). English for peace: toward a framework of Peace Sociolinguistics. World

Englishes, 26(1), 72–83.

Glisan, E., & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage*

Teaching Practices. ACTFL.

The Global Goals. (2016, September 14). *Malala introducing The Worlds Largest Lesson HD |*

    Global Goals. YouTube. Retrieved January 15, 2023, from

    https://youtu.be/p2hyORs83EE

Hashemi, M. (2012). *Using task- based language teaching, learning practically in English*

    classes. ScienceDirect. Retrieved 12 9, 2022, from

    https://www.sciencedirect.com/science/article/pii/S1877042811030278

Hismanoglu, M., & Hismanoglu, S. (2011). *Task-based language teaching: What every EFL*

    teacher should do. ScienceDirect. Retrieved 12 10, 2022, from

    https://www.sciencedirect.com/science/article/pii/S187704281100228X?ref=pdf_downlo

    ad&fr=RR-2&rr=7777eed2deb03edc

Kramsch, C. (2011, July). *The symbolic dimensions of the intercultural*. Passei Direto. Retrieved

    January 9, 2023, from https://www.passeidireto.com/arquivo/85478964/kramsch-the-

    symbolic-dimensions-of-the-intercultural

Kumar Shah, R. (2021, February). *Conceptualizing and Defining Pedagogy*. ResearchGate.

    Retrieved 12 12, 2022, from

    https://www.researchgate.net/publication/357429816_Conceptualizing_and_Defining_Pe

    dagogy

Murphy, P. (2003). *Defining pedagogy. In Equity in the classroom*.

    https://www.routledge.com/Equity-in-the-Classroom-Towards-Effective-Pedagogy-for-

    Girls-and-Boys/Murphy-Gipps/p/book/9780750705417

Studycat Limited. (2020, November 9). *Task-based Language Teaching Webinar: what it is, how*

    to plan and example lesson! [Video]. YouTube. Retrieved January 8, 2023, from

    https://youtu.be/9SgNeKSmuEs

United Nations. (2015, September 25). *Resolution adopted by the General Assembly on 25 September 2015*. A/RES/71/313. Retrieved 12 12, 2022, from https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement

8. **APPENDICES**

Appendix #1

The first lesson plan is named Real Life Introductions.

Full lesson plan available in the following link:

https://docs.google.com/document/d/11nUGnNJBfxasMKxJhf-

kWbl47MyGp9gA/edit?usp=sharing&ouid=111349848571445762563&rtpof=true&sd=true

Appendix #2

Selfie taken from the Upper- Intermediate first class for setting a profile picture on the

Whatsapp group:

The photo was taken from the Pre-intermediate first class:

Appendix #3
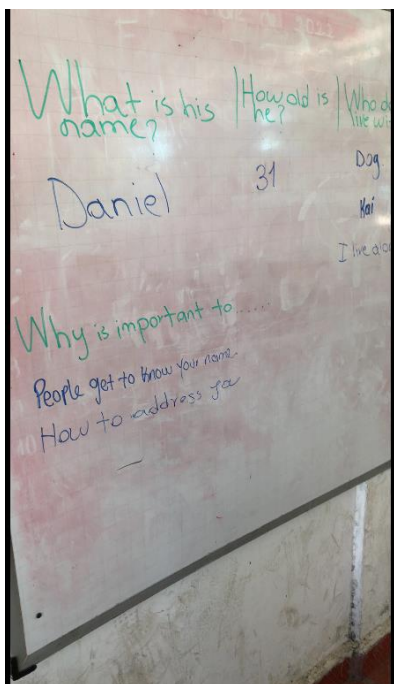
Link to the video evidence of the students listening to the audio:

https://drive.google.com/file/d/1JQx_SMxFLV_SADLoG2YJTvcpGTFeGKzF/view?usp

=share_link

Appendix #4
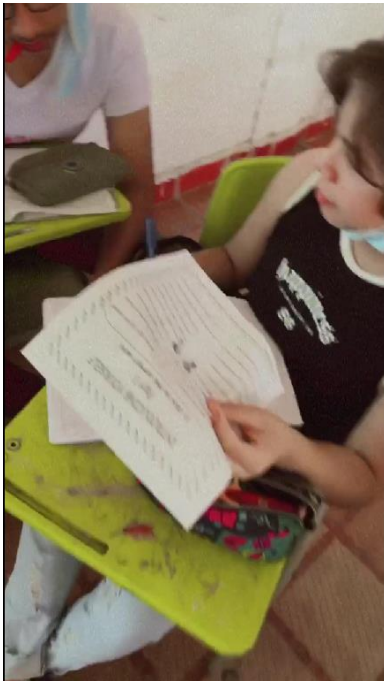
Link to the video evidence of the students working on the worksheet:

https://drive.google.com/file/d/1wKgAlEGDaVa4sn7stk2jAGl8l3SnqsHE/view?usp=share_link

Appendix #5

Link of the first video transcription, doing a real-life introduction:

https://drive.google.com/file/d/1p2mE-

w4RGnla2cHSaOwxTnK7durL0w6x/view?usp=share_link

Appendix #6

This is the second lesson plan named Family Issues and How to Deal with Them.

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

STUDENT TEACHER: Juan Guillermo Lobo Petro SCHOOL: La Ribera (Of course) _Level: Pre Intermediate
HOURS/WEEK: 4h and 30 minutes UNIT TITLE: Real family issues and how to deal with them LESSON DATE:
September 24th,2022 TIME: 4h and 30 minutes.

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
The students make a roleplay where they will have to pretend to be a family facing an issue from the ones previously worked on during the class so that they put into practice a solution that they had learned during the class. The roleplay will be then presented to the whole school on Love and Friendship Day.	At the end of the lesson SS Will be able to • Introduce their relatives orally in English. • Use useful vocabulary and structures for talking about diverse aspects of the Family. • Compare the different kinds of families that exist around the world with their own. • Debate some common family issues and how they can try to deal with them.	• *Grammar:* Present simple, Why questions, Comparatives. • *Listening:* video about different kinds of families. • *Speaking:* Introducing and talking about a relative. Telling personal stories. Making a roleplay. • *Writing:* Answering a questionnaire.

Full lesson plan available in the following link:

https://docs.google.com/document/d/1nbxMXFvYdMZTprSaXfHGFfRliZ4yYrJH/edit?usp=shar

ing&ouid=111349848571445762563&rtpof=true&sd=true

Appendix #7

The warm-up game is named "Guess Who's the Family Member".


Link of the video evidence:

https://drive.google.com/file/d/1ni7sjnybL06wrzNG1G3o5Xpdl_6Q8biv/view?usp=share_link

Appendix #8

Students working on the unit named "Family and Pets" from the course book (Guess What).

Appendix #9

Playing Kahoot with the students about the video of different kinds of families.
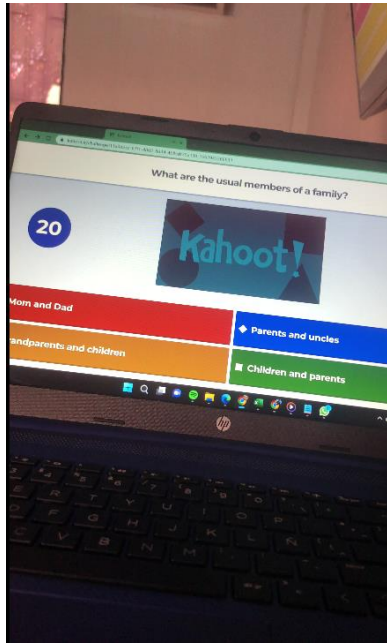
Link of the video evidence:

https://drive.google.com/file/d/13crtPlsps08nlCs6s4NacBCfEavfAEKV/view?usp=share_link

Appendix #10

Webpage about common family issues and tips about how to deal with them.
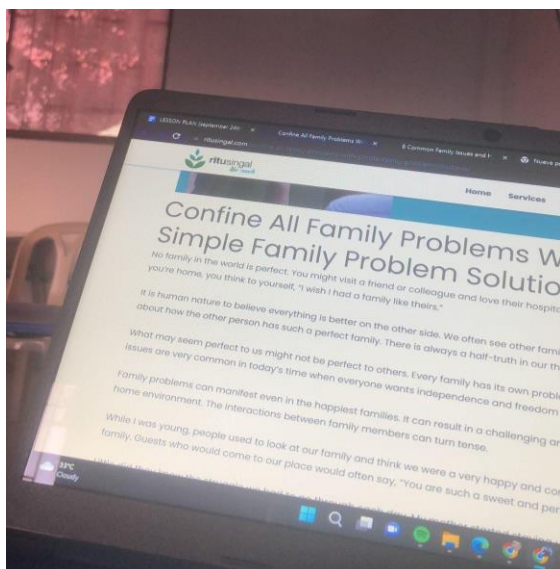
Appendix #11

The students performing the roleplay.

Link of the video evidence: https://drive.google.com/file/d/1ezyGu5plrfiQhF-

v8YxXhGQuNQsG8j20/view?usp=share_link

Appendix # 12

The third lesson plan is named "Avoiding and Dealing with Racism".

Full lesson plan available in the following link: https://docs.google.com/document/d/1w-

WYBKfOY0NJBy5MggjeZNpu6DtLTF15/edit?usp=sharing&ouid=111349848571445762563&

rtpof=true&sd=true

Appendix #13

Playing the game named "Word Association" as a warm-up part 1.

Link of the video evidence:
https://drive.google.com/file/d/1MSza-ZuDzbn0eZ0N7JilsvAKETWc8a-u/view?usp=share_link

Part 2 of the video evidence of the game.

Link of part 2:
https://drive.google.com/file/d/1dk5IlwL7SBZ7EIUcpeZbPTHB6gd_ruwZ/view?usp=share_link

Appendix #14

Interacting and discussing image representation of racism for developing intercultural competence.
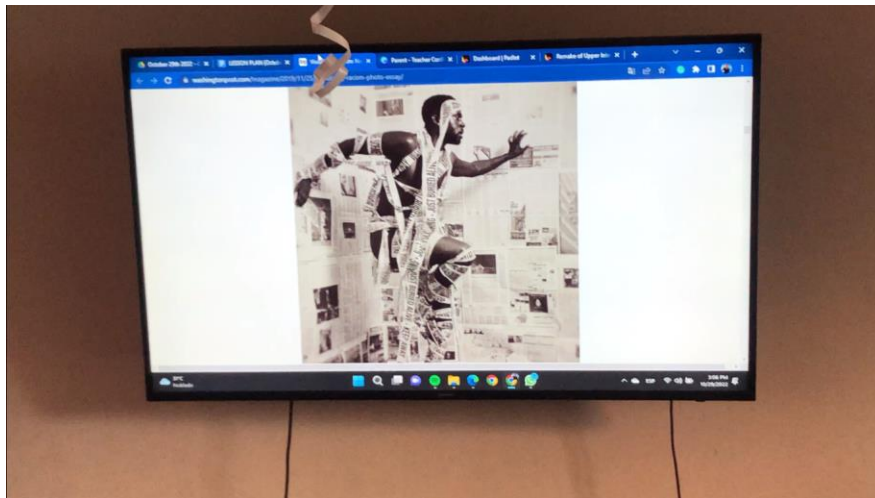
Link of the video evidence part 1:
https://drive.google.com/file/d/1G9hfCPxCwV44euc0887xnex8xj0ycBk3/view?usp=share_link
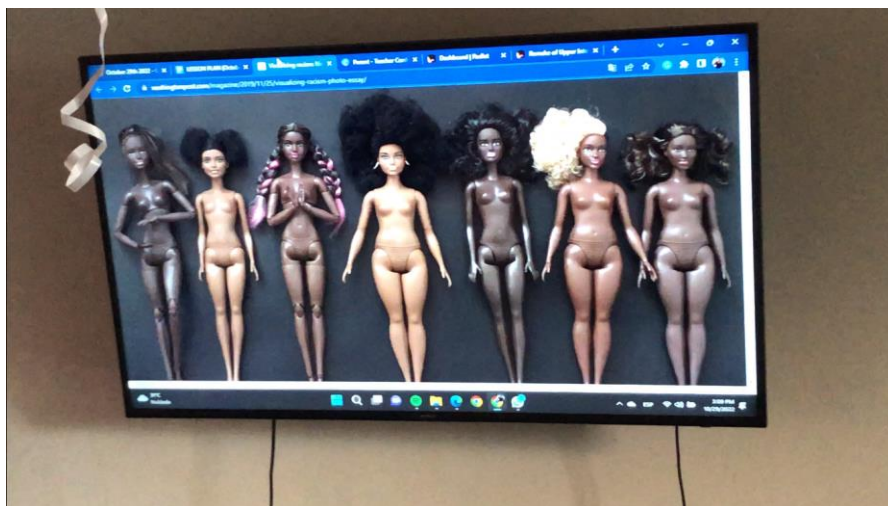
Link of the video evidence part 2:
https://drive.google.com/file/d/1HCdH2O-lJp8kuc7Tx7nWjtj7uELa5uPo/view?usp=share_link

Appendix #15

Students recognizing and commenting the good qualities of each other. And then, reflecting on the activity.
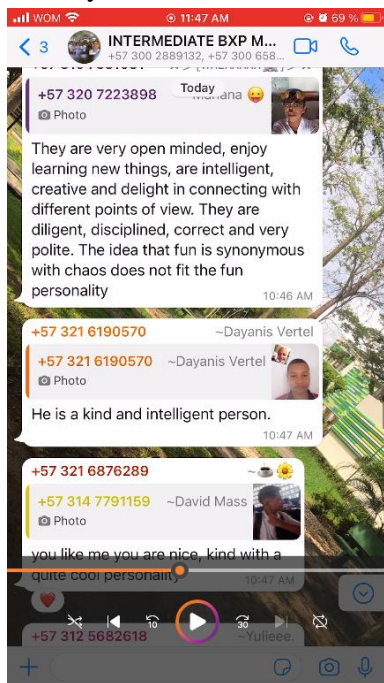
Link of the video evidence:
https://drive.google.com/file/d/1FYY4rmBaH0vfiJRrJYnUh_7foxhDIEVF/view?usp=share_link

Appendix #16

Students' video campaign against racism.

Link of the video evidence:
https://drive.google.com/file/d/1uSlNlPxbsrgOH524DtDJ7rdlmEYxjrO0/view?usp=share_link

Appendix #17

This is the last lesson plan. The one named "Gender Equality".

Full lesson plan available in the following link:

https://docs.google.com/document/d/1VdnnDPBzkh89uaagpraNVPKstkl0Z9O9/edit?usp=sharing&ouid=11134984857144576 2563&rtpof=true&sd=true

Appendix #18

Introducing the Global Goals to the students.

Appendix #19

Students discuss if there exists gender inequality.

Link of the video evidence:
https://drive.google.com/file/d/1XJEW_34lZc-ukDKk41nL5mC5oAjVhdfe/view?usp=share_link

Appendix #20

Students read the powerful story on their smartphones.

Students performing freeze frames of their understanding of the story.
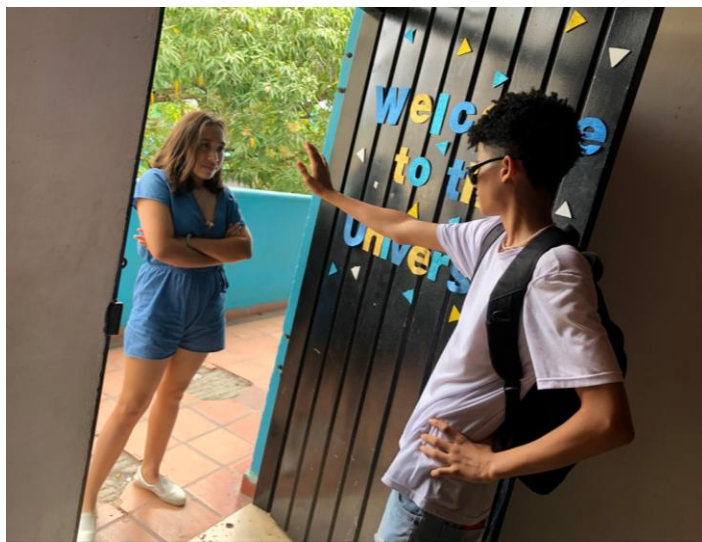
 Link of the video evidence:

https://drive.google.com/file/d/1Io7RNd3DKzINE03sArMsdyO7Wif6xiOA/view?usp=share_link

Students watching a short documentary of the story in English.

Link of the video evidence:
https://drive.google.com/file/d/1BzJ33XcoyCz77ggef3zMf-8X-zCp42l7/view?usp=share_link

Appendix #21

Students presenting their gender ratio graphics made of the survey's results.
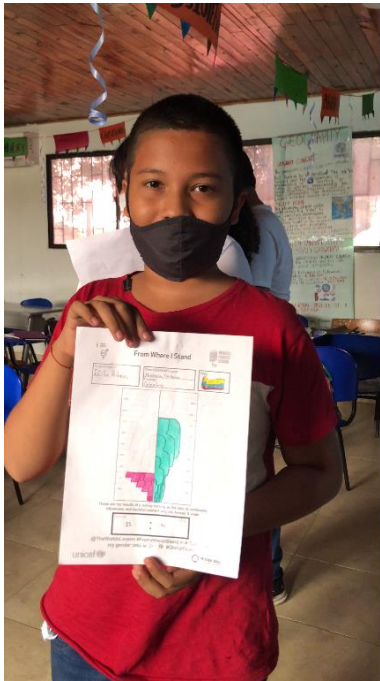
Link of the video evidence:
https://drive.google.com/file/d/1Uf7ccPlsnKa0wb0DAqgv24KinaMOtsfY/view?usp=share_link

Students uploading their posters to the Global Goals webpage.
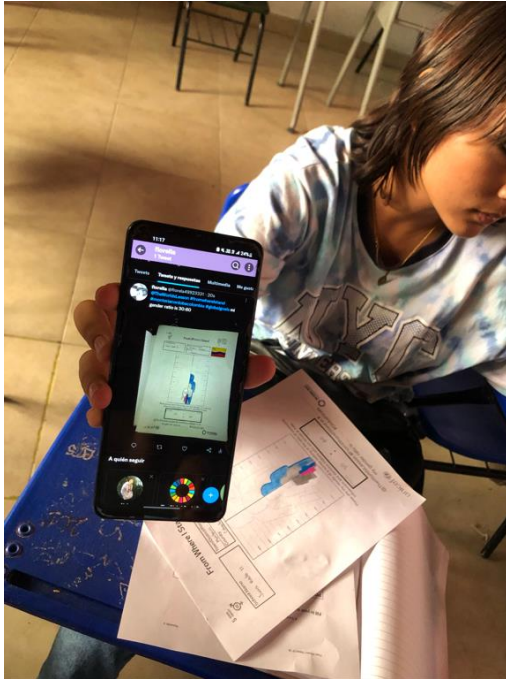
Comparing the students' outcomes with the people's outcomes around the world.
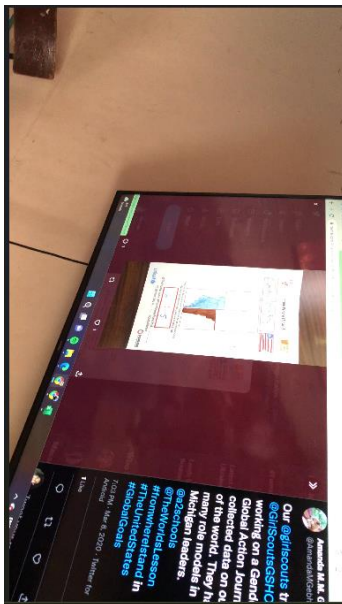
Link of the video evidence:
https://drive.google.com/file/d/15oJ29OSiBeGFNiEF3F8r_G_jmgMt0tsQ/view?usp=share_link

Appendix #22

Padlet with the students' notes about their learning process.

Link of the evidence:

https://padlet.com/jlobopetro38/kl6bn3pzittjn7bu
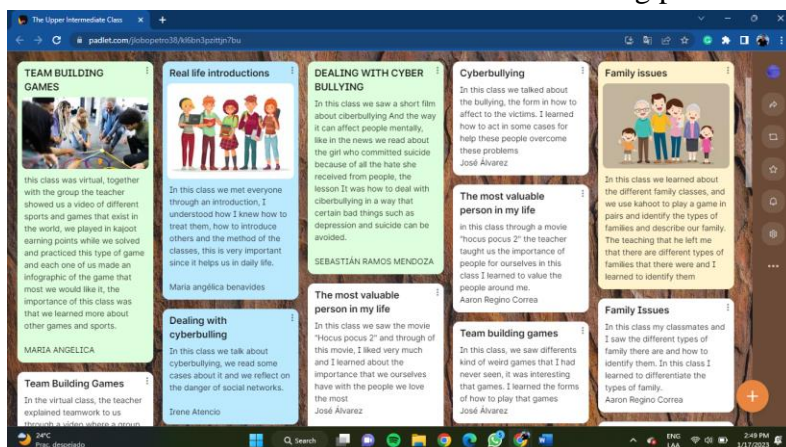
Appendix #23

Student's answers on the Pre-intermediate survey regarding the course learning experience, and interaction with me.

Link of the evidence:

https://docs.google.com/spreadsheets/d/11D_oNS6XK4urDaVViEIkyqsswkj4dlpH-giXukb7OzU/edit?usp=sharing

The second survey from the Upper-intermediate level

Link of the evidence:
https://docs.google.com/spreadsheets/d/14oq95jbPaq_DrMV4SNOa_LXh6DaC5KbYiWKYA-PVGlQ/edit?usp=sharing

Appendix #24

Practitioner's students implementing an activity from the Global Goals, in which they had to draw a map from the school for new students so that they get used to it in a funnier way.

Link of the video evidence:
https://drive.google.com/file/d/1lWXAv0Jv1FmdlGguqIXjBNYS1NBtEvtt/view?usp=share_link

Appendix #25

Students from all the course levels playing "Secret Friend" on Love and Friendship day.

My student made the whole school play different and diverting games

Link to the video evidence with all the games performed that day:
https://drive.google.com/file/d/1EAZM9P9UxJoW0QQBn-LBZO9NVWQXw89y/view?usp=share_link

Providing Ice-cream to the students.

Appendix#26

Groups of students creating the games with the materials brought to the class, as well as decoring the Christmas hats.

Last pictures with the students.

Upper intermediate ones:

Pre-intermediate ones:

Students watching The Gring in English:

Students playing the games that my learners created during the class:

Link to the video evidence of all games invented and played during the day:
https://drive.google.com/file/d/1TPtcp6czqCpJBLJH-YD4n1g9gF5O9jxn/view?usp=share_link

Students' parents receiving the participation certificate degree: