

PROMOTING EMPATHY AND TEAMWORK THROUGH THE AWARENESS OF
THE SUSTAINABLE DEVELOPMENT GOALS IN CONVERSATION LEVEL
LEARNERS

INTERNSHIP FINAL REPORT

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FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA – CÓRDOBA

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
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APPROVAL PAGEA handwritten signature in black ink, appearing to be "J. M. B.", written above a horizontal line.**ADVISOR**A handwritten signature in black ink, appearing to be "J. M. B.", written above a horizontal line.**JUROR**

ACKNOWLEDGMENTS

I would like to thank God who has been my guide during this internship and throughout my career. I would also like to thank all the people who have given me their help and support to make this possible. Therefore, I would like to thank my advisor, Francisco Mendoza, who always showed willingness and accompaniment in this internship process. I especially want to thank my family, who always gave me a little piece of their heart to keep me in this career. To my mom and dad for trusting me and always putting my needs as a student and daughter first. Thank you, mom, for keeping me in your prayers. Thank you, dad, for always being there... *yesterday, today and tomorrow*.

I dedicate with all my heart, soul and feeling these words to my nephew Eithan, who has been my happiness and motivation. Thank you for giving me the love I needed and, with faithful certainty, I mention you in these acknowledgements, proof of the last effort made in this professional career. Thanks to you I made it this far and mentioning it in this paragraph is still not enough. I hope to become the aunt you need at every stage of your life. I love you, Eith.

Thanks to you, Dane, Sofi, Karen and Mafe, my soul mates who, through this university and career, I got to know early on in this journey. Having you as confidants and best friends is something that in this life does not come easily. I love you all.

For many years, to this day, music has been an emotional support to accomplish my projects and goals. However, there are certain artists that have had a special impact on me. That is why this paragraph is directed to Big Time Rush and Taylor Swift. To you, Big Time Rush, I want to thank you for inspiring me to learn this language through your music.

Ten years have passed and I can finally say that thanks to you I learned to speak English. Thank you for filling the void of so many lonely and frustrating nights when I didn't know how to move on. Thank you for making me feel special with your lyrics and thank you for giving us the best song a girl can hear. Many may love "No Idea", but no one as much as I do. And to you, Taylor Alison Swift for giving me the best songs in the world: Enchanted (*Taylor's version*) and Paper Rings. Thank you for giving me albums like Lover to feel in love, Folklore to cry with my insecurities, Speak Now (*Taylor's version*) to follow my dreams and fulfill my fantasies, and Reputation to hold nothing back. Finally, I would like to dedicate this last sentence of the paragraph to "This is me trying", the song that was played repeatedly and countless times while I was writing this report and which was my support to keep me from collapsing after many frustrations and anxieties.

Last but not least, thanks to my dogs, Mara and Muñeca, who accompanied me countless early mornings when I was doing my jobs. If there is another life, I hope to see you there again, but in the meantime, let's enjoy this one.

ABSTRACT

This paper describes my internship experience carried out at the Cristobal Colon Educational Institution. This internship was focused on the context of the Conversation course, which is the 7th and last level of the Bilingualism for Peace program. The main objective during my internship was to foster emotional competencies such as empathy and teamwork. To achieve this, I implemented three sustainable development goals during the classes, which were Quality Education, Sustainable Cities and Communities and Climate Action. I also took into account the objectives of the Bilingualism for Peace program and the collaborative learning approach in the planning of the classes and the design of the activities.

On the other hand, in this paper I will be addressing some aspects about this internship experience, such as the work methodology I put into practice during the classes and my teaching style based on the student centered, capable of interacting with peers to achieve personal and collaborative goals. Likewise, I will present the positive results I obtained during this internship both as a professional and as a person, as well as the gains of my students regarding their learning processes.

Finally, I will share some conclusions about the internship journey, some limitations I experienced and how I overcame them, and also some recommendations for those students who are considering to opt for an internship.

Keywords: *Emotional Competencies, Sustainable Development Goals, Collaborative Learning Approach, Bilingualism for Peace.*

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1. INTRODUCTION

The Ministry of National Education (2004) tells us that "Citizenship competencies are the set of knowledge and cognitive, emotional and communicative skills that, articulated together, make it possible for the citizen to act constructively in a democratic society" (p. 8), guiding educational institutions and teachers to continuously promote changes in students and society.

It is in this way that the concept of know-how as competence is taken up again, where the role of offering each child the necessary tools to be able to relate to each other in an understanding, effective and fair way, and that, in this way, they have the capacity and disposition to solve daily problems is fulfilled.

On the other hand, the Sustainable Development Goals (SDG) are the hope and the plan to follow to obtain a decent future for all. The UNESCO (2017) states, "as the United Nations specialized agency for education, UNESCO has been tasked with leading and coordinating the Education 2030 Agenda. This agenda is part of a global movement to eradicate poverty by achieving 17 Sustainable Development Goals by 2030" (p. 3). These sustainable development goals or also called global goals were adopted by the United Nations since 2015 to overcome poverty, improve the environment and the planet to ensure a better quality of life by 2030. Among the goals are quality education, sustainable cities and communities, and climate change. These goals are the tools that will be useful in this internship to fulfill the objective of promoting empathy and teamwork in the conversation level learners.

For adults as well as children, learning a foreign language has become a personal challenge; English as a second language is becoming an important factor of opportunities to improve the lifestyle in society. This is why educational institutions are taking care to focus more on this area of the language so that students as a young community have a foundation in English as a foreign language.

Likewise, the University of Cordoba has been carrying out projects for society through the center of languages and foreign languages such as Bilingualism for peace where it is originated due to the social inequality gap in the city of Monteria and seeks to give a different lifestyle to children of stratum 0 to 2 of vulnerable areas of this city. The main objectives of this program are to guide children to a new context where peace and good values are being promoted, because their neighborhoods and living areas keep them away. The Bilingualism for Peace program provides these students with 7 levels to take in order to graduate with an A2 level in English, being the lowest level called "Beginners" and the highest one "conversation", which in fact, this last level will be the one on which this internship report will be focused. Currently this program has 5 schools as venues and the Cristobal Colon Educational Institution is one of them.

Although the Cristobal Colon Educational Institution is located between the P5 and La Granja neighborhoods, its student population comes not only from these neighborhoods, but also from many other neighborhoods of strata 1 and 2. Therefore, when observing in more depth, these shortcomings are clearly highlighted when working with this student population during this internship.

For this reason, the students of the conversation course will have to face certain activities and presentations such as roleplays and problem solving, using the sustainable

development goals as a tool in order to promote the emotional competencies like empathy and teamwork to break down the barriers that prevent them from having a better coexistence as a group and community while improving their ability to speak this foreign language.

2. PEDAGOGY

The pedagogies used for teaching in this internship will be described in the following points.

2.1. Citizenship Competencies

The citizenship competency standards are guidelines that are established in a progressive manner to define the knowledge and skills that students should acquire and develop, according to their level of growth and maturity. In this way, the above can be supported by what the Ministry of National Education (MNE) says, "...the standards of citizenship competencies establish, gradually, what students should know and know how to do, according to their level of development in order to exercise these skills at home, in their school life and in other contexts" (p. 8). These standards are designed with the purpose of allowing students to practice and apply these skills not only in the school environment, but also in their family environment and in other situations of daily life.

The main objective of the citizenship competencies is to constantly challenge oneself. The MNE states that, "Moral development is understood as the cognitive and emotional advancement that enables each person to make increasingly autonomous decisions and perform actions that reflect a greater concern for others and for the common good" (p. 8). On account of the purpose of the citizenship competences is to provide a quality education that gives the opportunities for progress and success, and that forms participatory citizens in an inclusive, diverse and equitable society. These competencies focus on fostering the integral development of individuals, strengthening both their cognitive and socioemotional skills. Students are expected to acquire the necessary tools to

understand and value diversity, promoting peaceful coexistence, mutual respect and equal opportunities for all.

As stated by the Ministry of National Education (MNE). Citizenship competencies are the set of knowledge and cognitive, emotional and communicative skills that, articulated together, make it possible for the citizen to act constructively in the democratic society (MEN, 2015). Therefore, students have the opportunity and the right to develop certain skills, which complement each other. That is why there are the types of citizenship competencies, which know how to address and give order to these competencies, so that the development of all skills in every possible area is effective. Furthermore, the Ministry of National Education states that "Just as for citizenship training we require certain specific knowledge, we also need to exercise cognitive, emotional, communicative and integrative competencies" (p. 12).

During the internship, special emphasis will be given to emotional competence as an integral part of citizenship competencies. This implies that this competence will be described in detail, as it is relevant for the production of activities and lesson plans.

2.1.1. Emotional Competencies

Emotional competencies are part of one of the types of citizenship competencies. These competencies are skills needed to effectively identify and resolve one's own emotions and those of others. Developing these competencies will enable students to address problems by identifying them, cultivating empathy and understanding what others are feeling. As Bisquerra states, competencies are a set of abilities, knowledge, attitudes and skills necessary to carry out various activities with a certain level of efficiency and

quality (As cited in Rojas, 2021). For instance, when in a personal situation, students will be able to recognize their mood, channel it, choose the best option or response, and ultimately react appropriately.

As it is mentioned, "From these emotional competences, we proceed to a teaching or emotional education by teachers. This new educational aspect aims to guide in the acquisition of knowledge about emotions" (Rojas, 2021, para. 7). Moreover, these competencies are based on students knowing how to manage, use and express their emotions both in class and in their daily lives through the guidance provided by their teachers, so that they can regulate, understand and express correctly any social event.

For the educational context, the different emotional competencies that exist should be taught in the classroom. In this way, the promotion of certain emotions can make the learning process more meaningful and effective between teacher-student and, in this way, it can also be between the student and his surroundings. In the following figure, it will be possible to observe a graph showing how the emotional competencies are conformed:

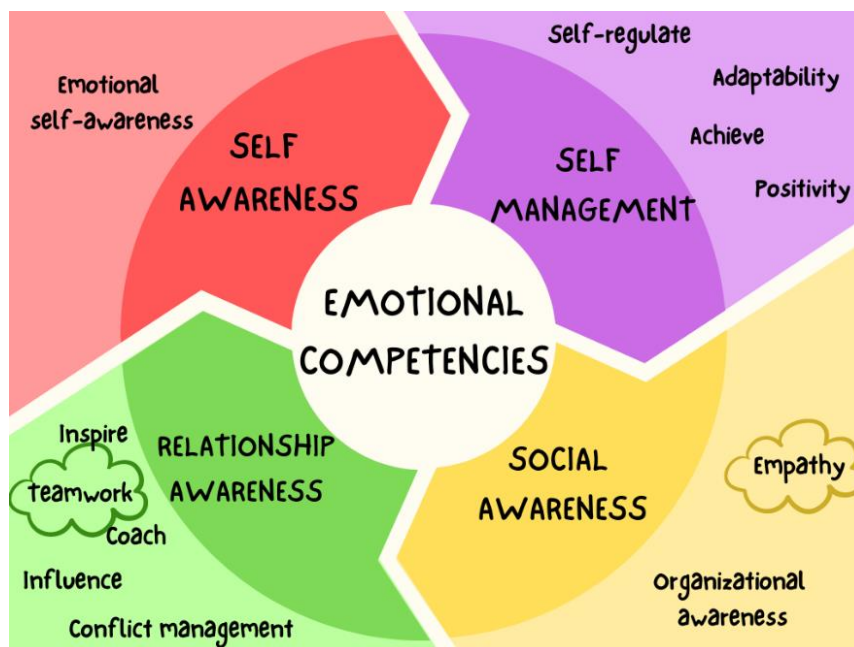


Figure 1

Emotional Competencies

As it can be observed from this graph, emotional competencies are divided into four groups which are self-awareness, self-management, social awareness and relationship awareness. When the focus is on Emotional Self Awareness, it is said that it "teaches the student the ability to become aware of his or her own emotions as well as those of others. In addition, it helps to develop the ability to grasp the emotional climate within a given context" (Rojas, 2021, para. 15). It is evident that emotional awareness is not only effective, but that it should be primarily necessary from an early age in students to build emotionally skilled citizens who know how to identify emotions and solve both personal problems and those of others that possibly affect the coexistence and peace that has been taking place up to now. This type of emotional competence is characterized by being aware of one's emotions, being able to name them and understand them. However, in order to accomplish of the purpose of this internship, I will focus on the empathy and teamwork, which ones make part of Social Awareness and Relationship awareness.

2.1.1.1. Social Awareness

Social awareness is based on our focus being directed less on ourselves and more on our surroundings, so we can identify the difficulties of our acquaintances. According to Ott (n.d.), "Social Awareness is the ability to accurately notice the emotions of others and "read" situations appropriately. It is about sensing what other people are thinking and feeling to be able to take their perspective using your capacity for empathy" (p.4). As a consequence of the above mentioned, I consider it necessary and important to take social

awareness for the academic and emotional development of students. This is because most of the decisions that are made on a daily basis take into account the emotional part of the person to solve them.

During this internship, this dimension of emotional competence was taken into account to achieve a change in the students. Specifically, the concept of empathy was used as a key tool.

2.1.1.1.1. Empathy

This is why empathy is found within social awareness; this is not only focused on understanding the feelings of others but feeling them in the same way as if it were our own, by being empathetic we take an interest in the concerns and importance of others, showing the importance of the opinions and thoughts of those who matter to us.

Empathy is necessary in the life of each person to allow the reduction of winning out against classism, racism, harassment, gender inequalities and many other aspects that as a society is delaying the equal personal and plural advancement. As Ott (n.d.) states, "empathy takes other people's feelings into thoughtful consideration and then we can make an intelligent decision in response to those feelings. Strong empathy skills also help us get along better with others who see things differently from us" (p. 4).

2.1.1.2. Relationship Awareness

Ott (n.d) affirms that. "According to Relationship management can be used to influence those around us to make a good decision. We can sense other's reactions to the situation and fine-tune our response to move the interaction in a positive direction" (p. 5).

We can say that relationship awareness is being able to become aware of the emotional and

relational dynamics that occur in different interpersonal contexts. This implies that students may be able to perceive the emotional cues and moods of their peers with whom they interact, and understand how those emotions may influence their day-to-day getting along together.

Relationship Awareness has various aspects that can be used to help students to be better, both individually and in groups, in this internship, teamwork was the other key tool to be used.

2.1.1.2.1. Teamwork

Teamwork is part of relationship management, one of the four dimensions of emotional competencies; this dimension is technically based on gathering the characteristics of the other three to form itself as the fourth and last dimension. Thus, teamwork takes an important roleplay here, which is making possible the objective of manage one's emotions and others' to interact successfully within any context or situation.

According to Goleman (2021) "Teamwork is the ability to work with others toward a shared goal; build spirit and positive relationships; encourage active participation; and share responsibility and rewards among members of a group". Therefore, teamwork provides students with the ability to interact and coexist with others in a way in which they can recognize the importance of their opinions, take into account their feelings and contribute collaboratively to the activity they are carrying out so that a positive work environment is effective.

2.2. Collaborative Learning Approach

Laal and Laal (2012) state that “Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (p. 491). It can be said that collaborative learning is a teaching and learning strategy that relies on the integration and union among students to solve problems and activities, allowing the classroom to have a space of shared thoughts, ideas and interpretations that later are developed in material or visual evidence of what the students spoke and worked on.

Unfortunately, the purpose of collaborative learning tends to be misunderstood; it is sometimes misinterpreted as a method for students to merely talk, interacting face-to-face while working individually, as Laal and Laal (2012) put it, “CL is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments” (p. 492). As a result of this, it should be considered important and necessary for both educators and learners to identify the importance, magnitude and necessity that collaborative learning brings to the educational environment as well as to any space in daily life, as Davidson and Mayor (2014) state, “Cooperative learning, then, involves a focus on students co-laboring to accomplish a learning task, a social product, together, just as the Latin root word suggests” (p. 12).

2.3 Bilingualism for Peace

Bilingualism for Peace is a social program of the University of Córdoba that offers the city of Montería the possibility of reducing social inequality by benefiting students between the ages of 8 to 13 years old to be part of an environment of peace, change and

learning as they become bilingual kids with an English level of A2. According to González (2020):

This outreach program promotes the development of the students' communicative skills up to level A2, according to the Common European Framework of Reference for Languages, promoting transversally the development of values that change the vision that these children have of the world and, at the same time, strengthen their self-esteem, peace and peaceful coexistence. (p. 2)

The purpose of this program is to provide support to children belonging to strata 0 to 2 who live in disadvantaged areas of the city of Monteria and attend public schools. Bilingualism for Peace manages to carry out the program by promoting the Sustainable Development Goals established at the international level while focusing on combating the lack of values and little education that students develop in their homes and living areas. González (2020) states that:

The problem lies in the fact that the students did not have the development of communicative skills in a foreign language: English, lack of opportunities and use of free time. These children, who used to express themselves and act in an uneducated, rude way, lacking values, affection, customs and, mainly, who were a special focus to be part of gang groups in the city of Monteria, now thanks to Bilingualism for Peace they dream of traveling abroad, studying, growing as people, while learning a foreign language with the efforts of the University of Cordoba. (p. 4 & 5)

As previously mentioned, the Bilingualism for Peace program is not simply an English course, but also focuses on promoting values and thoughts in students from early and fair ages to develop personal goals that point to professional and/or honorable jobs; these approaches, such as promoting values and behaviors in students are also aligned with those of this internship report.

2.4 Sustainable Development Goals

The Sustainable Development Goals (SDGs) are a planning for everyone to achieve a sustainable future, bringing with them 17 goals that encompass the most frequent problems at the international level. It focuses on fighting against the problems that are seen every day around the world such as poverty, education, inequality, justice, environment and peace.

The world's leaders agreed on the Sustainable Development Agenda, or Agenda 2030, in September 2015, and it officially came into force on 1 January 2016. The agenda is embodied in 17 Sustainable Development Goals (SDGs) and 169 associated targets to be achieved by 2030. Agenda 2030 applies to all countries and is now the major framework for guiding development policies and efforts across local to global scales. It calls for transformative changes to increase human well-being and prosperity while addressing environmental protection and climate change (Katila et al., 2019, p. 18).

The seventeen objectives mentioned previously are: 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 Inequalities, 11. Sustainable Cities

and Communities, 12. Responsible Consumption and Production, 13. Climate Action, 14. Life Below Water, 15. Life on Land, 16. Peace Justice and Strong Institutions, and 17. Partnerships for the Goals.

In this internship, three of these seventeen Sustainable Development Goals were chosen to generate a change in the conversation group, which were: Quality Education, Sustainable Cities and communities, and Climate Action.

2.4.1. Quality Education

Quality education focuses on defending the right to education of every child in the world, recognizing that it is not enough to ensure access to education, but also to guarantee that it is provided with the quality that each student deserves. This implies offering an educational environment that promotes the integral development of students, encompassing not only the academic, but also the emotional, social and personal aspects. The United Nations Development Program (UNPD) (n.d.) affirms that “Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030” (para. 3).

2.4.2. Sustainable Cities and Communities

According to the UNPD (n.d.) “It involves investment in public transport, creating green public spaces, and improving urban planning and management in participatory and inclusive ways” (para. 3). Through the Sustainable Development Goals (SDGs), the United Nations is striving to drive change in cities and communities around the world to have a positive impact on the environment and promote sustainable development. These goals seek

not only to protect the planet, but also to improve people's living conditions and raise awareness of the importance of sustainability.

2.4.3. Climate Action

It is widely recognized that climate change has had a significant impact around the world, leaving no corner untouched. As this issue has worsened year after year, the United Nations has taken it upon itself to include climate action as one of the 17 Sustainable Development Goals (SDGs) with the aim of making a global impact. This goal, known as Sustainable Development Goal 13, aims to take urgent action to combat climate change and its impacts. This objective seeks to protect and address the damage already done by climate change, stating the UNPD (n.d) that:

Supporting vulnerable regions will directly contribute not only to Goal 13 but also to the other SDGs. These actions must also go hand in hand with efforts to integrate disaster risk measures, sustainable natural resource management, and human security into national development strategies (para. 3).

3. METHODOLOGIES

In this chapter, I will address the importance of implementing diverse educational approaches to impact students in society and encourage free expression of opinions during classes, and I will share the duties and responsibilities I had during this internship.

I believe that the implementation of educational methodologies is a fundamental need for teachers if we wish to generate a significant impact on society through our students. In this sense, the use of diverse pedagogical tools and strategies becomes crucial, as it allows us to effectively address the individual needs of each student and foster their integral development. It is important to note that the results of the implementation of these methodologies are evident both at the beginning and at the end of a trial period since their active participation and enthusiasm demonstrate their interest in acquiring new knowledge and skills.

As an intern, I showed myself to my students as a figure they could trust, to have the freedom to express, in a respectful way, their dislikes. I was kind and cordial with them because I consider how I treat everyone is how I would like to be treated. I believe that encouraging them to freely express their personal and group likes and dislikes was what characterized the atmosphere in the classroom as something unique and ours, between students and teacher.

During my internships, I used to start classes by asking students a question or showing a video that promoted peace. This was done in order to develop and fulfill the purpose of the bilingualism for peace program, which aims to raise awareness and remind

students of the importance of changing their personal reality, which was affected by the environment of violence present in their neighborhoods and surroundings.

I always took into account the importance of the students' opinions and their way of learning about general aspects around them. One of my goals in this internship was to get the students to be more confident and to challenge themselves to speak more in English. They are extroverted and joyful, but they were aiming all that potential at ways that were not going to improve either their English-speaking ability or much less the use of emotional competence such as empathy. Because of this, when I brought in problematic questions I would have them work as a team, give them time to discuss their opinions and agree on their answer. These activities improved both my experience as a teacher and their empathetic side that everyone has but needed to develop better.

In my classes, I relied on the use of scaffolding, teamwork and occasionally pair work. The use of scaffolding was fundamental to sustain the learning process of my students. I provided them with the basics of the topic and then they continued to develop and adapt it in their own way, always under my supervision and with my help in case of doubts. In addition, I always took into account the teamwork, which allowed me to observe the results of the collaboration among the students and how they solved the activities together.

3.1 Duties Chart

This internship was carried out between the months of March - June 2023 at the Cristobal Colon Educational Institution. In addition to having taught about 8 to 9 hours per week every Saturday to the Intermediate and Conversation groups I, as an intern, had to do

some duties that will make me able of accomplish and understand more this process. The following schedule and chart are the responsibilities performed in this internship.

WEEKLY SCHEDULE						
Andrea Camila Triviño Arango CC. 1003005805						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						BXP class: intermediate group
7:30						
8:00	Grading and updating of scores			Meeting with adviser		
8:30						
9:00						
9:30						
10:00	Research and preparation of degree report					
10:30						
11:00						
11:30					Preparation of activities	
12:00						
12:30						
1:00						
1:30				Research and preparation of degree report		
2:00						
2:30						
3:00		Lesson planning	Lesson planning			
3:30						
4:00						
4:30					Research and preparation of degree report	
5:00						
5:30						
6:00						
6:30						
7:00						

Other administrative duties, but not frequent:

- Administrate events in the program of bilingualism for peace
- Collection, organization and reporting the group lists of the program.
- Collection of final grades of each group of the program
- Meeting with other interns

As can be seen, in this internship certain roles and responsibilities were fulfilled both to comply with the requirements of the internship and with certain duties that had to be administered in the Bilingualism for Peace program in terms of maintaining order in each institution that has the program. I was in charge of administering these duties at the Cristobal Colon Educational Institution.

4. RESULTS

In this results section, I will attach some lesson plans that illustrate the implementation of the objectives of this internship, which include emotional competencies, collaborative learning approach, bilingualism for peace, and the Sustainable Development Goals. These lesson plans were implemented at different times during the internship, using a variety of teaching strategies to allow students to develop the skills that needed to be promoted in a variety of ways.

4.1 Professional Growth

At the beginning of this internship, I experienced a mixture of emotions. On one hand, I felt some trepidation about entering a new and unfamiliar group, especially since I had done my previous teaching practicum in the Bilingualism for Peace program, but with younger and more easily controlled students. However, on the other hand, I was eager to face the challenges that this group of students in the conversation course might present to me.

Once I integrated with them, I could perceive that their group dynamics were somewhat verbally rough. At that moment, I knew that we had to work on improving coexistence and mutual respect among group members. For these reasons, I decided that my internship report will aim to promote the emotional competencies.

One of the challenges and difficulties I faced as a professional was lesson planning. For this reason, my motivation to ensure that my lesson plans were effective was to generate the expected change in my students. In my opinion, achieving the objectives set out in a lesson plan and seeing the students develop the activities appropriately is an

achievement in my professional career, as the planning aligns with the capabilities of each of them, resulting in positive contributions to my internship approach. In the following figure, it will be taken as a proof and example of what I achieved in my students:

<p>CORE ACTIVITIES</p>	<p>Match the Papers</p> <p>The teacher will hand out different pieces of paper to the students. These slips of paper have to be joined together as they are separated by paragraphs or short sentences. The way students will find the other parts of their text is by reading and knowing what the reading is about, as well as looking at the font of the text.</p> <p>After having joined the papers, students will read the full text, which deals with the different industries that affect the environment and worsen global warming, students will create a list of the negative things that these industries cause on earth and us as human life.</p>	<p>Reading</p>	<p>40 minutes</p>
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Figure 2

Core activity aligned to the implementation of teamwork with the SDGs 13

In my classes, I always looked for ways to get the students moving and interacting with each other, with the objective of using all their capabilities. This core activity implemented (Figure 2) used Sustainable Development Goal 13: Climate action as a tool while encouraging teamwork in the students. This figure taken from the lesson plan (Appendix 1) was one of the activities in which I observed how students showed interest in wanting to work together, which made me feel growing from my professional aspect.

The following figure shows the next core activity of this same lesson plan that correlates the topics of this internship:

	<p>What should we do in Monteria?</p> <p>During this activity, one student from each group will be responsible for visiting the other groups and sharing with them what the reading they were assigned in the previous activity was about. In other words, once all the designated students have shared their information, all groups will have knowledge about the industries that affect the environment and how they do it.</p> <p>At this point, students will take a more focused approach, that is, they will look for ways to offer solutions to generate a positive climate change in the city of Monteria, taking into account the information previously given to them by their peers, each one of them will create one or two proposals using the "should / Shouldn't". After having created them, they will look for two of their peers, discuss ideas and after believing which are the most favorable, they will expand their proposal for change. This activity will promote the area of the collaborative learning approach.</p>		1 hour
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Figure 3

In this activity, I took Sustainable Development Goal 11: Sustainable Cities and Communities as a reference, and used the collaborative learning approach for its implementation. My objective was to evaluate the students' ability to adequately develop the tasks while exchanging information, generating ideas, sharing them and then selecting the most appropriate ones for their proposals in groups. The results were excellent, as we obtained high quality proposals for change for the city. Not only was I able to observe personal and emotional improvements in my students, but I also appreciated how these two learning strategies were successfully integrated; strengthening my confidence in my professional role.

One of my favorite classes was the 8th class, since for this planning (Appendix #3) I included all the objectives of this project, and consequently I got my students to develop each proposed skill effectively. Therefore, I obtained reflective comments that promoted

their empathy as an emotional competence and goal for the bilingualism for peace program. I also obtained developmental proposals that promoted the use of the Sustainable Development Goals along with the strengthening of the collaborative learning approach. Therefore, the results of this class promoted me a lot of knowledge to now know how to implement all these objectives in a single planning, making students able to identify and apply all the topics seen and proposed.

4.2 Students Growth

At the beginning of the course, the conversation grade showed a strong character, somewhat rebellious and with little value for respect and empathy. During the first classes I informed them of how the course was going to be projected, that is, what we were going to try to improve. Because of this, I wanted to know if the group, for the most part, had this lack of empathy towards others, and not only towards their classmates, so I took half of the students in the course and asked them to fill out a checklist with total honesty in order to identify how much knowledge, they have of the subject and how much they apply it in their lives. And as I suspected, the most answered questions pointed the same results (appendix #4).

The results showed that they had knowledge about these competencies, but unfortunately, they did not apply them. As time went by, the connection between my students and me was developing better and better, to the point of them waiting and asking for the problematic question with which I always started the class.

By the 6th class of the course, the students already knew how to identify and make use of emotional competencies both in personal situations and in activities that required the use of these competencies. This is why I would like to attach a part of the 6th lesson plan (appendix 2) where the students have to do a roleplay in groups:

CORE ACTIVITIES	<ul style="list-style-type: none"> • ROLEPLAY: The teacher will present the students with various scenarios and situations, and the students will engage in a roleplay activity to demonstrate their emotional competences of empathy and teamwork. During the roleplay, they will act out the given problem and work together to find a solution. <p>Scenarios:</p> <ul style="list-style-type: none"> ▪ Unfriendly customers in a restaurant ▪ Victim of bullying at school ▪ That friend that never listens! ▪ Baby crying in a plane 		60 minutes
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Figure 4

Activity to promote emotional competencies

The students received this activity as a group challenge as all four groups wanted to be ranked as the best presentation. They also showed a lot of commitment by having to create the scenario, write the conversations and plan the roleplay. In this activity I used a lot of scaffolding, since I was guiding them a little or a lot while they were developing the activity.

In the following, I will attach the transcript of one of the groups that presented their roleplay:

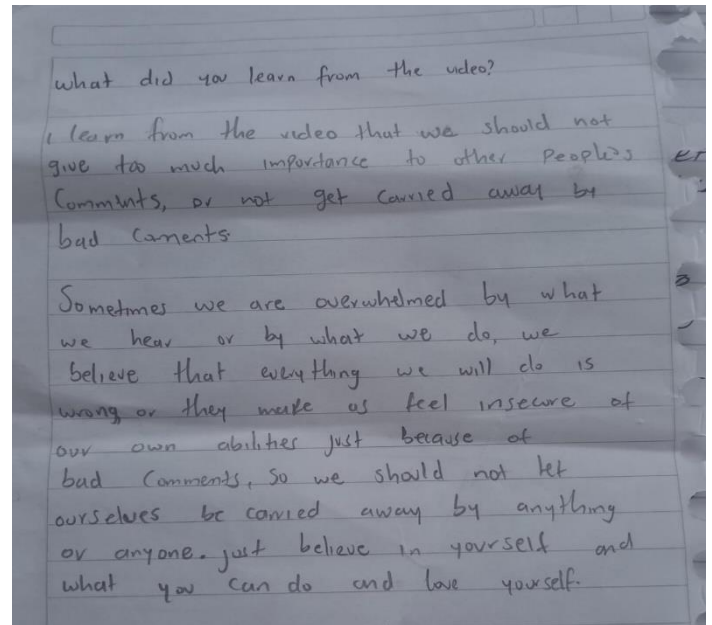
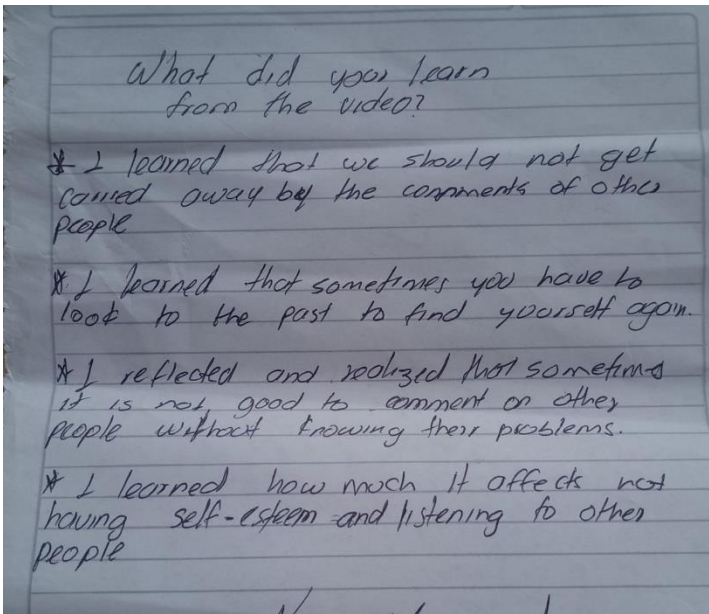
Turns	Transcript 1	
1	S ₁	(Starts baby crying noises)
2	S ₂	Baby, please! Stop crying [mispronounced], please

3	S₃	Silent your baby. I can't stand it
4	S₂	Sorry, I tried [mispronounced] but I can't
5	S₃	I didn't buy tickets to listen a baby crying
6	S₄	((Stands up)) Stop it! You know it isn't... her fault, she's trying.
7	S₁	((Does sobs))
8	S₂	Oh thanks
9	S₄	Hold on! Maybe he wants a... maybe he wants a toy (hands S ₁ a drawing of a toy) or he wants food (hands S ₁ a drawing of a baby bottle) If he feels hungry! Take it baby
10	S₁	Stops crying and simulates drinking the baby bottle

Although they had pronunciation errors, their presentation had two aspects that delighted both the class and me, the use of empathy and creativity on stage. This group, like the others, were able to accomplish the goal of employing empathy and teamwork to present problems that are seen day to day in everyday life, but due to lack of empathy tend to be ignored. The fact that these students, created a scenario practically on their own as a team, were creative and made sure to employ their emotional competencies made me very proud.

A great positive aspect that the students were able to develop was from the 8th planned class (Appendix #3). One of these results was the use of empathy as an emotional competency after watching the video called "Overcomer" which shows the depression and loneliness of a teenager whose talent was gradually extinguished by negative comments she was receiving as a child. This video was an essential trigger that promoted empathy in my

students, where they wrote reflections when I asked them what they learned from it. They actually gave opinions on how not to think or be affected by bad comments that may be said to any of us. The following figures show a couple of these reflections:



Figures 5 & 6

If this video had been shown to them in the first or second class, they would have probably responded "It is very absurd of them to let themselves be affected by a few words" "I would not have let myself be affected by those comments". Contrasting their behavior with the behavior they would have had some time ago; I realize that the implementation of emotional competencies has generated positive changes in their personal lives.

As well as having made progress in their emotional aspect, they have been able to develop in teams several sustainable development objectives, such as the implementation of a cleaner community by proposing to clean up their study areas and putting them into practice. (Appendix #5)

At times I can come to believe that the implementation of this focus was needed more by me, as a professional and as a person, than by my students. Seeing them grow and mature personally and emotionally made me appreciate their moments of interaction as peers, in such a way that they have become precious memories in my mind that are repeated every time I recall this experience, as can be seen in the photos (appendix 6&7).

4.3 My Impact on the Institution

The Bilingualism for Peace program at the Cristobal Colon Educational Institution provides students with a varied environment of peace, coexistence, activities and knowledge in a foreign language. As a teacher in this program, I, not only create an impact of change in the students of bilingualism for peace, but also made an impact generated in the educational institution, since these learners, are also part of the student community of the Cristobal Colon IE, or at least, most of them. Upon starting and joining this program, I already had some knowledge about its purposes towards the students of the institution and its environment. However, upon assuming the role of an intern, I took emotional competencies as the main focus using certain sustainable development objectives that would not only help me fulfill my responsibilities, but also benefit the students who needed a change. Furthermore, I realized that my approach aligned with the main goals and needs of the program, which is based on the SDGs to achieve those goals. In the figure below, you can see the relationship between four aspects that stood out during my internship:

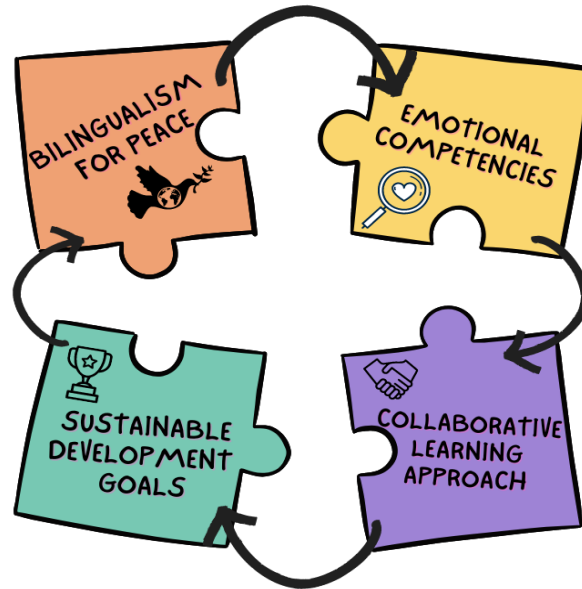


Figure 7

This figure represents how I can imagine the relationship between these four components as an important use in my internship. As they fit together like a puzzle they shape and reinforce each other's objectives, making my students put into practice the proper use of their actions and feelings. I consider that I achieved a positive impact on the educational institution and on the program, since I played an active role in the process of reinforcing the proposal for change and I was successful in knowing how to make use of these four components that, somehow, had not been put to use in the same way before.

During my internship period, playing an administrative role, I managed to guide other interns to carry out various extracurricular activities in the program. One of these activities was the celebration of Children's Day, where talent in dance, singing and art was promoted within the institution (*Appendix #8*). This generated internal confidence in the student community by giving them the freedom to express their tastes and talents. These extracurricular activities not only brought visibility to the institution and the program, but

also motivated parents and other students to be part of a personal and collective change, fostering peace while becoming a bilingual community.

5. CONCLUSIONS AND RECOMMENDATIONS

Being part of an internship is an incredible experience that deserves to be valued to a greater extent. My journey as an intern was an interesting path full of challenges and unique moments. Internships offer significant advantages for those aspiring to be future teachers, as they provide the opportunity to gain experience in a broad field and explore pedagogical approaches to bring about change in students of all ages and stages. Thanks to the internship program, I was able to gain valuable experience in the field of teaching and learning that will enable me to better manage a classroom in my future professional life as a teacher.

From the very first class of this conversation course, I was determined to make the change more personal and meaningful for my students. I recognized the importance of working not only on the development of language skills, but also on strengthening emotional competencies. Therefore, I focused on promoting empathy and teamwork as key elements in the learning process. I conducted research on different methodologies and educational approaches, which led me to discover the Sustainable Development Goals (SDGs). These goals aligned perfectly with my purpose of generating positive change in my students. I also became familiar with the collaborative learning approach, which encourages the active participation of students and the joint construction of knowledge through teamwork. By applying this methodology, I promoted an interactive learning environment where students exchanged ideas, shared experiences and learned from each other.

Being an intern was a challenging experience for me, but seeing the results was one of the most rewarding moments in my career. Through the testimonies and results that my

students gave me through comments, reflections and activities, I was able to confirm that the time and effort invested were worth it and that there really was a change in them. For example, I noticed that my students participated more actively in class, showed acceptance towards their classmates' opinions, promoted peace through respect, integration and empathy, and were able to complete group activities in less time than the time proposed in class, thanks to their synchronization and collaboration.

My recommendation to future interns who are interested in being part of this experience is to never doubt the impact you can have on your students. No matter how much or how little they can accomplish, students will always be open to being taught by you. Also, don't lose hope when you are faced with higher grades. Although teenagers may have more maturity and autonomy in decision making, they are still willing to participate, learn, and be included. The upper grades are also an opportunity for your professional growth, as they will help you develop patience and creativity.

It is important to remember that each student is unique and has his or her own learning way. Maintain a passion for teaching, adapt your strategies according to the needs of your students, and keep a positive attitude and take advantage of the opportunity for professional growth that these challenges provide. Your dedication and commitment will make a difference in your students' lives, just as they will be ready to make a difference in yours.

6. LIMITATIONS

As in any project, challenges and limitations are always part of the road to professional growth. It is thanks to the challenges I have faced that I have had the opportunity to learn and grow as a teacher. This is because it is the challenges and limitations that push us to look for innovative solutions, to be more creative and to improve our problem-solving skills.

During my internship I was able to experience certain challenges, which at some point hindered the development of activities and the teaching-learning process. One of them was the not so favorable conditions in which the classroom was presented, since sometimes it was difficult for me to implement technological artifacts due to the instability of the floor. Fortunately, this challenge did not become a limitation as I looked for solutions that suited both my students' and my own adaptability.

Unfortunately, this other challenge presents itself very often for us teachers who teach in public schools. Being more specific, the use of video beams that were not in good conditions made part of the teaching process difficult. Fruitfully, I always had a physical implementation such as infographics and printed images that allowed me to maintain the learning process for my students.

Finally, I would like to mention this, not as a limitation but as a small suggestion. I have come to admire the Bilingualism for Peace program because I fell in love with the way children are motivated to attend these courses that bring positive changes in their lives. However, it is always good to receive feedback and suggestions on how to improve and move forward so that both teachers and students have a better experience in this program.

That being said, I would like the administration of Bilingualism for Peace to pay a little more attention to the program's classes and schedules well in advance, so that parents, students and teachers are not affected by last minute schedule changes.

Finally, I would like to express my deep gratitude to Internships and the Bilingualism for Peace program for giving me the opportunity to be part of changing the lives of these students, the program and my teaching career. Each challenge I faced was undoubtedly a boost to my professional growth, and I am confident that it will pay off in the future. I am sincerely grateful for the invaluable experience and lessons learned along the way.

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8. APPENDICES

Appendix #1(lesson plan)



UNIVERSIDAD DE CÓRDOBA

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Bilingüismo para la paz



STUDENT TEACHER: Andrea Triviño	SCHOOL: Cristobal Colón	LEVEL: Conversation
LESSON NAME: Let's talk about the planet	TOTAL TIME: 4 hours	LESSON DATE: May 6 th
Desired Results: Students will be able to: <ul style="list-style-type: none"> • Identify the importance of knowing how to differentiate personal peace from silence through a video. • Respond and write in English to simple questions like what, who and where. • Value the ideas of their partners and contrast them with their own. • Propose ideas to take care of their city's ecosystem 		
Performance Evidence: Students will use infographics to present proposals for changes and improvements for the environment in the city of Monteria.		
Learning Experience		

This whole lesson plan can be seen in the following link:

https://docs.google.com/document/d/1Vf8Ffmt8pGr2zwFuh75s_RFNEHwsBiuB/edit?usp=s_haring&ouid=114431483982982774035&rtpof=true&sd=true

Appendix #2 (Lesson Plan)



UNIVERSIDAD DE CÓRDOBA

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Bilingüismo para la paz



STUDENT TEACHER: Andrea Triviño	SCHOOL: Cristobal Colón	LEVEL: Conversation
LESSON NAME: What would you do in this scenario?	TOTAL TIME: 4 hours	LESSON DATE: April 29 th
Desired Results: Students will be able to: <ul style="list-style-type: none"> • Give personal opinions about what they can observe from a video in order to promote values through empathy • Respond in English simple questions like what, who, where... • Evaluate and respects their partners performance in role plays. • Listen and comment about the importance of others' likes and hobbies 		
Performance Evidence: Students will write a text describing what they learned from the different scenarios presented through the role play.		

This whole lesson plan can be seen in the following link:

<https://docs.google.com/document/d/14kb5n7QVPrNDJxWwmAUfynRVdzktVULC/edit?usp=sharing&ouid=114431483982982774035&rtpof=true&sd=true>

Appendix #3 (Lesson plan)



UNIVERSIDAD DE CÓRDOBA

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Bilingüismo para la paz



STUDENT TEACHER: Andrea Triviño	SCHOOL: Cristobal Colón	LEVEL: Conversation
LESSON NAME: How can we help the environment at school	TOTAL TIME: 4 hours	LESSON DATE: May 13th
Desired Results: Students will be able to: <ul style="list-style-type: none"> Identify and describe in English activities which they can carry out in order to protect the environment Respond in English to w/h questions Understand short sentences in infographics about the environment and how to help it Give and respect peers opinions about a reflective video that will be seen in class. Identify the environmental issues that your school is facing. Work in teams to develop activities. 		
Performance Evidence: Students will make proposals to put in practice to help to change the environment in their school		

This whole lesson plan can be seen in the following link:

https://docs.google.com/document/d/1jxXuzZ_FWpiyr3qGyTPTsyeCMDP1m18z/edit?usp=sharing&ouid=114431483982982774035&rtpof=true&sd=true

Appendix #4

UNIVERSIDAD DE CÓRDOBA
Departamento de Idiomas extranjeros
BILINGUALISM FOR PEACE

Questions	Yes	No
Do you have knowledge of citizenship competencies?	✓	
Do you think it's important apply the citizenships inside and outside of the classroom?	✓	
Do you put in practice emotional competencies like empathy and listening?	✓	
Do you respect other's opinions even when you disagree?		✓

UNIVERSIDAD DE CÓRDOBA
Departamento de Idiomas extranjeros
BILINGUALISM FOR PEACE

Questions	Yes	No
Do you have knowledge of citizenship competencies?	✓	
Do you think it's important apply the citizenships inside and outside of the classroom?	✓	
Do you put in practice emotional competencies like empathy and listening?		✓
Do you respect other's opinions even when you disagree?	✓	

UNIVERSIDAD DE CÓRDOBA
Departamento de Idiomas extranjeros
BILINGUALISM FOR PEACE

Questions	Yes	No
Do you have knowledge of citizenship competencies?	✓	
Do you think it's important apply the citizenships inside and outside of the classroom?	✓	
Do you put in practice emotional competencies like empathy and listening?		✓
Do you respect other's opinions even when you disagree?		✓

Checklist done by some students to identify their lack of emotional competency

Appendix #5



Appendix #6 Students breaking the character after one of them making baby crying noises



Appendix #7



Appendix #8

