

FOSTERING ORAL PRODUCTION AND GLOBAL CITIZENSHIP EDUCATION
THROUGH A MULTIMODAL TEACHING APPROACH IN ELEMENTARY LEARNERS

INTERNSHIP FINAL REPORT

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
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I would like to start by expressing my sincere gratitude to God for allowing me to get to this point in life and to be able to feel today that I am just one small step away from reaching the goal of becoming an English teacher that my inner child has always dreamed of. Getting this far has not been easy, but He has put incredible people in my path who have helped me grow both as a person and as a professional.

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ABSTRACT

This degree work reports my internship experience with elementary level students of the Bilingualism for Peace program, carried out at the educational institution Aguas Negras. I highlight the importance of the Multimodal Teaching Approach I used in the design of lesson plans, activities, materials and strategies, taking into account the VARK modalities.

This approach allowed me to foster Oral Production in students as well as the practice of the components of this skill. In addition, I promoted a Global Citizenship Education in order to form critical students, capable of putting into action positive values and making decisions for the benefit of society.

During this internship, I was able to demonstrate my pedagogical style and effort by using my skills and prior knowledge to promote meaningful and recreational learning environments. In this paper, I address a variety of aspects, including the professional, students, and personal gains I achieved during the internship. I also share the conclusions I came to, the challenging situations I faced, and the recommendations I have for students of the foreign language program with emphasis on English who are considering an internship as a degree option.

Keywords: *Oral production (OP), Multimodal Teaching Approach (MTA), VARK Modalities, Global Citizenship Education (GCED), Elementary learners, Bilingualism for Peace.*

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1. INTRODUCTION

Nowadays, learning a foreign language has become indispensable in society as it is conceived as a source of opportunities to improve the quality of life. The Colombian Ministry of National Education (MNE) (Translated from Spanish) has created initiatives to foster the English language learning and teaching within schools. As a result, important documents such as the Basic Standards of Competence in Foreign Languages (BSC) and the Basic Learning Rights (BLR) (Translated from Spanish) have been released.

Their purposes are to give teachers guidelines to help students communicate and express themselves clearly through the English language, to value cultural diversity, to understand different environments, and to participate in the improvement and progress of the country (MNE, 2006).

In this sense, the University of Córdoba is also concerned and offers students of the foreign language program with emphasis on English, the possibility of doing an internship in one of its extension programs, “Bilingualism for Peace ”. This social special framework seeks to promote the teaching and learning of English to vulnerable children from low income families of Monteria, Córdoba. In addition, it aims to help students improve their communicative skills, develop values, strengthen their self-esteem and promote peaceful coexistence (Gonzales & Co-Lab, 2021).

Currently, five public institutions are benefiting from the program, one of them being Aguas Negras, a school located in the north of the city in the neighborhood Aguas Negras. The classrooms are conformed based on the six levels of performance established by the program which range from “Beginners” to “Conversation” being “Elementary” the third in this scale. Also, during this internship, I was in charge of 22 elementary level students, who come from different grades such as sixth, seventh, eighth and ninth and whose ages range from ten to fourteen years old.

Although it is a program that offers opportunities for students to acquire skills, values and learn English, it also shows a worrisome reality, which is the poor command of the target language, English. I was able to notice in the first two classes that the elementary level students showed difficulty in sharing and expressing their opinions about relevant situations that occur in their community, country and the world in general.

In addition, students manifested disinterest in learning English because at their respective schools, their learning revolved primarily around completing worksheets and written exercises, with little opportunities for oral activities. As a result, they expressed feelings of monotony and boredom.

Likewise, most of the students did not feel comfortable using the target language (English) during conversational moments and when I asked them about their thoughts regarding a specific theme, they preferred to remain silent or some commented they did not have enough knowledge about it.

Taking into account the problems previously mentioned, it is evident that there is an urgent need to apply a more captivating and dynamic approach to present global topics and at the same time allow students to practice their oral skills. In this sense, my purpose during this internship was to promote Oral Production (OP) and Global Citizenship Education (GCED) among elementary students, of the Bilingualism for Peace program, in Aguas Negras school, through the implementation of a Multimodal Teaching Approach (MTA).

Overall, this internship report is divided into a series of 8 chapters. Chapter 1 contains information about the context in which this internship was carried out, the problems detected and the purpose of the internship. Chapter 2 defines the concepts that supported and gave meaning to the work done in this internship. Chapter 3 presents the teaching methodology that I put into action during the classes, as well as my duties chart.

Chapter 4 contains the results obtained during the internship and is divided into four aspects. Chapter 5 shows some conclusions about my experience and recommendations for students. Chapter 6 details two challenging situations I had to face. Last, the final chapters will deal with the references and the appendix containing evidence.

2. PEDAGOGIES

This chapter will provide some definitions of the main theories implemented throughout the development of the internship. The most remarkable concepts that I will define are Oral Production (OP), Global Citizenship Education (GCED), Teaching Methods, Multimodal Teaching Approach (MTA) and VARK modalities.

2. 1. Oral Production (OP)

When it comes to teaching a language, the ability to speak not only plays a fundamental role for teachers, but also becomes essential for students in their learning processes. Since the students put this skill into practice they are able to express ideas, exchange information and interact with others in real time and in different contexts.

In the words of the academic Hernández Rodríguez (2019), “oral production is an important and essential part of the communication process. To be part in a society, it is necessary to express our points of view, likes, thoughts, emotions, beliefs etc, according to the contexts in which we are” (p.10). This implies that effective oral production requires social and pragmatic skills that allow speakers to negotiate meaning and adapt to different cultural spaces.

In the same way, Goh and Burns (2012) as cited by Ramírez and Artunduaga (2018), recognize that “speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural—and a speaker's knowledge and skills have to be activated rapidly in real time” (p. 100). These authors suggest that oral production occurs in real time, which means that learners activate their knowledge and skills in order to produce coherent and meaningful speech during oral communication acts.

Overall, these two statements highlight the main role of oral production in communication which is the need for learners to develop a range of skills, including linguistic, social, and pragmatic, to become effective speakers.

2. 1. 1. Components of Oral production

The ability to express oneself effectively orally with the use of English language becomes essential for students as it allows them to interact with their peers, understand and follow instructions, ask pertinent questions and request clarification. Also is a process where they can express and share their own opinions and perspectives in various academic and social contexts.

In the same line of ideas, Forero and García (2019) point out that there are multiple factors to take into account when promoting the development of oral production skills in learners. Some of these factors include grammar, vocabulary, pronunciation, fluency, the use of gestures, and contextualization during communication acts. I will provide a detailed explanation of each of these components to offer a deeper understanding of their significance.

- **Grammar:** According to Mart (2013) “learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful” (p. 124). This means that mastery of grammar provides students with tools needed to communicate their intended meaning clearly and accurately. Thus improving their general ability to express themselves, both orally and even written.
- **Vocabulary:** Nikula (2010) as cited in Benalcázar and Ortega (2019) work, remarks that “students tend to enhance their speaking skills due to the large variety of vocabulary they are being exposed to in class, as well as the huge range of information they have to manage” (p.122). For instance, through

exposure to varied vocabularies, students are able to expand their oral production skills and incorporate a wider range of words and expressions when talking. This exposure to vocabularies encourages meaningful use of language and motivates students to engage in authentic speaking acts.

- **Pronunciation:** The ability to pronounce when it comes to learning a language such as English is key to effective communication. Also, its acquisition is considered essential for academic and personal success, reinforces students' confidence in the language and facilitates social interaction. (Srakaew, 2021). Therefore, it can be understood that practicing pronunciation not only improves comprehension, but also ensures that learners are being understood accurately and can effectively deliver their intended messages.
- **Fluency:** It implies the learner's ability to read texts easily and understand their content in order to respond clearly, concisely and relate the meaning of the message in a particular context, leading to an effective and coherent communicative exchange (Krstinić, 2020). As a result, helping students practice fluency is important for developing oral production skills, as it allows them to communicate more efficiently and interact better with others while using the target language.
- **Gestures:** Herrmann (2017) expresses that learners can come to understand and assimilate English vocabulary and content more effectively through the incorporation of gestures, as they allow them to turn something abstract into something more tangible and easier to communicate. In other words, the teacher's use of gestures allows the students to understand the language in a

less complicated way. At the same time the students can use gestures in a communicative space to share their own ideas and opinions in a better way.

- **Contextualization:** Garside (2019) mentions that “contextualizing early on in a lesson, through the use of situations, topics, images and talking points, creates a frame of reference for students to refer to when any new content comes at them”. That is, contextualization enables learners to relate and apply a variety of content effectively, to understand more deeply what they are being taught, and to communicate more actively.

In general, a good command of these components previously explained, could help learners improve their ability to communicate in the target language and contribute to their personal development. Furthermore, if teachers integrate these components into their teaching methodology, they could promote a global and meaningful learning experience for learners.

2.2. Global Citizenship Education (GCED)

As time goes by, the world is experiencing increasing globalization in which themes such as the environment, diversity, cultural awareness, among others, are becoming more and more important. Therefore, it is essential that educators take responsibility for engaging students in acquiring knowledge and understanding of these themes and their relevance. For instance, students will be able to generate solutions, propose innovative ideas and adopt values that will enable them to become active citizens in the society.

According to UNESCO (2018) Global Citizenship Education (GCED) tries to enable individuals of all age groups to actively engage in constructing societies that are more peaceful, tolerant, inclusive, and secure, both at the local and global levels. In this sense, GCED highlights the relevance of encouraging students to acquire values and promote

behaviors that contribute to the development and well-being of people and communities worldwide. In the same way, UNESCO (2018) considers that:

It is through education that the next generation of youth and adults form their values, principles and knowledge of peaceful futures and develop their sense of responsibility and accountability to take personal and social actions for the necessary transformations towards a culture of peace (p.7).

That is, GCED becomes a powerful tool for building a more harmonious society engaged in the construction of a peaceful and sustainable world.

Consequently, taking Cleminson's (2021) ideas as a reference, a pedagogy oriented to Global Citizenship Education aims to promote a favorable environment that allows students to carry out a deep reflection on both their own convictions and those of others, in relation to the reality that surrounds them. As a result, the promotion of deep reflection allows for the development of global awareness, empathy and understanding of different perspectives and experiences.

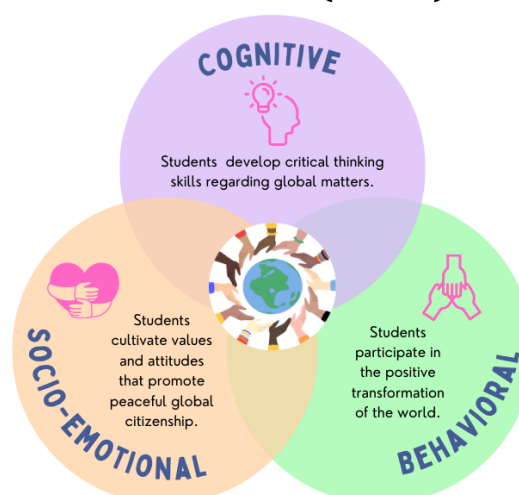
2. 2. 1. Domains of Global Citizenship Education (GCED)

In the words of UNESCO (2018), Global Citizenship Education (GCED) focuses on three primary conceptual dimensions of learning: cognitive, socioemotional, and behavioral.

Figure 1

Domains of Global citizenship education (GCED)

DOMAINS OF GLOBAL CITIZENSHIP EDUCATION (GCED)



Note: Adapted from *What is Global Citizenship Education?*, by Cleminson, M. (2021), Global Citizen Education Solutions.

The three domains previously shown in Figure 1 are explained in more detail in the following.

- **Cognitive:** According to UNESCO (2018) the cognitive dimension refers to “acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations” (p. 2). Thus, by providing students with different knowledge, they are empowered with the abilities to critically analyze global issues, evaluate diverse perspectives, and formulate decisions.

Additionally, this cognitive domain promotes global awareness and the capacity to appreciate and value cultural, social and political differences in a globalized environment.

- **Socio-emotional:** This second domain is about having a sense of belonging to a common humanity and sharing values such as responsibility, empathy, solidarity and respect for the differences in a society (UNESCO, 2018). For instance, This domain not only aims to reinforce students' social and emotional competencies, but also seeks to foster positive values in order to create an inclusive and harmonious world where the opinions, experiences and cultures are valued and respected.
- **Behavioural:** This third domain seeks to engage students to act responsibly in the improvement of the contexts in which they usually relate. (UNESCO, 2018). Therefore, the goal of this domain is to stimulate learners to perform

efficiently and responsibly. These actions can be taken individually or collaboratively, with the aim of contributing to the pursuit of a better world.

In overall, the integration of these three domains is an absolutely essential component to start encouraging schools to promote an education that prepares students as global, conscious and responsible citizens, committed to the construction of a sustainable and peaceful world in the future.

2. 3. Teaching Methods

To promote guaranteed and effective teaching, it is important that teachers design techniques and strategies to be implemented with their students and adapted to their necessities in order to obtain satisfactory results.

According to Navarro and Samón (2017) A teaching method is the organized planning of a class by a teacher and encompasses the use of activities and resources with the students in order to achieve the desired teaching objectives. Therefore, it can be understood that this method is a planned and coherent sequence of pedagogical practices that seeks to enhance the learning of the students.

Similarly, Geoffrey (1967) mentions that a teaching method refers to the approach of transmitting knowledge and skills through a systematic process utilized by an instructor in a classroom setting. This approach involves the application of principles and theories of instruction, which can comprise various techniques, such as class participation, demonstrations, and recitation. Thus, understanding and applying appropriate teaching methods is crucial for teachers to deliver both knowledge and skills effectively.

Considering the definitions previously mentioned, in the context of teaching English as a foreign language, it is essential that the teacher employs strategies that are suitable to the students' diverse learning styles. In this way, to foster oral production skills and global

citizenship education, it is essential to apply a multimodal Teaching approach (MTA) in the classroom.

2. 4. Multimodal Teaching Approach (MTA)

Teaching is something extremely fundamental in life and thanks to it any person has the possibility to acquire skills, learn new things, grow personally and be an active agent in the development of a society. But because not everyone learns in the same rhythm, it is essential to find ways to teach so that all participants can benefit and achieve positive outcomes.

Similarly, Rytzler (2017) mentions that “teaching is regarded as a triadic relation between three figures, the student, the teacher, and the content.” (p. 89). As such, teachers have a mission that consists of bringing and developing content in a variety of ways so that students can strengthen their learning processes and simultaneously achieve their personal goals.

Additionally, Nneka (2021) states that “learners achieve better results when learning takes place according to their learning style and preferences, as multimodal approaches emphasize differentiation of learning experiences” (p.88). In other words, a multimodal teaching approach (MTA) could be an effective strategy to differentiate learning according to learners’ individual preferences and help them improve their oral production of a foreign language. Similarly, by using different teaching strategies, learners could develop a variety of activities that allow them to practice and improve their speaking skills when sharing ideas and perspectives on local and global topics.

2. 4. 1. VARK Modalities

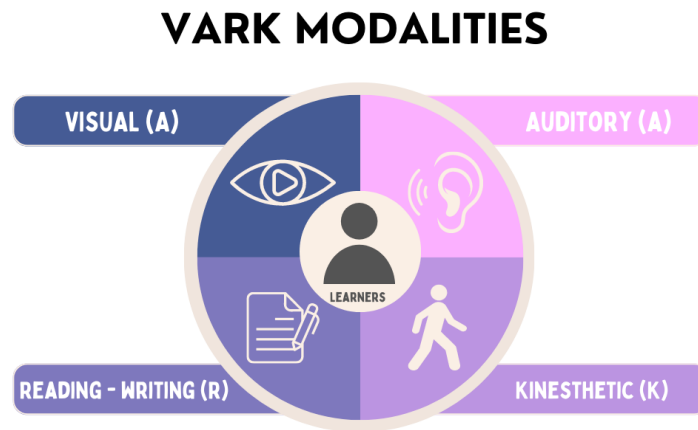
It is important to keep in mind that learning preferences play a fundamental role in the teaching and learning processes of a foreign language such as English, since combining

different modalities and using a wide range of didactic strategies allows the teacher to offer a guaranteed pedagogical experience that keeps students motivated.

According to Yang (2022) VARK modalities, which consist of visual (V), auditory (A), reading/writing (R), and kinesthetic (K), are of great relevance to the design of effective pedagogical strategies, as they allow teachers to adapt to student's different learning needs and styles. The following figure is a graphical representation of the four VARK modalities.

Figure 2

VARK Modalities



Note: This figure was adapted from *The VARK Modalities - Everyone Learns in Their Own Way*, by Chun Ly, T. (2015).

Furthermore, Broadbent (2021) takes the ideas of this VARK model created in 1987 by Neil Fleming as a reference and suggests a series of materials and elements that teachers can use to promote a dynamic academic and social environment so that students, based on their preferences, can practice, such as:

- **Visual (V):** Presentations, graphs, charts, diagrams, illustrations, handouts, pictures and videos, accompanied by a variety of shapes and colors, are used. In this way, students who identify with this mode can come to understand the information and express themselves in a more active way.

- **Auditory (A):** Audios, songs, podcasts, audiobooks, transcription of notes to recordings, interviews and read-alouds are some of the strategies that teachers can bring to the classroom. Thus, students have greater opportunities to share what they are learning as they process the content they hear.
- **Reading/Writing (R):** Reading books and statements, taking notes, preparing presentations, writing sentences, summarizing and highlighting important words or phrases, are a set of techniques that allow students to understand what they are learning in order to express what they think.
- **Kinesthetic (K):** Body movements, the development of projects such as stands or inventions, the manipulation of objects like toys or interactive cards, participation in team or individual games, practicing physical activities as dancing, walking, running or jumping, and taking active breaks between activities to rest or meditate. This list of strategies not only helps students in their learning process, but also contributes to the improvement of their moods, they feel more motivated and participative during a lesson and can share what they are thinking at the moment.

In this way, if classes are planned under a multimodal teaching approach (MTA) accompanied by these VARK modalities, elementary learners of the bilingualism for peace program could be able to foster oral production and global citizenship education and, in addition, achieve both academic and personal results.

3. METHODOLOGY

During this internship I applied a multimodal teaching approach based on the strengthening of the VARK modalities. These modalities were put into practice in a meaningful way by the students through a great variety of didactic and audiovisual resources elaborated mostly by me.

On the other hand, a total of 12 classes were conducted, most of them lasting four and a half hours. In the first 5 classes, I decided to work with the students on more common and easy to understand themes such as sharing personal information and hobbies, recognizing emotions and talking about experiences and traditions.

In the other 7 classes, I decided to work with them on themes focused on both everyday life situations and events that take place in other parts of the world, such as healthy lifestyles, environmental awareness, and international cultures.

In general, because these themes were interesting, varied and global, they not only allowed the students to foster oral production and global citizenship education, but also enriched them with new knowledge. It was also possible for students to acquire new skills that they could then apply in the different contexts (see appendix #26) in which they usually interact, such as school, home, neighborhood, among others.

On the other hand, I decided to elaborate a sequence for each class adapted from a format provided by the university. Each lesson plan was characterized by including 4 important aspects: Beginning, warm-up, core activities, and closure.

In the first aspect, entitled “beginning,” I decided to take 15 minutes at the start of each class to engage in open and casual conversations with the students. I asked them questions related to their school week, their goals, and about some interesting news that were trending. These acts of communication were done orally and the students were able to use phrases and words in english to express their thoughts. Definitely, these moments allowed me

as a teacher to build a better relationship with my students and likewise, they were able to use the target language in a more active way.

The second aspect is the “warm up” and during most of the classes it lasted 30 minutes. During this time, I introduced the new themes to the students without literally mentioning the names to them. Instead I opted to project videos, play sounds and songs, show images and create together with the students phrases, posters and drawings.

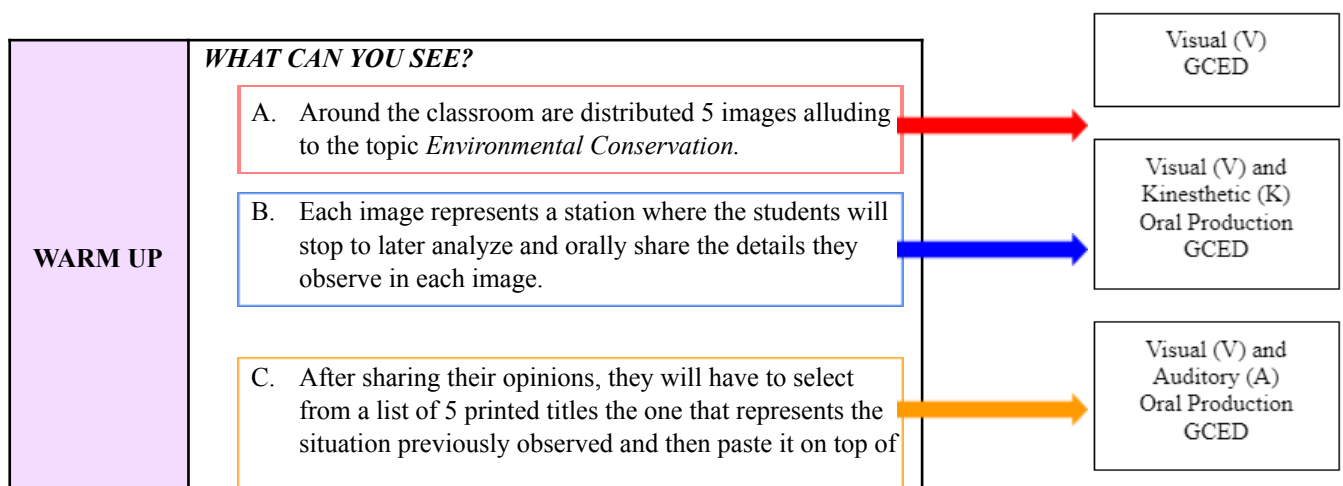
Afterwards, I gave them brief minutes to discuss possible themes to be developed during the class. Once they guessed or I revealed the names, I brainstormed the answers they shared and then they participated in team games and challenges (see appendix #21) to continue practicing.

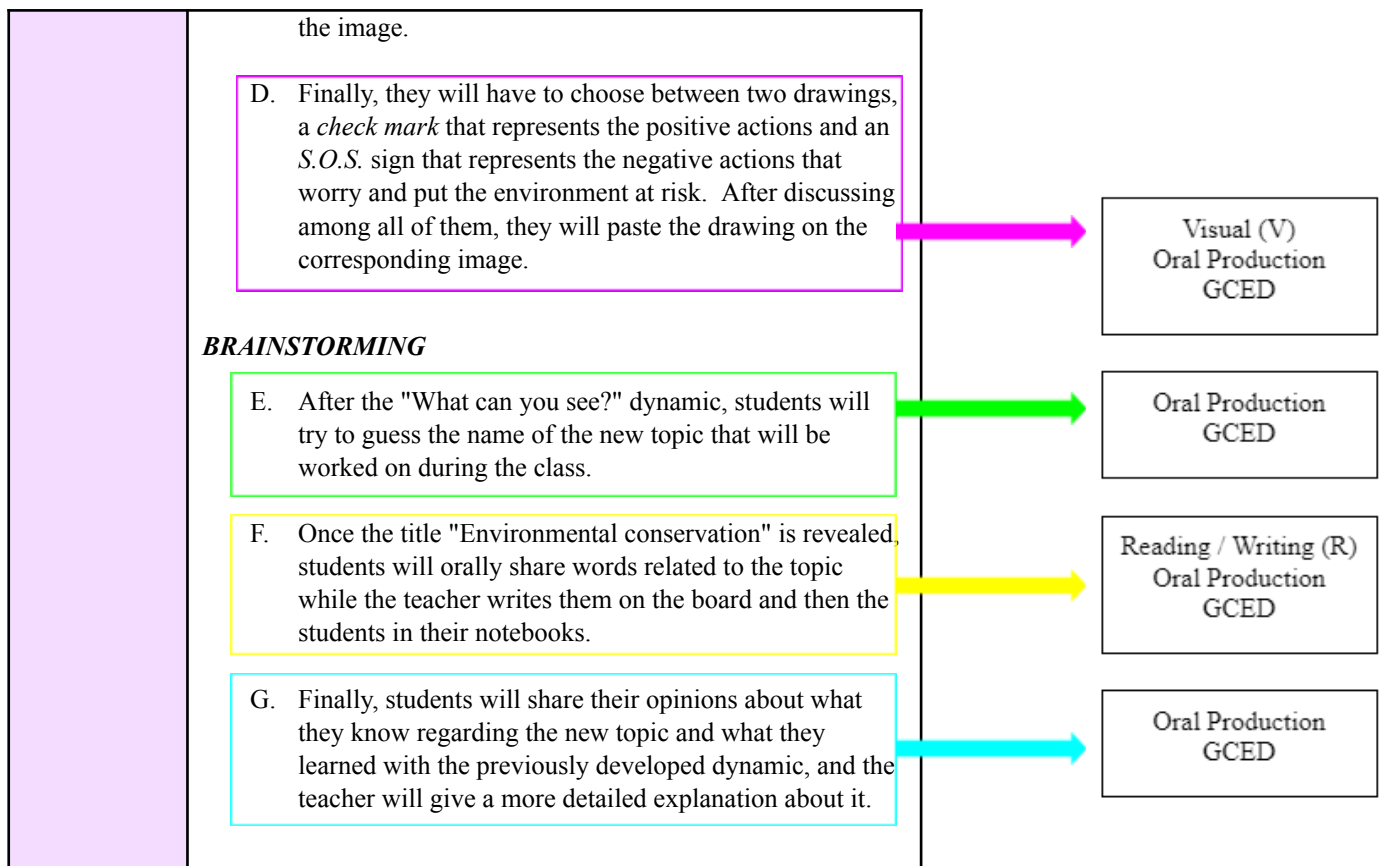
In this way, the students made use of their previous knowledge and were able to express themselves orally in English. It also promoted a playful and fun classroom environment where students demonstrated motivation, established healthy relationships, and fostered positive values such as respect, tolerance, friendship, and conflict resolution strategies.

The following figure shows an example of a warm up (see appendix #18) carried out during one of the classes.

Figure 3

Lesson 6: Environmental Conservation





Note: This graph is self-made and was taken from a lesson plan conducted during this internship on May 6, 2023.

In this example of warm up, all the VARK modalities were put into practice. In items A, B, D and F, the students' visual (V) mode was activated when they observed the images posted around the classroom, detailed each image, observed the drawings and analyzed the brainstorming developed on the board. The auditory (A) mode was activated during the two dynamics when they listened to my questions and explanations. In items C and F, the reading/writing (R) mode was activated when they read the printed titles about positive and negative actions and wrote in their notebooks the words of the brainstorming. And the kinesthetic (K) mode was activated as students went through the stations and raised their hands to ask for their turn to speak.

Likewise, during the dynamics “What can you see?” and the brainstorming, specifically in items B, C, D, E, F and G, two important aspects were enhanced, which were oral production when they shared their ideas and opinions, and GCED with the images, titles and phrases corresponded to the global theme of that day called “Environmental conservation”.

The third aspect corresponds to the “core activities”. In each class, one or two core activities were developed depending on the degree of complexity of the themes included in the lesson. These lasted approximately one or two hours each and were characterized by being of the input type, such as reading and listening, and output, such as writing and mainly speaking.

I decided to present the activities to the students through audiovisual, digital and printed resources and designed them to be solved by the students individually, in pairs or in groups. Also, I provided explanations two or three times in English about how to solve them in a detailed way and accompanied by a lot of body language.

In addition, I tried to bring into the classroom varied activities such as reading and listening comprehension, video and image analysis, interviewing, doing presentations, writing short texts, solving problems and creating proposals, and explorations in certain contexts such as school or home.

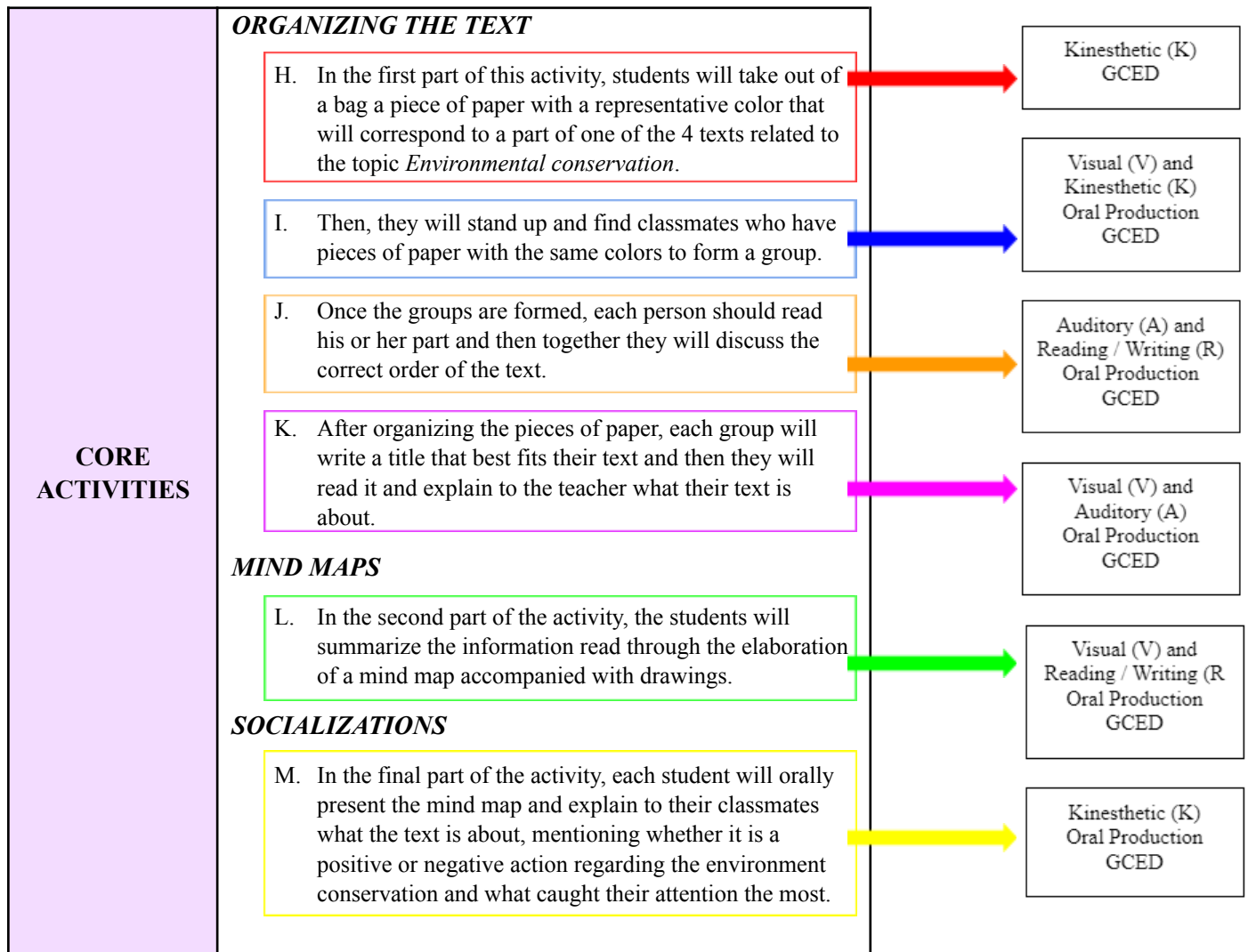
Likewise, students were able to share their answers and orally socialize the activities by making use of their creative skills. That is, they were able to design writings, drawings, mind maps, comparative charts, posters, videos and audios during the classes. (See appendices 29 and 32)

In general, my intention with these activities was to create them under the application of VARK modalities so that students would have greater opportunities to strengthen both oral production and global citizenship education.

Figure 4 shows a detailed example of a core activity (see appendix #18) related to “Environmental conservation” and elaborated under a multimodal teaching approach.

Figure 4

Lesson 6: Environmental Conservation



Note: This graph is self-made and was taken from a lesson plan conducted during this internship on May 6, 2023.

In these core activities, a multimodal teaching approach can also be evidenced through the use of the VARK modalities. In items I, K L the visual mode (V) was activated when the students initially identified the parts of the different texts thanks to the colors. Then,

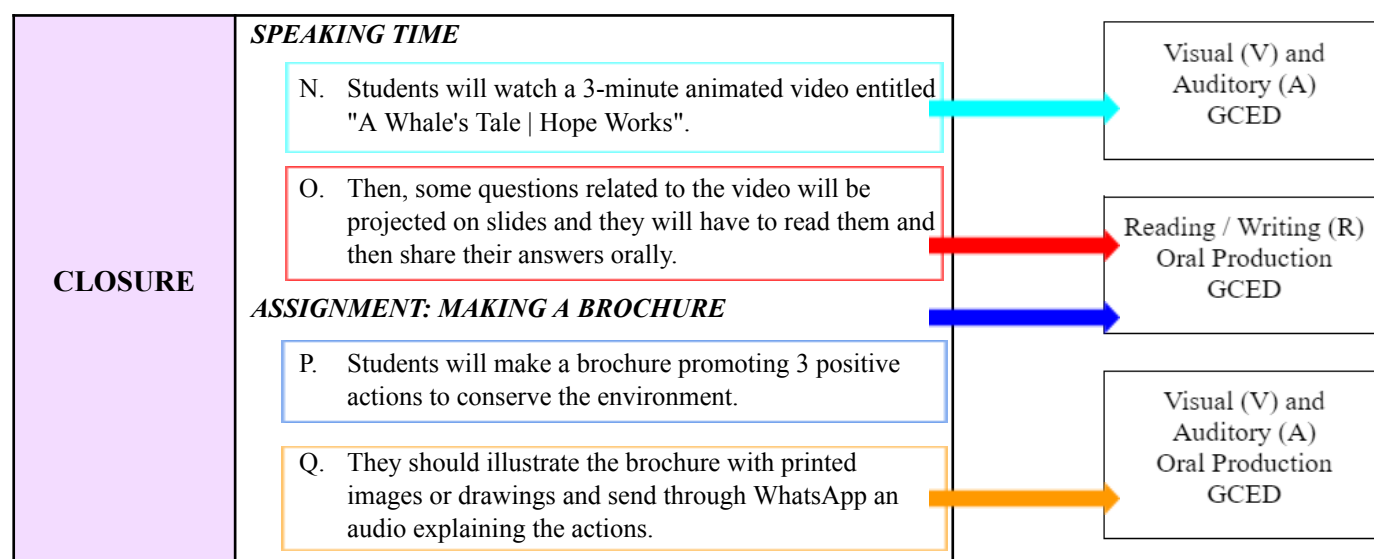
they organized the texts taking into account those colors and represented with drawings the text that corresponded to each group.

The auditory (A) mode was activated mainly at point J when the students in their respective groups listened to me read aloud each text. In addition, in items J, K, and L the reading/writing (R) mode was activated when the students read to me each part of the text they organized and when they wrote keywords in their mind maps. And in items H, I, and M the kinesthetic (K) mode was activated primarily when the students got up from their seats and went out to look for the members with whom they shared similar parts of one of the texts according to the different colors. Also, students reinforced this mode through the body language and gestures used in their presentations of the mind maps.

On the other hand, in this activity GCED was equally promoted in all items but especially in M as students socialized their mind maps thus making the greatest possible use of oral production in the English language.

Then in the fourth and last aspect titled “closure”, I decided to carry out some moments of reflection (see appendices 18, 19, 25, 30) that lasted 15 minutes and which I called “Speaking Time”. These reflections consisted of the students watching animated videos or short films and then I projected through slides some questions related to the story they had just watched. Afterwards, they shared orally their points of view, the things that had caught their attention and the reflections they learned from the video.

In the 30 minutes remaining, I gave the students a homework assignment which I carefully explained to them. These assignments usually consisted of elaborating videos, podcasts, brochures, infographics and interviews, to be presented orally in the following classes. Finally, I took advantage of the time to clarify any doubts about the assignment or about the theme developed during the class, gave feedback and, together with the students, organized the classroom.

Figure 5*Lesson 6: Environmental Conservation*

Note: This graph is self-made and was taken from a lesson plan conducted during this internship on May 6, 2023.

During this closing part shown in figure 2, 3 of the 4 modalities of the multimodal teaching approach were also included. That is, at items N and Q the visual mode (V) was activated when the students watched the animated video and illustrated the brochure. Similarly, the auditory mode (A) was activated at items N and Q when students listened to the music and dialogues in the video and recorded the audio explaining the positive actions. The reading/writing mode (R) was also activated at O and P when they read the questions related to the video and wrote the positive actions in the brochure.

It is also important to mention that the students were able to put into action their creative skills and the previous and new knowledge developed in the class in item P. Also, since the topic was about a global situation, GCED was fostered as well as oral production in both the "Speaking time" and the presentation of the brochure via audio.

Overall, this is a methodology that can vary depending on the subject matter and purpose of the class. Also, the time distribution will be determined depending on the number of activities and their level of complexity. A complete class sequence is shown in Figure 7.

Similarly, there is no established number of resources used in one class, as a great variety can be applied together to achieve a very dynamic and entertaining space that allows elementary students to foster both oral production and GCED in a meaningful way.

3.1. Duties Chart

I started this internship on March 11, 2022 and concluded on June 24, 2022. The classes with the Elementary group were given mostly on Saturdays in the morning with a duration of 4 hours. There were some Saturdays when I only took 2 hours of class, such as on March 11, when some students were evaluated and on March 18, the day on which old and new students were welcomed to the course. In addition, I did not have classes on two Saturdays, on April 8 due to the students being on their easter vacation and on June 17 because of the livestock fairs celebrations.

Subsequently, I used some free time during the week to do the lesson plans, develop activities and materials, and update student lists and grades. Also, I planned some special events such as parents' meetings, children's day celebration, mother's and family day celebration and the closing of the course. The following table will show in an organized and more detailed manner the duties involved in this internship.

WEEKLY SCHEDULE							OTHER DUTIES
NAME: DANELIA VEGA SALGADO							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
7:00 am						Class	
7:30 am							
8:00 am							
8:30 am							
							Planning of events and celebrations.
							Collection of lists and documents from practitioners.
							Meeting with parents.
							Meetings with other interns.

9:00 am				Activities organization and creation of materials.			
9:30 am							
10:00 am		Lessons Planning					
10:30 am							
11:00 am				My house			
			Research and Writing			Aguas Negras School	
11:30 am		University of Cordoba					
12:00 pm							
12:30 pm							
1:00 pm						Class	
1:30 pm	Research and Writing		My house				
2:00 pm				Research and Writing	Advisory		
2:30 pm							
3:00 pm							
3:30 pm	My house						
4:00 pm				My house			
					University of Cordoba		
4:30 pm							
5:00 pm							
						Aguas Negras School	
5:30 pm							
6:00 pm		Grading and updating of lists					
6:30 pm							
7:00 pm				Advisory			
7:30 pm							
8:00 pm		My house	Meet				

4. RESULTS

I decided to choose the internship as a degree option because throughout my university career, I discovered a strong passion for teaching. I decided to apply to the Bilingualism for Peace program because I wanted to promote its principles. These principles are centered on being able to empower young dreamers and enthusiastic children with the opportunity to learn English, to put positive values into action, to set goals, and to build new relationships among themselves.

Similarly, I wanted to do this internship at Aguas Negras School, because I had the opportunity to do my two previous teaching practices with the program there. Thanks to these two pedagogical experiences, it was not difficult for me to adapt to the community, since I knew most of the students. Previously, I was their English teacher in level one called “Beginner” and in the second level known as “Low Elementary”.

On the other hand, although I had already gained some pedagogical experience, during the internship I was able to discover that there were still aspects that I needed to improve. Likewise, the increase in academic and administrative responsibilities was very evident, and the level of demand increased as well, due to the fact that this time I was in charge of the third level made up of “Elementary” students.

Therefore, in this chapter, I will report the results I obtained during this internship and I will be addressing them in depth in four aspects, which are “professional growth”, “students’ gains”, impact on the Bilingualism for Peace program and the Aguas Negras school”, and my “personal gains”.

4. 1 Professional growth

As a future teacher, I was able to grow professionally during this internship. It was a very enriching experience and left me with a strong impact, mainly in the application of the

multimodal teaching approach and in the elaboration of lesson plans. I will address these two aspects in the following points.

4. 1. 1. Implementing a multimodal teaching approach

As I expressed at the beginning of this chapter, my passion for pedagogy increased much more during this internship, although I must admit that it was not an easy and simple process. This internship involved recognizing some problems in my students and devising an approach capable of combating them. Moreover, as they were of different ages and showed affinity for different language skills, I had to carefully analyze what the right approach would be and so, with the wise guidance of my advisor, I decided to implement a multimodal teaching approach.

This multimodal approach was based on the application of the VARK modalities whose initials refer to the visual (V), auditory (A), reading/writing (R), and kinesthetic (K) modes. Through this approach, I was able to use my creative skills to design a variety of materials such as flashcards, posters, worksheets, pictures, etc., and I was able to simultaneously use a range of audiovisual and authentic resources to present the themes and activities such as videos, images, graphics, readings, songs and games during the classes.

Figure 6

Lesson 6: Environmental Conservation



Figure 6 shows five images related to the “What can you see?” warm-up activity carried out in class 6 whose main theme was environmental conservation. Through the images I was able to activate the visual mode of my students and at the same time they were able to share their opinions regarding the problems and good actions they could observe.

On the other hand, thanks to this approach, I was able to take into account the needs and interests of my students and promote a diverse and dynamic teaching space. Therefore, by supporting the learning styles of my students, I was able to encourage within the classroom the diversity of abilities since it was possible for them to express their understanding and develop their creativity through drawings, graphs, writings, videos, singings, dances and games. In this way, they were always motivated and participative during the classes and were able to make their exceptional talents visible.

Figure 7

Mood tracker created by a student



Finally, Figure 7 is a graphic representation called “Mood tracker” related to the theme “My feelings and emotions” worked on in class four. This mood tracker was elaborated by a student and through drawings of flowers, she represented the emotions she experienced during five days of the week and assigned each emotion a specific color so that

they could be differentiated and better appreciated. Thanks to this activity, students were able to recognize situations that can change their moods and expressed how often they feel different emotions.

4. 1. 2. Designing lesson plans

At the beginning of this internship, I struggled with planning the first class because I had not yet identified the teaching approach I was going to work with and basically had to improvise. Also, since it was the initial class of the semester, we were informed that only 2 hours would be held, therefore, I decided that day to only focus on working with students on oral production and not to bring printed or digital materials.

Figure 8

Lesson 1: Welcome Back!

STUDENT TEACHER: Danelia Vega Salgado	SCHOOL: Aguas Negras	LEVEL: Elementary
LESSON NAME: Welcome Back!	TOTAL TIME: 4 hours	DATE: March 25th 2023
Desired Results: Students will be able to answer simple questions that require basic personal information. Students will be able to give personal information about themselves.		
Performance Evidence: Individually, students will introduce themselves in a video.		
Learning Experience		
Lesson Stages/Sequence	Procedure	Materials
ICE BREAKER	Teddy Bear: With a teddy bear as a puppet, students will introduce themselves one by one.	Teddy Bear
WARM UP	3 Trues, 1 lie: Students will write down in their notebooks two truths and one lie. Then, they will ask the rest of their classmates for their statements and try to guess the one that is a	Notebooks

	lie. At the end, the student who guesses the most lies will get a participation point.	
CORE ACTIVITY	Activity: Students will write a short text in which they will share personal information about each other.	Notebooks
CLOSURE	Homework: Students will record a short video in which they present the information about themselves that they previously wrote in their notebooks.	Cellphones

Note: This graph is self-made and was taken from a lesson plan conducted during this internship on March 25, 2023.

As can be seen in Figure 8, that day I started the class with an icebreaker called “Teddy Bear” (see appendix #1). In this dynamic, students used a teddy bear as a puppet while introducing themselves. Then they did a warm up activity called “3 truths, 1 lie” (see appendix #2), to continue activating oral production and this consisted of them guessing the lies that each partner wrote. After everyone exchanged words, we organized the room and then, the students revealed their lies. At the end, the one who guessed the most lies got an extra participation point. After the break, the students did a core activity consisting of writing a short piece of text in which students mentioned facts about their lives. And finally, I assigned them homework where they had to record a video presenting the text they had previously written.

Although the objectives of the class were achieved, and it was satisfying to see the students practice oral production, the development of this lesson plan was sloppy and somewhat disorganized. In addition, the wording of what I wanted the students to do was lacking in information. Therefore, I decided to design the next lesson plans as organized as possible and to correctly detail each activity. In addition, I adapted the goals and objectives of the class, following as a guide the modulus of the grade seven suggested in the English

curriculum, a document proposed by the Ministry of Education under the Colombia Bilingual program.

The following figure is an example of a lesson plan that I designed taking into account the multimodal approach.

Figure 9

Lesson 10: Discovering new cultures

UNIVERSITY OF CORDOBA			
FACULTY OF EDUCATION			
BILINGUALISM FOR PEACE			
LEVEL: Elementary	SCHOOL: Aguas Negras	STUDENT TEACHER: Danelia Vega Salgado	
DATE: June 3rd 2023	TOTAL TIME: 4 hours	LESSON NAME: Discovering new cultures	
<div>Desired Results:</div> <ul style="list-style-type: none">• KNOW: Students will be able to identify information related to different cultures such as gastronomy, sports, weather, seasons, biodiversity and famous people.• DO: Students will be able to produce oral or written texts that highlight the cultural characteristics of certain countries.• BE: Students will be able to Show Respect towards cultural diversity and the unique contributions offered by classmates.			
<div>Performance Evidence:</div> Through collaborative work and the use of creative skills, students will share information about imaginary cultures.			
LEARNING EXPERIENCE			
Lesson Stages/Sequence	Procedure	Resources / Materials	Time
BEGINNING	WHICH COUNTRIES WOULD YOU LIKE TO TRAVEL TO? Students will carefully read the question written on the board. Then, they will have a few minutes to think about		15 Min.

	their answers. Finally, they will share their thoughts about the question with the teacher and their classmates.		
WARM UP	<p><i>GAME: TABOO: GUESS THE COUNTRY</i></p> <p>Students will randomly form three groups. Then, they will create a catchy name to represent their group. After that, they will listen carefully to the teacher's instructions for the first game, called "Taboo: Guess the Country". The game will consist of the following:</p> <p>In each round, one member of each team will mentally read the name of a country and two banned words. That student will not be allowed to use those banned words and instead will describe the country to the other members of his or her group using other words, sounds or body movements. Each team will have 1 minute to guess the names of the countries, and the team with the most guesses will win.</p> <p><i>Note:</i> The number of rounds to be played will be defined by the teacher and the students.</p>	Slides Video projector Computer	20 Min.
	<p><i>GAME: WHO'S THAT ARTIST? GUESS THE NATIONALITY</i></p> <p>In this second game, students will continue in the same teams. This game, called Who's That Artist? Guess the nationality will consist of the following:</p> <p>In each round, the teams will send one of their members and position themselves behind a chair located in the center of the classroom. On the chair, they will find a handkerchief that will simulate a flag that the students will use when they want to answer. Once ready, the teacher will play a part of a random song and the student who knows the nationality of the artist will take the handkerchief and say the answer. If the answer is incorrect, the remaining two students will have another chance to guess and if no one guesses, there will be no points for either team.</p> <p><i>Note:</i> The rounds will be defined by the teacher and the students. In addition, an extra point will be given if any team/Member sings part of the song or dances.</p>	Speaker Cellphone	20 Min.
CORE ACTIVITY	<p><i>LISTEN AND COMPLETE THE CHART</i></p> <p>Students will create a chart following the example presented by the teacher on a slide. Then, they will listen several times to an audio where four people from different parts of the world are introducing themselves. Taking into account the facts they manage to listen to, they will complete the chart. Additionally, they will have to complete extra boxes but with information about them. Finally, the activity will be socialized orally.</p>	Slides Video projector Speaker Audio Notebooks	1 Hour.
BREAK			30 Min.
	<i>SPEAKING TIME</i>	Slides	20 Min.

CLOSURE	Students will watch a short video entitled “Cultural differences - From all over the world to Italy”. Then, the teacher will show them on a slide some questions related to the information that some young people shared about their cultures. Finally, they will share comments about the new cultures they have learned.	Video projector Computer Speaker	
	CREATING A CULTURE In groups of 3, students will create a culture using their imagination and creative skills. To create it, they will have to take into account some aspects they have been practicing: Continent, country, capital city, flag, typical food, national sport, an important holiday or celebration, etc. Then, they will elaborate a poster illustrating all the unique aspects of their new culture. Finally, they will orally present their creation to their classmates. <i>Note:</i> Students could mention more aspects if they wish to do so.	Slides Video projector Computer Papers Colors Markers	1 Hour, 45 min.

Note: This graph is self-made and was taken from a lesson plan conducted during this internship on June 3rd, 2023. (see appendices 27, 28, 29, 30).

I designed the lesson plan shown in the figure above, based on a format provided by the University, and followed a structure composed of 4 aspects that I previously addressed in the chapter on methodologies.

As you can see, I tried to describe each game, activity and mini project, as detailed as possible, including the materials frequently used and the estimated time. I also added information about myself, the school, the level, the name of the lesson, the total hours and the date, as well as the desired results I wanted my students to achieve throughout the class. In this way, I was able to put into action a varied and organized class based on the multimodal approach which allowed students to foster oral production and global citizenship education.

Although my intention was always to carry out during a class everything I prepared, there were factors such as bad weather conditions, which prevented some classes from being completed. The plan presented in figure 9 was an example of this. Because it had rained heavily that day, the students arrived an hour late and therefore the closing activity “Creating

a culture” could not be performed. However, having a detailed plan helped me to manage the time well and to be able to carry out most of the activities with my students. Also, it was much easier for them to do the activity in the following class because I was able to explain the important details.

4. 2. Students’ gains

As I mentioned at the beginning of this chapter, I already had the opportunity to work hand in hand with most of the students. In the first two levels, I was able to identify some issues regarding the 4 language skills, such as reading comprehension, listening, writing and speaking. Immediately, I designed a teaching methodology focused on improving these skills and in the end, the students showed positive improvements.

However, when I started this internship experience, I was able to notice that the students continued to show weaknesses specifically in oral production when using the English language. Additionally, I could notice that most of the students did not have enough understanding or did not know the consequences of some social issues that were happening in the world, such as bad habits, deforestation, types of contaminations, global warming, etc.

Thus, thanks to the implementation of the multimodal approach based on the VARK modalities, the students made use of their different learning styles and activated their senses during the classes. In addition, it was possible for them to learn the new content and themes in a varied and authentic way and while this was happening, the students put into practice both oral production and global citizenship education.

4. 2. 1. Using the English language in the classroom

In the first class (figure 6), which focused on welcoming new and old students to the program, I realized that most of the elementary students did not talk much to each other. For

this reason, as I mentioned previously, I decided to do an icebreaker dynamic so that they could feel more confident and get to know each other even better. In this way, the teddy bear served as an element of emotional support and the students felt comfortable and not so nervous to talk to each other.

The following transcript was taken from a video and shows interventions of some students and I during the “Teddy Bear” dynamic.

TURNS	TRANSCRIPT 1	
1	S1	Hello, my name is L. I have (mistake) twelve years old. And I... I live in Aguas Negras. I hate... tomatoes. I like dancing and singer (mistake).
2	T	Okay, Thank you! Next person.
3	Ss	(Students applaud)
4	S1	(Passes the teddy bear to the next student)
5	S2	Mmm... My name is A. I like Dance... (long thinking).
6	T	You like to dance. What else do you like?
7	S2	I don't like sushi... (long thinking)
8	T	Oh... And what else?
9	S2	And I Like movies. Finish.
10	T	Okay! Thank you, A.

However, during that first class, I realized that the students struggled to communicate their ideas because they were coming from a vacation period and did not practice English constantly. For that reason, I decided to involve them in more activities aimed to improve their oral production.

Also, since in the following classes the topics focused more on everyday life situations such as traditions, hobbies and preferences, the students participated actively

during the classes. They made constant use of their previous knowledge and were able to express their thoughts aloud and in English in a spontaneous way.

In a warm-up activity from lesson 2 “Hobbies” carried out on April 1st, 2023, I played an audio to the students which contained various sounds and conversations of people. After listening to the audio several times, students happily identified and expressed the actions behind each sound. Then I showed a collage (see appendix #4) made with random images to the students, and immediately they started guessing what each one was about.

The following transcript was taken from a video when I was projecting the collage to the students in the warm up activity previously described.

TURNS	TRANSCRIPT 2	
1	T	About the first picture. ((Points to the board)) What is that?
2	Ss	Candies!
3	S1	Traditional food
4	T	What type of food and candy are those? ((Points to the board))
5	Ss	Papaya!
6	S2	Is mongo mongo!
7	S3	Buñuelos!
8	T	Okay. Now, What about the second picture? ((Points to the board))
9	Ss	Watching movies
10	T	Louder! Louder! ((moves the left hand up and down))
11	S4	A family in cine (mistake)
12	T	And what about that one? ((Points to the board)) What do you think?
13	Ss	Religion!

As you can see in the transcript above, during this activity I pointed out each image to the students and they mentioned what each one represented and the things they were able to

see. The objective of this activity was based on the students recognizing elements that characterize cultures such as food, religion, sports, among others, by making use of their background experience. Similarly, it was evident the active use of English and the good attitude of the students as well as the use of the students' previous knowledge by sharing opinions and personal memories related to the images they were able to observe.

In general, the students made good use of the time in each class and developed the activities successfully. As all the activities were directed towards oral production and global citizenship education, the students were able to use the English language through interviews, role plays, audios, videos, podcasts, and oral presentations, as can be seen in appendices 5 and 22.

4. 2. 2. Using English in different contexts

Another gain I discovered in my students is that during this internship, they had the possibility to start using English not only at school, but also in other spaces such as the home (see appendix #3). Students were able to make greater use of English as they were recording videos and audios and creating handicrafts such as brochures, posters and drawings (See appendices 15 and 20).

Also, because they were to socialize the activities orally in the following classes, students engaged in practicing the components of oral production, especially pronunciation, fluency, and the use of body gestures. Therefore, students were able to sound more natural during oral presentations and made minimal mistakes.

The following transcription was taken from a video of a presentation held on April 15. One of my students (See appendix #8) was presenting a report of three interviews she had done during the Easter vacation.

S1	TRANSCRIPT 3
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Hello, eh..., Guys. Teacher. emmm. My name is A. B.
 And I interviewed (mispronunciation) three people at my neighborhood Comfacor about what do you (mistake) like to do on Easter.
 Eh... My mom Yenis. mmm she told me she likes (mispronunciation) spending time, eh... with family in new place and that she loves going to church activities.
 My dad Nilson. Eh... He told my (mistake) that he really likes... to watch television, eh... likes to watch TV and watch movies and series and he also (mispronunciation) likes to eat a lot.
 (thinking) Vanessa. She told my (mistake) that she really likes to Paint in her spare time and that she loves listening to Music.
 Thank you!

On the other hand, students were able to involve friends, family and other classmates in their learning processes (see appendix #9). Through interviews, the students engaged in communicative acts in English with people close to them in different spaces, such as the home and parks. The following is a transcript between a student and his mother. There, you will see how the student is asking his mother (M) some questions about the hobbies she likes to do during Easter.

TURNS	TRANSCRIPT 4	
1	S1	Hello mom!
2	M	Hello Son!
3	S1	How are you today?
4	M	Good good, and you?
5	S1	Ve... Very well... Thanks for asking. (long thinking) Can I ask you a question?
6	M	Of... course!
7	S1	(long thinking) Okay. Emm... What do you usually do on Easter?
8	M	Okay. I really like to spend time with my family. ((points to the S1 and those behind the camera)). Go to church ((makes a prayer sign with both hands)) and traveling.
9	S1	Okay, Okay. Thank you! Bye ((thumbs up))

10	M	You welcome. Bye...! ((thumbs up))
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As it is shown in transcript 4, during the interview, the student took the lead and started asking casual questions to his mother to make her feel more comfortable with the language and create an atmosphere of familiarity and trust. Also, the student used gestures and body movements to explain the questions so as to show a confident and calm image when speaking and to better communicate the questions to his mother.

For this reason, through this type of communicative exercises such as an interview, I was able to highlight the active use of the students' oral production in the English language as well as to value the effort of parents, cousins and friends to engage in the language and to be part of the students' progress. In this way, it was possible for the students to create more affectionate relationships with their friends and to connect even more with their parents.

4. 2. 3. Becoming agents of change.

As the weeks progressed and the students were constantly practicing oral production, I decided to bring to class themes related to social issues that were happening in the world and that caught their attention. Thanks to themes about “lifestyles” and “environmental awareness”, students began to enrich themselves with new content and expanded their vocabularies with more catchy phrases and words such as “this will help...”, “I recommend that...”, “I hope you....”, etc.

During “Speaking Time”, communicative spaces that I previously explained in the methodology chapter, the students took critical positions regarding situations that I presented to them in videos: Water pollution, deforestation, animal abuse, alcohol and cigarette addiction, etc. Using the new knowledge and phrases they acquired, they managed to share

their points of view (appendix #11) on these issues, reflected on the possible consequences in the world and shared alternatives on how to prevent them.

Likewise, students solved activities on these mentioned issues, using their creative skills. They made use of digital resources and artistic materials to create brochures, posters, mind maps, slides, infographics and videos (appendix #15). In addition, through these products students promoted healthy lifestyles, invited others to protect the environment and encouraged the practice of positive values.

In the class of 15, 2023, the theme “Adopting a healthy lifestyle” was addressed during the class and I assigned the students an assignment in which they had to create a podcast (appendix #12) to promote healthy habits. The following transcript was taken from a podcast created by one of the students and will serve as an example.

S1	TRANSCRIPT 5
	<p>Hello friends! Welcome back to my podcast... Your best version! And this is a new episode.</p> <p>Today's topic will deal with good habits that I recommend to have a healthy life...</p> <p>Lets start! (Pause)</p> <p>The first habit that I recommend would be to do sport or exercise because this will help (mispronunciation) you stay in XXX and exercise (mispronunciation) energy. (Pause)</p> <p>The second habit would be to eat (mispronunciation) healthy.... This will help (mispronunciation) us control our body weight and not XXX the diseases. (Pause)</p> <p>Another habit that is very good is reading a book because it helps us to learn (mispronunciation) vocabulary and also to work (wrong) on reading comprehension. (pause)</p> <p>Another habit would be listen to music. This helps you relax your mind and body and feel happy! (Pause)</p> <p>A very important habit would (wrong) also be to drink (mispronunciation) water!... this help you keep your body hydrated (mispronunciation) and XXX Body temperature (mispronunciation), (Pause)</p> <p>And well guys, I hope you XXX this chapter (mispronunciation) of the podcast and see you in the next chapter! (mispronunciation). Thank you!</p>

In the above transcript, you can see how a student, based on a problem related to bad habits, created a podcast to raise awareness about daily habits and invited people to change

their negative ones in order to start a healthier life. Also, she used an energetic tone of voice to project a friendly image and be able to positively engage with listeners. Although she mispronounced some words, it was possible to understand her recommendations thanks to the pauses she made between one idea and another.

4. 2. 4. Appreciating Cultures

In the last classes, I continued fostering oral production and global citizenship education, focusing on themes about local, national and international cultures. But first, I decided to start by helping students identify and learn about some elements ingrained in the idea of “culture” such as identity, traditions, preferences, food, religions, biodiversity, and more. Students shared facts and information about their own cultures, respected and appreciated the cultures of their peers, and shared their point of views about the national culture of our country, Colombia.

Additionally, they put these elements into practice through the development of didactic activities and small group projects such as the elaboration of a puzzle (see appendix #24), the creation of an imaginary culture using the previously mentioned elements (see appendix #32) and the participation in the fair “Cultures around the world” (see appendix #34).

The following is a transcript of a video in which three students presented the assignment “Creating a culture” explained in the figure 7.

TURNS	TRANSCRIPT 6	
1	S1	Hello my name is E.
2	S2	Hello my name is J.
3	S3	Hello my name is M.
4	S1	Hello... we are from Astroland

5	S2	Our country iris (it is) located in Lunar continent (wrong)
6	S3	Is capital city is Solar city
7	S1	Our flag colors are.. yellow, blue and purple
8	S3	The typical food is... rocks and cheese
9	S2	Our representative (Wrong) sport catching Uranus and in our country we celebrate Day of Uranus
10	Ss	Thank you!

The above transcript shows an interaction between the students and how, through the creation of their fictional land, they highlighted the importance of recognizing the different cultural forms that can characterize a society. First, the students began by introducing themselves with their names as a sign of personal identity.

Then, when they presented the continent, country, capital city and colors of the flag of the place where they came from, they provided a clear vision of the diversity of their culture influenced by astronomical elements. Also as a spectator, it was possible to understand how details about the environment and nature are often related to cultures.

Likewise, when the students shared information about the typical dish, the representative sport and the important celebrations of that fictional place, it was possible to have a broad idea about the natural resources, values, traditions and beliefs that surely characterized them and other people belonging to that same place, demonstrating how special and unique culture can be for an individual as well as for a group of people living in the same community.

Overall, through this type of mini group projects, it was possible for the students to acquire a greater understanding of how important it is to recognize and respect different cultures, and they could also put into practice their creative skills and demonstrate the knowledge learned during the class.

On the other hand, during this internship, the students were able to interact face to face with two people from the United States (see appendix #14). Thanks to my advisor, I was able to arrange this meeting with these people at the school, and it was a very important experience for my students, because it was the first time they met someone from another country.

At first the students were nervous, but it did not take too much time for them to feel comfortable and during this meeting, they asked all kinds of questions to these people, especially about their lifestyles, likes, dislikes, hobbies, favorite Colombian food, what they missed the most about their country, and many more. Also, the students shared facts about their own lives and showed them some representative things of our Colombian culture.

The students were very excited and taught them some typical dances of the region such as champeta, sang songs of national and international artists and showed other special talents. Certainly, this was an experience that not only focused on practicing English in real time, but also allowed the students to have a very meaningful and unforgettable cultural exchange.

Overall, during this internship the students demonstrated very positive progress in terms of fostering oral production and global citizenship education. In addition, as they engaged in different activities, they put into practice their creative skills and values such as respect, tolerance and friendship.

4. 3. Impact on the Bilingualism for Peace program and the Aguas Negras school

For me, this internship gave me the opportunity to successfully carry out the objectives of the Bilingualism for Peace program and to generate a very positive impact on the community of Aguas Negras School. Through my multimodal teaching approach, I

promoted learning spaces where students constantly put into practice their communicative skills, the most outstanding being oral production.

I encouraged the reinforcement of positive values to maintain a peaceful coexistence and friendship both inside and outside the classroom. Likewise, I maintained a good communication with some teachers of the institution and with the principal and during those moments, I was able to share with them my intentions and strategies to motivate the students to commit themselves to practice the English language constantly and how this could bring them opportunities in the future.

Finally, during this internship experience, I carried out in the school playful spaces that allowed students to leave the routine of classes to spend a pleasant time among friends and full of creativity and fun. In this way, during the course I was able to carry out with my students different celebrations and recreational events such as “Mother’s and Family Day” (see appendix #23), “Children's Day” (see appendix #16) and the closing of the course whose theme was a fair of cultural exchanges called “Cultures around the world”. In this last event, the students represented different countries of the world and prepared stands decorated with posters, drawings and lots of delicious food representative of each chosen country.

4. 4. Personal gains

This internship not only helped me grow as a professional, but also as a person and how to see my life. Throughout the classes, I discovered a new version of me that was much more caring, passionate, and inclusive, and I must say that this was possible because I always tried to think about my students and their personal purposes. Before planning each class, I tried to be careful with the type of activities and resources that I was going to implement with my students, that is, I always wanted each activity, game, project, theme and material to be different so that they could be adapted to each of my students' interests, abilities and learning

styles. In this way everyone had a great variety of possibilities to receive the contents and learn.

On the other hand, from day one I set a personal purpose and even created a motto that I constantly repeated to myself “Make the classroom a place where dreams come true”. I have always believed that the classroom should not only be seen as a place to impart knowledge, but also as a space that can be used as an escape from the monotony of life. Therefore, for me it was very gratifying to be able to turn each class during this internship into a comforting place for my students, where priority was given to positive thoughts, dreams, values and specifically talents.

Overall, it made me extremely happy to know that this internship experience would not only be unforgettable for me but that all those contributions and inputs to the academic and personal formation that I gave to my students will remain forever in their hearts as they expressed to me on many occasions. In the end, that joy of inspiring someone, gave me a lot of strength and motivation to continue fighting for my own dreams and to never give up until I have given everything of myself.

5. CONCLUSIONS AND RECOMMENDATIONS

Working under a multimodal teaching approach was undoubtedly the most rewarding experience of this internship as I was able to demonstrate my creative skills and passion for teaching. Through the implementation of this approach, I was able to plan and put into action much more varied and fun classes and at the same time, it was possible to build a diverse teaching space where boredom and monotony were not allowed.

Also, by taking into account the VARK modalities for the design of activities and materials, I helped my students to activate their visual, auditory, reading/writing and kinesthetic modes and to put their learning styles into practice. In this way, they were able to receive and produce content in a meaningful way.

Moreover, the students were able to increase their use of the English language constantly both at school and at home and participated in communicative acts not only among their classmates, but also with family, friends, and foreign people. Although the students made significant progress regarding some components of oral production such as grammar, vocabulary growth, use of gestures and contextualization, they still need to improve their pronunciation and fluency, which, with persistent practice and responsibility, can be strengthened.

Likewise, it was possible to foster during this internship a globalized citizenship education by the students through the analysis and exposure to important global social, environmental and citizenship issues that had a positive impact on their lives. In addition, with the strengthening of the domains of this global citizenship education, the students became emotional and critical people capable of interacting with others in order to provide solutions to these situations. They also promoted the active practice of values such as respect, tolerance and friendship and the importance of peaceful coexistence.

On the other hand, my recommendations for those university students who are thinking of choosing an internship as a degree option and applying to the Bilingualism for Peace program, is to keep in mind that this internship is not only an administrative job. This is a very important and enriching pedagogical experience, but also a demanding one that entails a lot of responsibility, hours of planning and the design of activities, materials and resources.

Also, it is a process that involves teaching children with different ages and diverse learning styles who present deficiencies in one or more aspects that must be identified in order to establish a teaching approach that will help students improve and achieve their goals. For this reason, if these university students do not consider themselves patient and pedagogy enthusiasts, they will not be able to fully adapt to this internship.

Finally, as any other degree option, it requires the elaboration of a final degree work where all the aspects covered in the pedagogical experience are reported. This work is like an open book where all our hard work is evidenced and its writing requires a lot of effort and perseverance. Therefore, I honestly advise them to make schedules and manage their time well so that they do not feel in a hurry. Finally, stay calm and positive, because in the end, all this effort will be worth it.

6. LIMITATIONS

During this internship I faced two challenging situations that limited my pedagogical experience at some points. The first challenge was the constant noise from airplanes that crossed very close to the school. The educational institution Aguas Negras, is located mainly in a rural area in the Aguas Negras neighborhood and very close to the school, you can see a landing strip of the Los Garzones airport. Due to the proximity of this landing strip, the constant noise of the airplanes when they landed, made me interrupt classes on many occasions.

This situation usually happened when I was giving the instructions of the activities that my students had to solve, and many times they were deconcentrated and frustrated during the oral and listening activities because of the noise. Unfortunately this is a harsh reality that not only I faced, but it is a constant struggle that the educational community of Aguas Negras has to face. Thankfully, my students and I were very patient about it and on several occasions we tried to look at the situation from a humorous perspective. Also, because of the students' commitment and responsibility, the activities were always able to be completed successfully.

The other challenging situation I faced during this internship was the restructuring and hasty planning of some classes. In the last weeks of the course, both interns and practicum students were informed by the program's directors that we had to add more classes in order to guarantee the students a more optimal and meaningful learning process. However, for me this meant a great challenge since I had to readjust and design classes, materials, and activities in a hurried way so as not to have a disorganized sequence.

In addition, it was difficult to reach an agreement with the program's directors, interns and trainees regarding the days of the week that were to be taken to carry out the conclusion of the course. In my case, since I was still attending my university classes and my students attended school from Monday to Friday on different days (morning and afternoon), I made

the decision with the consent of the parents and students to teach the three additional classes during June vacation.

On the other hand, although I was able to successfully complete the entire course and my students achieved the proposed objectives, I was a bit unsatisfied with the development of the last day of class due to the fact that some students were unable to attend. Some had to travel on the impromptu and others got sick.

Finally, I understood that these situations, more than limitations, became challenges that gave me professional and personal lessons and that, with a good effort, sense of responsibility, patience and support from my students, I was able to face them.

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8. APPENDICES

Appendix #1: (Class 1, March 25th: Teddy bear icebreaker).



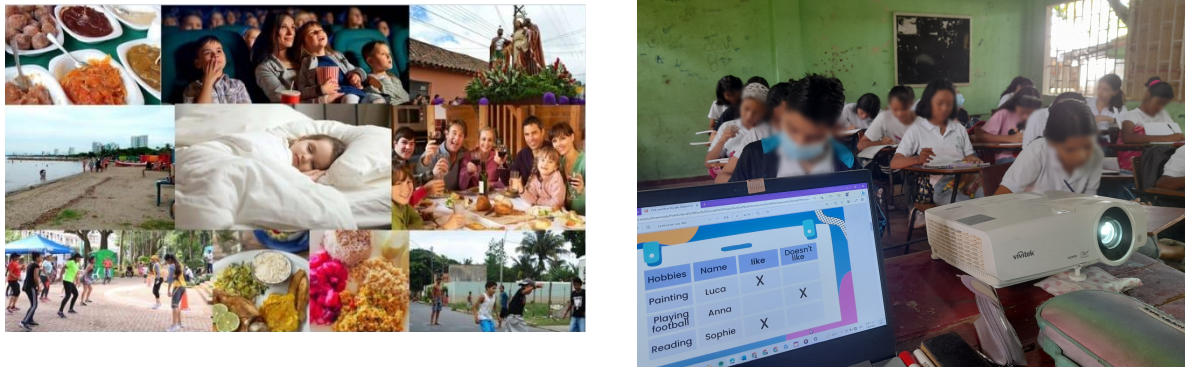
Appendix #2: (Class 1, March 25th: Warm-up activity: 3 trues, 1 lie).



Appendix #3: (Class 1, March 25th: Introduce yourself activity).



Appendix #4: (Class 2, April 1st: Collage and listening activity about Hobbies).



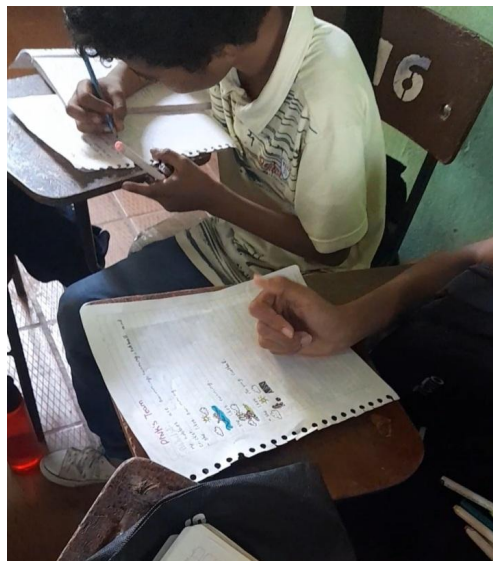
Appendix #5: (Class 2, April 1st: Interviews about students' favorite hobbies).



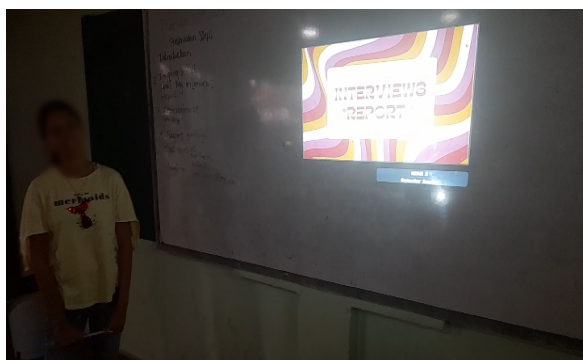
Appendix #6: (Class 2, April 1st: "Guess the hobby" game).



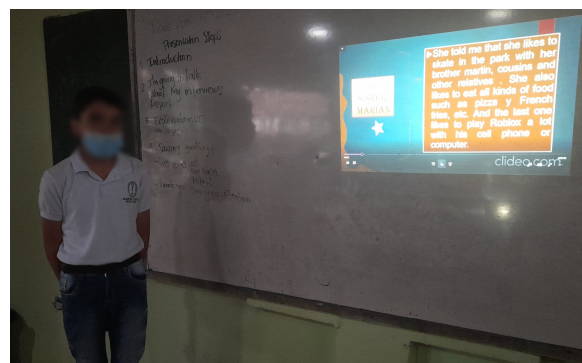
Appendix #7: (Class 2, April 1st: Listening activity based on a video).



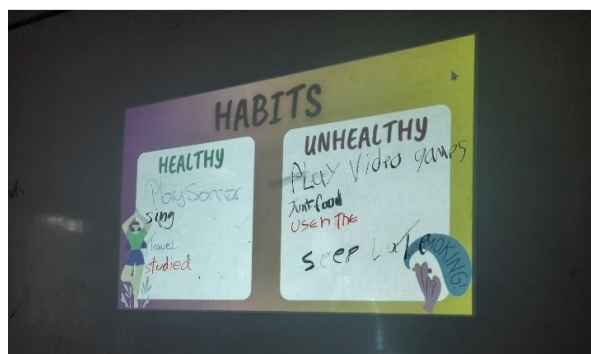
Appendix #8: (Class 3, April 15th: Interviews report presentations).



Appendix #9: (Class 3, April 15th: Interview between a student and his mother and socialization of the report).



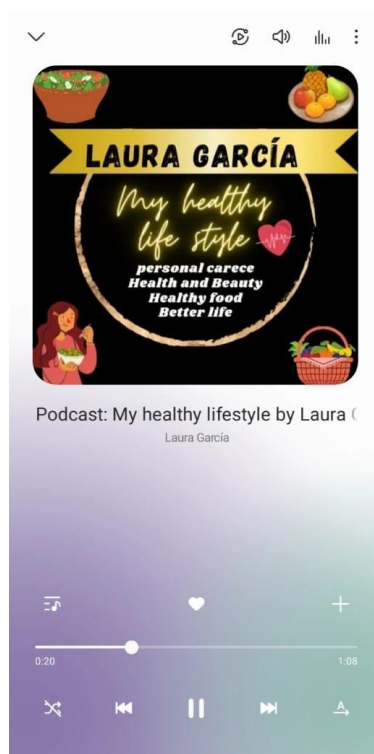
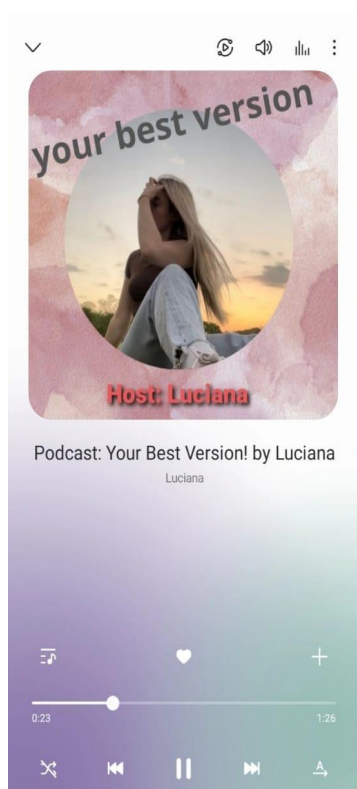
Appendix #10: (Class 3, April 15th: Introducing the “healthy habits”).



Appendix #11: (Class 3, April 15th: Watching a video about an unhealthy lifestyle).



Appendix #12: (Class 3, April 15th: Creating a podcast about healthy habits).



Appendix #13: (Class 4, April 22nd: Watching and sharing opinions of a short film about emotions).



Appendix #14: (Class 4, April 22nd: Interaction with people from the US).



Appendix #15: (Class 4, April 22nd: Creation of mood trackers by some students).



Appendix #16: (Class 5, April 29th: Children's Day Celebration).



Appendix #17: (Class 6, May 6th: Warm up activity regarding environmental issues).



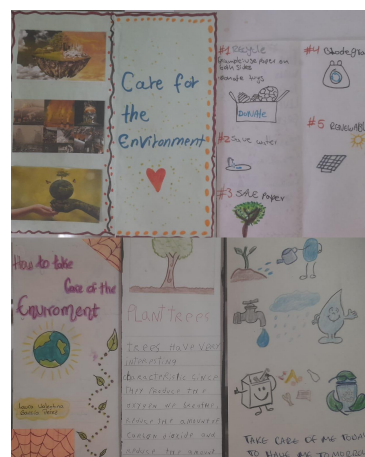
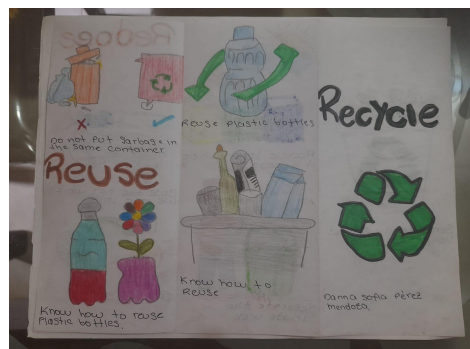
Appendix #18: (Class 6, May 6th: Organization, reading of texts and creation of a mind map related to environmental issues).



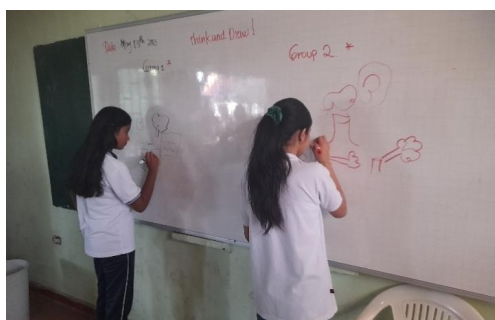
Appendix #19: (Class 6, May 6th: Speaking time on a reflective video about water pollution).



Appendix #20: (Class 6, May 6th: Brochure created by the students to promote environmental awareness).



Appendix #21: (Class 7, May 13th: Drawing game related to the vocabulary of “Environmental conservation”).



Appendix #22: (Class 7, May 13th: Interviews about positive actions to protect the environment).



Appendix #23: (Class 7, May 13th: Celebrating “Mother's and Family Day” and creating portrait frames with recyclable materials).



Appendix #24: (Class 8, May 20th: Making a puzzle).



Appendix #25: (Class 9, May 27th: Speaking time about an environmental awareness video infomercial).



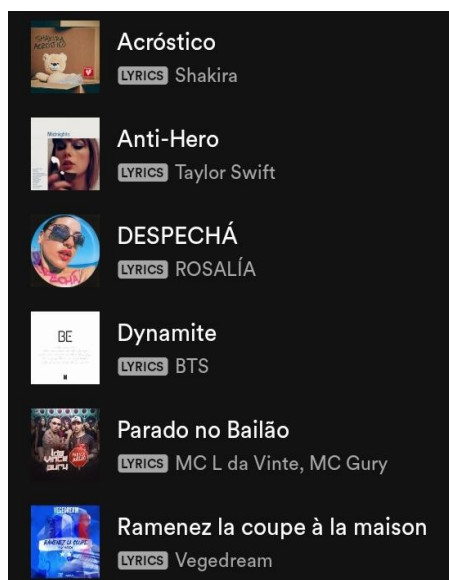
Appendix #26: (Class 9, May 27th: Exploring and cleaning up the surroundings of the school).



Appendix #27: (Class 9, June 3rd: Participation in the game “Taboo: Guess the country”).



Appendix #28: (Class 9, June 3rd: Participation in the game “Who's that artist?”).



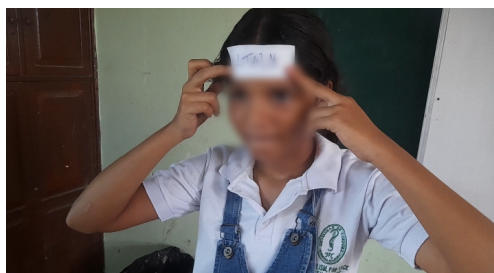
Appendix #29: (Class 9, June 3rd: Completing the chart with information about people from other countries).



Appendix #30: (Class 9, June 3rd: Speaking time about other cultures around the world).



Appendix #31: (Class 10, June 10th: Participation in the game "Where am I from?").



Appendix #32: (Class 10, June 10th: Presentations of fictional cultures).



Appendix #33: (Class 11, June 22nd: Preparation of the stands).



Appendix #34: (Class 12, June 24th: Closure of the course and participation in the fair “Cultures around the world”).



