INTERNSHIP UNDER THE FRAMEWORK OF BILINGUALISM FOR PEACE AT

INSTITUCIÓN EDUCATIVA EL SABANAL

FINAL INTERNSHIP REPORT

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER

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ABSTRACT

This paper describes the Internship process performed at Institución Educativa El Sabanal. This process was carried out in Beginner, the first level of the Bilingualism for Peace program. The main purpose of this internship was to develop important 21st Century Skills for students, such as communication, collaboration, creativity and critical thinking. Furthermore, this internship also aimed to provide students with meaningful topics which they could experience in their real contexts, reflect about them and develop a deeper understanding. In order to so, Project-based Learning and Critical Literacy were used for the designing and planning of the lessons. This internship report details the context of the process, methodologies and strategies that were used, results, conclusions and recommendations, and limitations and implications for professional development.

Keywords: Project-based Learning, Critical Literacy, 21st Century Skills, Bilingualism for Peace program.

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1. INTRODUCTION

The University of Córdoba has the Internship program as a way for obtaining the degree. In this program, interns put into practice all the methodologies, strategies and teaching abilities acquired during their educational preparation at the university. In the same way, it provides the intern the opportunity to be exposed in a real teaching context and gain meaningful experience from it.

This internship process was held at El Sabanal School, a rural public institution located in a town with the same name. This school offers educational levels from pre-school to secondary, which can be taken in two shifts, morning or afternoon. It is important to take into account that the infrastructure of the school is greatly adequate and organized. It has enough classrooms with all the required implements for the number of students that there are in the institution, and it has several rooms that are necessary to facilitate the teaching and learning process. Some of them are offices, a library, a big playground, and computer rooms with a great number of computers, projectors and free internet connection.

It is of great importance to mention that this institution is part of the Bilingualism for Peace program, which was key in this internship process. This is a program led by the University of Córdoba since 2017 in 5 public institutions, such as; La Ribera, Cristóbal Colón, Camilo Torres, Aguas Negras and El Sabanal. This program is essential in these schools, since students with scarce resources are provided with the opportunity to learn a second language, in this case, English and at the same time they learn meaningful values as well.

This entire process was carried out with two groups that were in Beginners; the first level of the Bilingualism for Peace program. The first group had an amount of 24 students and classes

were taught from 7:00 a.m to 11:30 a.m on Fridays. The other one was composed by 15 students and classes were taken at the same time as well, on Saturdays. These groups were both formed by primary students with ages between 8 and 12 years old, and most of the children came from families with low incomes and lived nearby the school. Additionally, apart from the classes that were developed, it was necessary to fulfill some administrative duties in order to complete the internship requirements, some of these duties were the organization of payments, planning of didactic units for the program, administration of books and CDs, meetings with parents, organization of extracurricular activities, among others.

During the observation in my internship, I could notice that students simply did what they were told to do, they only participated in class when the teacher told them and they did not present their points of view about a certain topic. In other words, they did not go beyond the information provided and in consequence they did not develop critical thinking and other skills important for them in a future, such as communication, collaboration or creativity. Furthermore, while talking with them, they told me that in their English classes they learned topics that were boring and not interesting for them, and that they just remembered few things about them. Therefore, they were just absorbing information that was not relevant for their daily lives and they did not put it into practice, so they will forget it easily.

Taking into account the problems previously mentioned, I decided to work with PBL along with Critical Literacy. Bell (2010) states "Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge" (p. 39). Indeed, using this approach, students are able to develop important skills useful for them in a future while researching and

collaborating with their classmates to design meaningful projects. Furthermore, according to The University of Melbourne (n.d.) "Critical literacy involves the questioning and examination of ideas, and requires you to synthesize, analyze, interpret, evaluate and respond to the texts you read or listen to" (p. 1). I used this approach to complement classes with PBL. As stated, using this approach, students can develop critical thinking while examining and analyzing texts. In this case, I used CL to explore audiovisual texts (videos) more and help students reflect about them thoroughly.

Firstly, for my internship my purpose was to develop and enhance important 21st Century Skills on students, such as; communication, collaboration, creativity and critical thinking. Besides, I focused on providing students with meaningful topics which they could experience in their daily lives, reflect about the possible ways to solve them and develop a deeper understanding of them.

The overall structure of this internship report is composed of six chapters. In chapter one it was addressed the introductory part, which contains the purpose of the internship in general, the context of the internship and the main purposes of it. In chapter two it can be found the theoretical framework, which describes the pedagogies and teaching strategies used. Chapter three starts exposing the methodologies applied in classes, and the description of administrative duties done during the internship. Chapter four addresses the description of the experience, which contains my gains as a teacher during this process, impact of the experience in the development as a teacher and changes in the students as well. Chapter five exposes conclusions and recommendations related to this process. Finally, the last chapter presents the limitations and implications for professional development.

2. PEDAGOGIES APPLIED FOR TEACHING

The following chapter describes the pedagogies used for teaching during this internship.

2.1. Project-Based Learning (PBL)

During many years it can be noticed that students have been treated as passive subjects that are taught a huge amount of knowledge and concepts and they just have to memorize as much as they can, and then take a test and be graded. In this way, they learn concepts, but it cannot be assured that they will remember them in a future nor can be useful for them at least once in their real-life context. For this reason, I decided to choose PBL as one of the main pedagogies for teaching. PBL is an approach that focuses on learning by doing, in other words, it is based on realistic and useful projects that students have to carry out in groups to develop the needed competences to solve a real-life problem.

As some researchers have stated, PBL integrates knowing and doing. Students learn necessary information and elements of the core curriculum, but in the same way they put into practice what they learn to actually solve and deal with authentic problems and produce results that matter (Markham, 2011, para. 2). Therefore, in PBL it is not only important acquiring knowledge, gaining tons of concepts and having them in mind, but also implementing and putting into practice what is learned to be able to solve an issue in real life. "PBL can be described as a collaborative inquiry-based teaching method where students are integrating, applying and constructing their knowledge as they work together to create solutions to complex problems" (Guo et al., 2020, p. 1). In this sense, students in PBL build a great part of their own knowledge while researching, analyzing and applying what they learn during the process of completing projects and not only they stay with the information provided by the teacher.

In order to fully understand the relevance of this approach, it is important to take into account the seven essential elements that Larmer & Mergendoller (2010) identified for developing meaningful projects to facilitate the teaching and learning process in PBL. These elements can be appreciated in the following graphic:
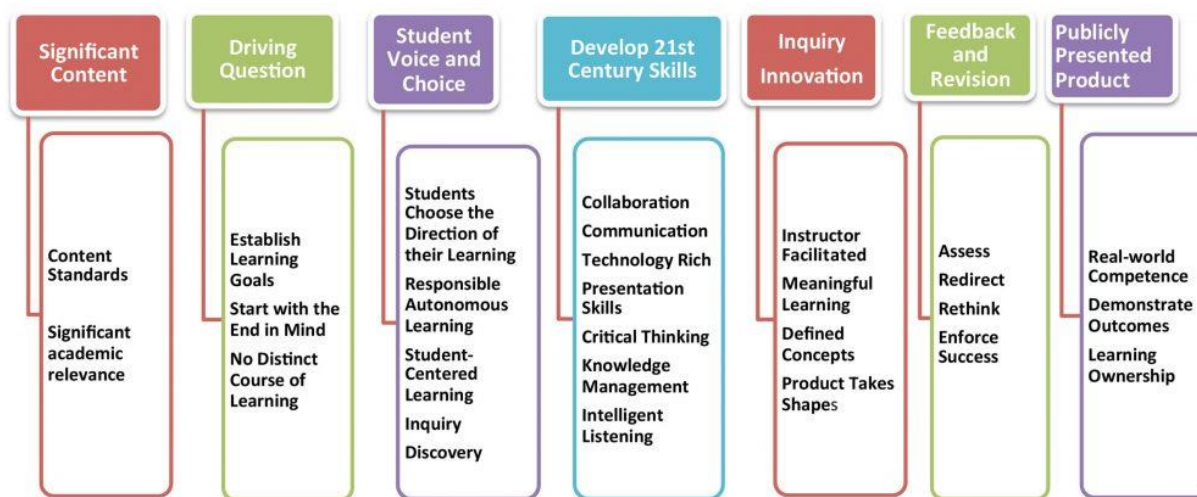

Figure 1

*E*ssential Elements of Project-Based Learning.

(Lorin Mayo, 2013).

Based on the previous information it can be said that in order to develop PBL effectively, teachers should take into account firstly the contents and themes that would be relevant for the project, then state a driving question and let students know it in advance. Later, it comes the part in which students have to be responsible and think about how they want to execute the project. Moreover, while doing the project and working in groups, students develop the 21st Century Skills, between them collaboration, communication, critical thinking and so on. After that, the project starts to shape up and students have to identify meaningful concepts from it. The

assessment has to be applied during all the process by the teacher as students are observed, and finally students present it to a public and show their results and gains.

Although this approach is mostly student-centered, teachers play an important role as well. According to Graaff & Kolmos (2003) "the teacher assumes the role of tutor and moderator, facilitating the group's work and communication among its members" (p. 5). The foregoing means that students are teamed up by the teacher according to their skills, aptitudes, competences and capacities to work in the most effective and collaborative way. Souza & Verdinelli (2014) affirm that "the tutor should take an active role in stimulating students, encouraging them to reflect on the problem and to connect their prior knowledge to new concepts" (p. 5). In this regard, students do not have to do the process alone, but the teacher has to also play an active role and help students when struggling or needing motivation. Moreover, the teacher has to keep constantly telling the students to reflect on what they are doing.

Furthermore, PBL has an important advantage which is students' engagement in classes. The freedom and challenge that students experience as a result of solving the problems that arise in designing and building their projects result in high levels of student engagement (Wurdinger et al, 2007, pp. 42-43). Therefore, as students get more into the projects by exploring, researching, thinking and reflecting, they get eventually more engaged and motivated, since they feel committed with what they are doing because of the great responsibility they have as a group to complete the project successfully.

Bell (2010) affirms that students learn to be self-reliant through goal-setting, planning and organization, they develop collaboration skills through social learning and become intrinsically motivated by being encouraged to exercise an element of choice while learning at their own level (pp. 40-41). Thus, students have always in mind that they play an important role

in the correct fulfillment of the project and become more engaged due to the fact that they have to perform and accomplish the tasks that they are assigned during the realization of the project, and in the same way, they feel more motivated thanks to the help and collaboration of their groups.

2.1.1. 21st Century Skills

When referring to PBL there are many advantages that we can think about. One of them is the development of 21st Century Skills in students. Baird (2019) states that "the real-world context and challenging nature of PBL is a way for students to acquire and apply 21st Century Competencies" (p. 108). Taking this into account, it can be said that while applying PBL students will be able to develop these skills along with the realization of the project, this due to the challenge that they face, in which they have to research, question, analyze and reflect, among other factors that develop these competencies.

"PBL emphasizes 21st-century skills learning, including critical thinking, communication, collaboration, and creativity" (Bell, 2010, p. 40). In this regard, with the application of PBL in the classroom, the teacher not only prepares students for doing projects and activities without sense, but they get prepared to face real-life problems in which they will master and make use of these competencies that will be useful for them in a real context. This due to the fact that they develop critical thinking by reflecting on their projects, collaboration and communication by working in groups with their classmates and creativity by thinking about how they will carry out their projects.

2.2. Critical Literacy

Critical Literacy is an approach that likewise PBL, aims to develop critical reflection in students by focusing on different kind of texts. These texts can come in the shape of books, videos, poetry, advertisements and anything that convey a meaning which students can reflect about. According to Wiesen (2022) "Critical Literacy refers to a type of literacy, or viewing and reading of different types of media, in which a person is encouraged to think critically and look for new or underlying meanings in a work" (para. 1). In this sense, this approach is based on reading and analyzing texts, such as audiovisual ones, books or anything that can be read with the aim of reflecting and thinking critically about it, and not just staying with the original meaning. For example, the teacher could play a video about environmental issues and students will reflect on it and go beyond the meaning of it, looking for ways of dealing with that problem and even implementing the solutions in their communities.

Moreover, Critical Literacy has some key aspects which can be related with PBL. One of these aspects is that "students learn best when what they are learning has importance in their lives" (Vasquez et al, 2019, p. 306). That is to say, the topics that are taught using this approach must be related to real-life issues, which students feel they can actually go beyond and think more critically about it, since these are topics that will be useful for them in their lives. Additionally, Vasquez et al (2019) states "text design and production, which are essential to critical literacy work, can provide opportunities for transformation" (p. 307). In fact, this is not only about reflecting and being critical, but also about finding solutions and actually implementing them in their real contexts.

3. METHODOLOGIES

The application of methodologies in the classroom is of great relevance for carrying out the contents in the most appropriate and successful way. Indeed, depending on the different strategies, tools and methods that a teacher uses for teaching a topic, students can feel more interested and engaged with learning. In my internship, I used methodologies in which students could play an active role in the learning process. Since they were kids around 8 – 12 years old, I took advantage of their age and applied different methodologies that led them not only to solely learn the information taught by the teacher, but to reflect and make use of what they were learning.

During the internship, I could greatly discover myself as a teacher. As a matter of fact, I could get to know more clearly the strategies that worked better for students and that make part of my distinctive style as a teacher. I believe that I am an enthusiastic and dynamic teacher. I was always trying to be aware of student's strengths and weaknesses, and this exactly was very helpful, since I worked a lot with groups for the projects, and taking this into account I could make balanced groups in which each student played an important role. Moreover, I tried to persuade students by talking a lot with them, encouraging them to speak and making them feel active members of the class. In the same way, through the activities I applied, I tried to boost students' creativity, critical thinking, collaboration and communication with their classmates. I mostly did this by making a lot of questions that could be convenient for generating conversation in the classroom.

I always started the class by helping students figure out the topics we were going to learn. I wrote the word in English on the board and they started guessing it, also I made some drawings

to give them hints. In fact, they enjoyed and had fun doing this and also it kept them focused and engaged since the beginning of the topic.

Every project that I implemented with students took around 3 classes to be completed successfully. In the first class, I did not just teach the target language right away, but helped students be aware of the problem related to the project. I did this by asking them about their opinion, and this was always helpful when getting them to talk a lot. The topics I taught were based on audiovisual texts, in this case, they were videos which contained relevant data about the topic in matter. Taking these texts into account, I made more questions to help them be reflective about the information of the video and develop critical thinking. I always tried using situations in their context as an example for the questions, so they could relate the topic with something they know about. After they got involved with the topic, I explained the project that we were going to be working on, so that the students could have an idea and think about what they were going to do and what the expected results were. I also considered the members of the groups; I had in mind the skills that each student had, so I could get very balanced teams.

In the second class, I taught more deeply everything that was related to the necessary language for the project; vocabulary, grammar, phrases, etc. In fact, I did this in such a way that was not boring for them to learn and that they felt engaged with. Some of the strategies I used to teach the target language were Bingos, getting them out of the classroom to explore and take notes, letting them complete phrases on the board, asking them for examples, making posters and so on. Indeed, in these two first classes, they were always working on their projects and ideas related to it.
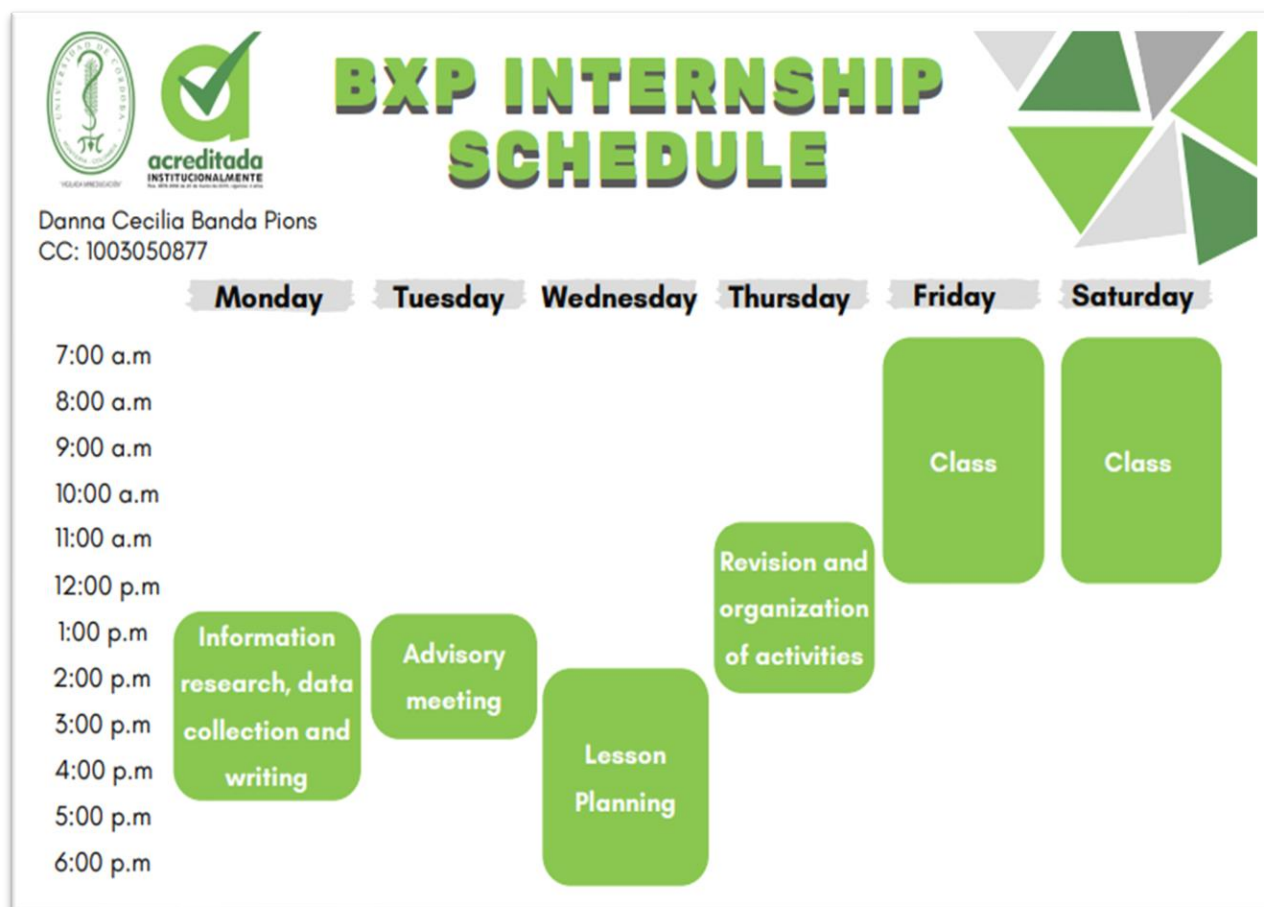
In the third class, they continued to work on their projects and improve them even more. In this last class students presented them; they exhibited and demonstrated the outcomes they

gained during the execution of the projects. I will also highlight that I was always by students' side, explaining and clarifying something if needed, observing the progress that they were having with their projects, and last but not least important, assessing them during all the process. One of the assessing strategies I used was a box, in which students put a piece of paper where they wrote what they learned during the implementation of the project. In this way, I made sure that they were actually understanding the topic and carrying out the project in the right way. In fact, since I was working with kids, for carrying out all these activities, I was always using images, videos, audios, body language and a slow tone of voice to make it clearer and easier for them to understand.

As a matter of fact, PBL was useful to carry out projects in an organized way and develop several 21st Century Skills, such as; communication, critical thinking, creativity and collaboration, as well as keeping students engaged and motivated during all the teaching and learning process. Besides, with the help of Critical Literacy they were able to think beyond about the information they obtained from the texts (videos) and in that way, develop critical thinking and learn the language as well. Furthermore, it was meaningful for students since they not only learned English, but also learned to be reflective and find ways to solve problems in their real context.

3.1. DUTIES CHART

As an intern, apart from the classes, I had to fulfill some hours in which I prepared and executed some administrative duties. Among these duties were the planning of activities, meetings with parents, preparation and organization of special dates in the school, administration of books and other tools used in the program, organization of payments, and others that will be shown in the following chart.

BXP INTERNSHIP SCHEDULE

Danna Cecilia Banda Pions
CC: 1003050877

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m						
8:00 a.m					Class	Class
9:00 a.m						
10:00 a.m						
11:00 a.m				Revision and organization of activities		
12:00 p.m						
1:00 p.m	Information research, data collection and writing	Advisory meeting				
2:00 p.m						
3:00 p.m			Lesson Planning			
4:00 p.m						
5:00 p.m						
6:00 p.m						

Other administrative functions (Not frequent):

- Organization and meeting with students' parents.
- Collection, organization and final report of lists.
- Meetings with other interns.

4. RESULTS

The main objective of this internship was to develop important 21st Century Skills for students, such as communication, collaboration, creativity and critical thinking. Furthermore, this internship also aimed to provide students with meaningful topics which they could experience in their real contexts, reflect about them and develop a deeper understanding. In this chapter I will report the results I obtained during the application of PBL and CL in my internship, detail my students' improvement and also my professional growth.

During my internship, I faced many challenges and gained great experience from them. I had to put into practice most of the theory that I learned during the career and also discovered more strategies that were helpful for me at the time of teaching and assessing students. Indeed, each one of these aspects helped me grow as a professional and learn more about myself as a teacher.

Firstly, it was actually challenging for me since I had never planned classes using PBL, nor even applied it in a real class. From what I learned about PBL during the career I always taught it was a really interesting approach and that I wanted to apply it at least once in my practice, but I had never had the opportunity to do it, since in the schools where I completed my practice, they worked mostly with Task-based learning and also the time was not enough to carry out a project. Besides, while applying the first classes at El Sabanal School, I could notice that students were not learning as they should, they were just retaining the information without a communicative purpose and they were not being active members of the class, they were just there listening to the information. Moreover, there was one time when 2 students approached me after class and told me that their classes at school were not interesting for them. Of course, I

asked them more about it and they showed me their notebooks, they were mostly grammar exercises and activities that had to do entirely with structures, and were not even topics that could be useful for them in a future.

For the reasons previously mentioned, I decided to apply Project-based Learning along with Critical Literacy in my internship. Certainly, it was hard to think about a topic that could fit the best for PBL lessons, where students could reflect, be active members of the class and develop 21st Century Skills, and even more importantly that could be useful for them in their contexts. I could come up with two topics that I found very interesting and I considered them to be really beneficial taking into account the context in which students were, a rural zone. I will describe and reflect on two lesson plans I put into practice in my classes, in which I could notice an improvement in my students and which also helped me realize some aspects that I could enhance in my development as a teacher.

In the first lesson plan, I can actually say that the 21st Century Skills were developed, but since it was my first time applying PBL there were some flaws that made students struggle a little bit when using the language part, such as the little time that I dedicated to explaining this part and the review of the language that was not considered at all. I took these flaws into account for improvement at the time of applying the second lesson plan. In the second one, the topic was easier for them to understand and in that way, they developed the 21st Century Skills more effectively, which was my main goal all along.

The following figure shows the first lesson plan that had to do with *Controlling emotions*, which I will reflect on, mention students' improvement in this topic and report some aspects that I should take into account for my own development as a professional.

PBL LESSON PLANNING

Name of Project:	Creating an encouraging mural for controlling emotions	Duration:	12 hours (4 hours)	Grade:	3-5 grades
Subject/Course:	English – Bilingualism for peace	Teacher(s):	Danna Banda		

Other subject areas to be included:
Ethics and values, psychologic

Significant Content (Content Standards to be taught and assessed):

- Expressing my feelings and mood with simple phrases.
- Describing characteristics of myself and other people.
- Answering simple questions about my surroundings.

21st Century Competencies:

Choose ONLY ONE to be taught and assessed		Collaboration		Communication		Creativity & Innovation	X	Critical Thinking

Project Summary (Include student role, issue, problem or challenge, action taken and purpose/beneficiary.)

Goal	To understand people's feelings in every situation of daily life.
Role	Active problem solver
Authentic Audience	School community and classmates
Situation	**Situation:** Most of the children and the youth do not know how to control their own emotions, provoking behavioral or mental disorder. Also, in some cases people do not understand them so that they can be supported.
Product/Performance	**Product/Performance:** Create a mural in order to give tips and/or inspirational phrases to other people who are facing negative emotions in their life

Driving Question: How can we help people control their emotions by creating an encouraging mural?

Entry Event: Present a video in which different real life situations are shown to make students reflect and think critically about what they would do if they were in the same position.

Learning Outcomes/Targets	Checkpoints/Formative Assessments	Instructional Strategies For All Learners	Final Product(s)
Students will be able to • Solve real situations problems through English. •Reflect critically about their own and other people's emotions. • Explain any negative situation and solution in an oral way. • Respect their classmates' ideas and work collaboratively.	List participation Oral participation Class discussions	Photocopies, video beam, markers, cardboards, speaker, internet connection, papers, and so on...	Presentation of the mural created by students

Authentic Audience *Project should include an authentic audience and all of the following at least once.

	X	Planning and/or Entry Event Time	X	Project Work	X	Presentation Phase

(Experts, audiences, or product user students will engage with during/ at end of project): School community, classmates and teachers

Resources Needed

Staff and/or Facilities:	Classroom
Technology/Equipment:	Video beam, computers, internet connection, speaker
Materials:	Photocopies, papers, markers

Community Resources:	Cardboards, school wall
Other:	

Reflection Methods (Individual, Team and/or Whole Class) — Can list these on Design Challenge Planner to help students track benchmarks

Journal/Learning Log	X	Whole-Class Discussion	Survey	Focus Group	Fishbowl Discussion	X	Other
							Individual reflections

Figure 2

First Lesson Plan (See Appendix #1)

I started the lesson by playing a video (audiovisual text) in which a man was alone in a white room and in front of him there were some pair of shoes, each one of these presented a different real-life story, for example: bullying, parents discussions, the loss of a beloved one, etc. I believe that this was a great start since students were very interested in the video, because it was something that they might be experiencing or had experienced in their lives. After finishing the video, I started with the first 21st Century Skill I wanted to develop on students, ***critical thinking***. In order to achieve this, I started making a lot of questions, for example: Have you ever been in a situation like this? Why do you think it was happening? What would you do if you were in the same situation? How would you help a person in that situation?

I was actually really nervous because they were kids and I used to underestimate them a lot. I used to think that because they were young, they might not have an opinion on these topics and that is why I was trying to start a class discussion. However, I was really amazed when they started to talk about the situations in the video, they told me that they knew people that were going through a similar situation, and that for that reason, they wanted to help them. Also, in the bullying situation, there was a girl that told openly to the class that she once experienced that in her previous school and that she did not want anyone to experience something similar. Therefore, we took that situation as an example and as a class students started to share their points of view about it, something that made me really happy, since they were totally engaged with the topic and were thinking beyond the situation trying to figure out ways to deal with it.
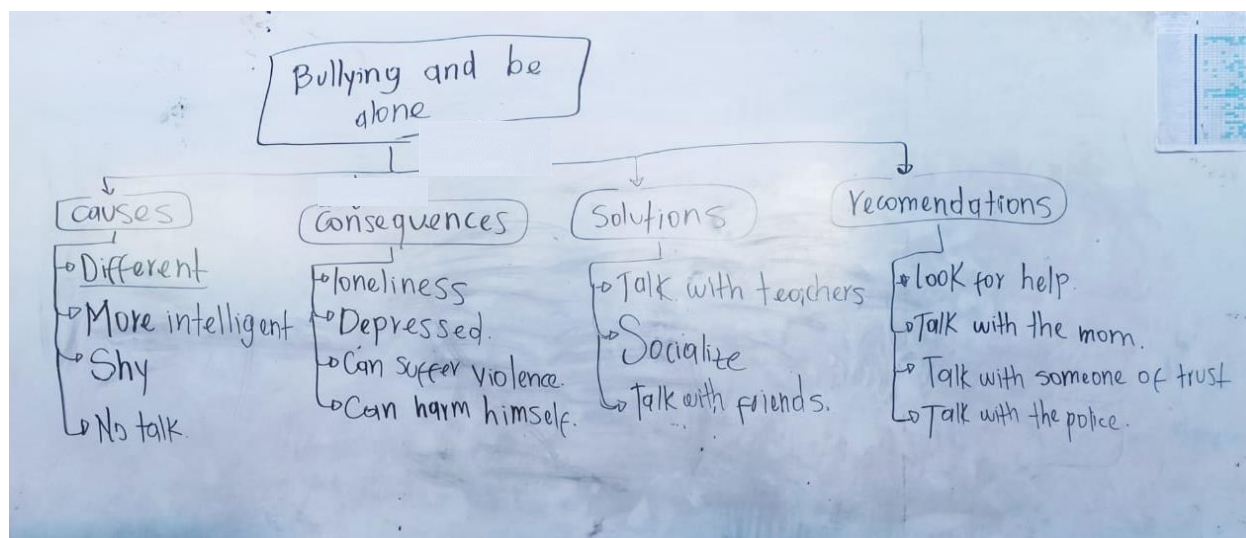
Figure 3

While they were talking, we were completing a mind map with the situation of the student, in which we talked about possible causes that led to that issue, the consequences that it could have on the person, solutions for that problem and recommendations they wanted to add. They expressed their points of view, which I was really glad about because they were reflecting on the situation and in that way, they could enhance their critical thinking ability. They even talked about depression, about people that suffer from it can even harm themselves, that they need to talk with teachers, with friends, with a parent and look for help. They were entirely being active members of the class and expressing themselves about the topic, something that made me really happy and made me realize that I should not underestimate students. Even if they are kids, we can learn from them as well, and they can carry out a theme which I taught was difficult for them, but this topic made them think beyond and express their opinions critically.
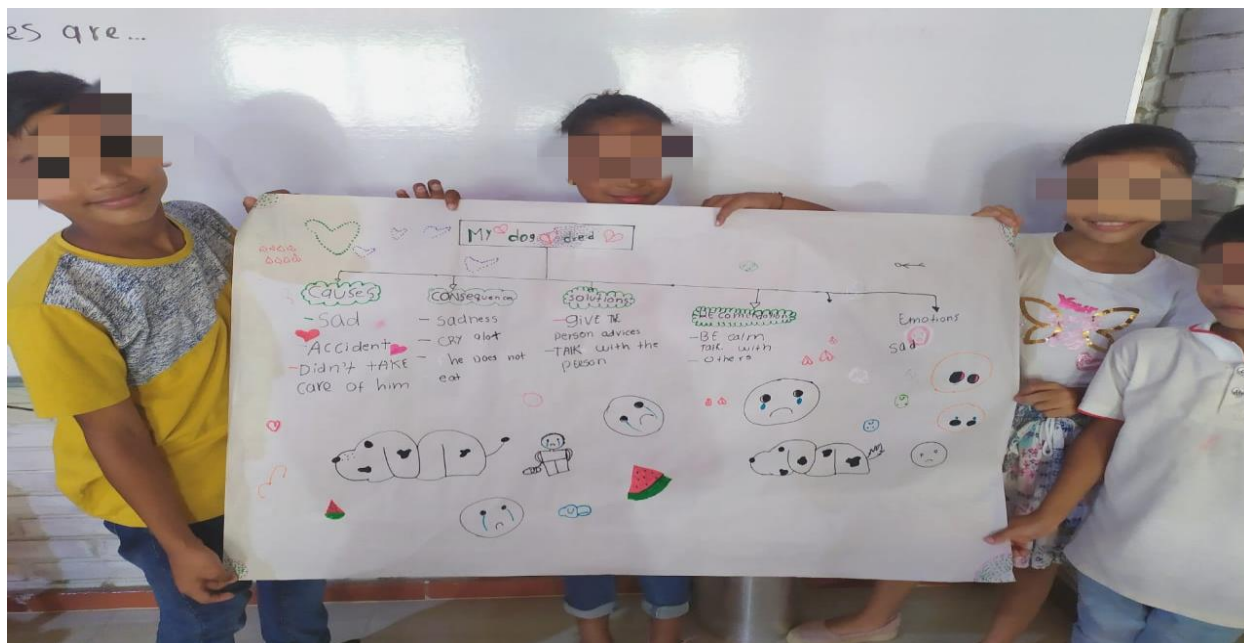
Figure 4

In this activity the students had to work in groups and look for a person that may be struggling and facing a bad situation and create a poster with the mind map previously learned. Here, I had some students that were really shy and did not want to work in groups. For this reason, I assigned them in a group where the other participants were talkative, so they would feel eager to talk as well. In fact, this worked really well, after some time I went to the groups and the kids were expressing themselves and talking with their classmates. It was mainly because the other kids made them feel as part of the group and they felt comfortable there.

The groups were doing a great job and were having no problem to communicate. I believe that the kids were shy and not too talkative, because they had not had the opportunity to interact with other students, and since the activity was in groups, they finally could. In this part, I think the 21st Century Skills being worked were, *critical thinking* at the time of reflecting about the situation and the solutions, *creativity* while creating the poster with information, and *collaboration* and *communication* when talking with their classmates about the situations.
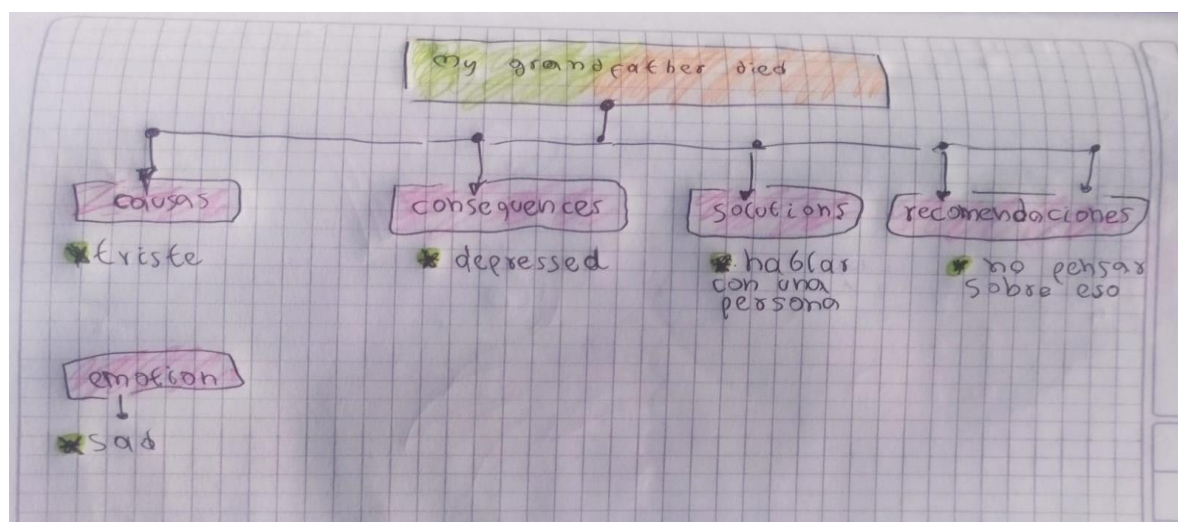
However, there were some drawbacks in this activity. Here, more of the students were not using the target language to express the information they wanted. They were simply writing down ideas in their native language and did not make the effort to write down in the target language. In fact, they wrote some words in English which were the ones that I most repeated in the designing of the chart, such as *causes, consequences, solutions and recommendations*, and also the emotions. It made me realize that the words and content I reviewed the most with them were the ones that they could express in the target language.

For the presentation of the product, they had to write down some recommendations to people facing some emotions and together as a class complete an encouraging mural for people in the school to read. However, I identified some aspects that did not work as I had intended; therefore, I took them into account at the time of applying the second lesson plan.

Turns		Transcript 1
T1	S1	When you feel angry, you should (wrong pronunciation) be calm. You should (wrong pronunciation) cry (puts the paper with recommendations inside their word)

T2	S2	When you feel angry, you should (wrong pronunciation) breath deep (puts the paper inside their word)
T3	S3	When you feel angry, you should (wrong pronunciation) take air (puts the paper inside their word)

While doing this activity students struggled a little bit at the time of giving the recommendations with the correct structure using *Should* and I had to help them a lot, as well as they mispronounced the word (T1, T2, T3). In this part, I realized that I focused more on developing the skills on the students and left aside the grammatical part. I consider it was not that bad, but I should have dedicated more time to clarify that language part. Nevertheless, after finishing the final product, I took some more time and reviewed that structure, because I did not want them to be lacking in that part. After doing this, they told me that they understood more than the first time I had explained it. For this reason, I considered more the language part in the next lesson plan.

Furthermore, there were also some flaws when applying the first lesson plan, I felt that the time invested in this project (2 Saturdays) was not enough for the project at all. I think that everything went too fast and I had little time to explain the language part. Besides, there were also some students that completed their activities first than the others and stayed in their places until they could finish. As a matter of fact, I had all this in mind when applying the next project as well.

The following figure is the second lesson plan that was about *Environmental care,* more specifically, about *the importance of Recycling*. In this lesson plan, I also focused on developing

21st Century Skills on students, and at the same time I took into consideration all the aspects that

did not go as planned when applying the first lesson plan.

PBL LESSON PLANNING

| **Name of Project:** | Recyclable craft for environmental care | **Duration:** | 12 hours (4 hours) | **Grade:** | 3-5 grades |
| **Subject/Course:** | English – Bilingualism for peace | **Teacher(s):** | Danna Banda | | |

Other subject areas to be included:

Significant Content (Content Standards to be taught and assessed):

- Understanding short and simple description of familiar objects.
- Expressing opinions with simple phrases.
- Answering simple questions about my surroundings.
- Writing the name of elements when recognizing them in a picture.

21st Century Competencies:

Choose ONLY ONE to be taught and assessed		Collaboration		Communication		Creativity & Innovation	X	Critical Thinking

Project Summary	(Include student role, issue, problem or challenge, action taken and purpose/beneficiary.)
Goal	To understand why recycling is essential for our local environment
Role	Active problem solver
Authentic Audience	School community and classmates
Situation	**Situation:** Most of the children are not taught about the importance of taking care of our environment and they are not aware of the problems in their own environmental context, neither how can they as kids be of great help when it comes to environmental care.
Product/Performance	**Product/Performance:** Create a craft with recyclable materials found in the communities in order to take advantage of this and transform it into something useful for their context again.

Driving Question	How can we take care of our local environment by recycling objects in our communities?

Entry Event	Discuss with students about the current state of our local environment and present them the different ways of recycling that currently exist.

Learning Outcomes/Targets Content & 21st century competencies needed by students to successfully complete products	**Checkpoints/Formative Assessments** To check for learning and ensure students are on track (*Can list these on Design Challenge Student Planner/Rubric to help students track benchmarks)	**Instructional Strategies For All Learners** Provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments	**Final Product(s)** Presentations, performances, products and/or services (1 product may have multiple learning targets and/or assessments)
Students will be able to: • Solve real context problems through English. • Reflect critically about the state of their local environment. • Explain any negative situation in their local environment and propose a simple solution in an oral way. • Respect their classmates' ideas and work collaboratively.	List participation Oral presentation in class Open-ended questions	Photocopies, video beam, markers, cardboards, notebooks, speaker, internet connection, papers, and so on...	Presentation of the recyclable craft by students.

Authentic Audience	*Project should include an authentic audience and all of the following at least once.						
	X	Planning and/or Entry Event Time	X	Project Work	X	Presentation Phase	
(Experts, audiences, or product user students will engage with during/ at end of project)	School community, classmates and teacher						

Resources Needed	
Staff and/or Facilities:	Classroom

Technology/Equipment:	Video beam, computers, internet connection, speaker
Materials:	Photocopies, papers, markers
Community Resources:	Recyclable materials, paints, cardboards
Other:	

Reflection Methods (Individual, Team and/or Whole Class)		Can list these on Design Challenge Planner to help students track benchmarks					
Journal/Learning Log	X	Whole-Class Discussion	Survey	Focus Group	Fishbowl Discussion	X	Other
							Individual reflections

Figure 5

Second Lesson Plan (See Appendix #2)

I started the lesson by letting students guess the main topic that was environment. I gave them some hints and when they finally guessed the topic, we started discussing about some important aspects of it. As in the first lesson plan, I always used questions to encourage them to talk. I asked them if they considered that our environment was in a good or bad state, also about the consequences of not taking care of it. They participated a lot and we dived deeper into their local context, where they talked about the contamination of the gutters that were near their houses. I continued asking about the possible consequences it could have in people. Students said that it could bring illnesses, mosquitoes, etc. Once they had this clarified, we went to the possible solutions, here they suggested recycling, which was the purpose of this topic. I showed them tons of crafts we could make, and they chose plastic pots. Mainly because in their communities there were lots of plastic bottles in the streets, so with this craft, they could take advantage of that and transform them in something beneficial for the environment.

After that, I explained the color code of recycling objects. It was even more meaningful since in the school there were recycling trash cans that were not being used correctly. In this part, I was showing different objects while saying "What is this?" "This is …" So, they could have that structure in mind. When they learned all the objects and recycling materials, they got out of the classroom and started to look for objects they could recognize.
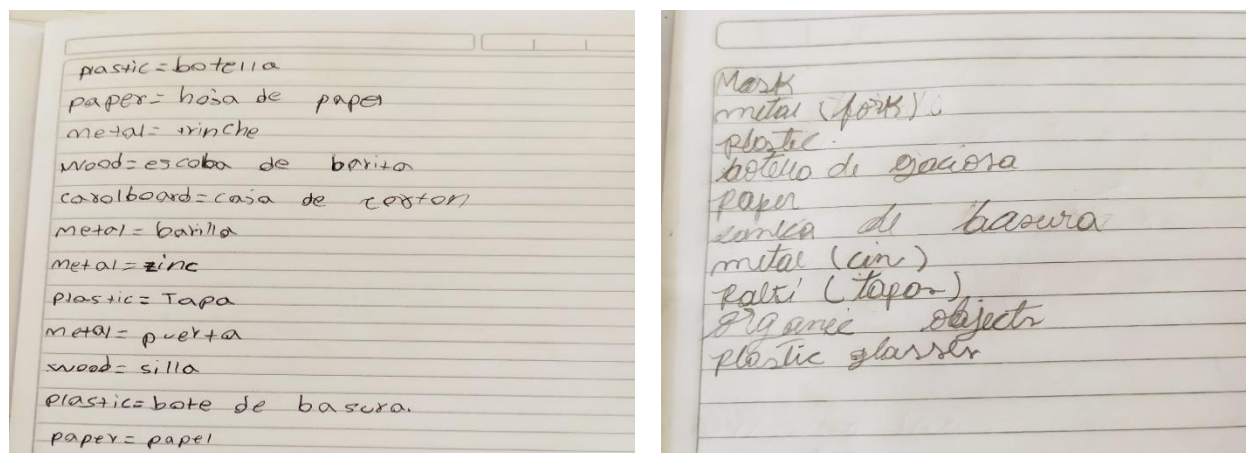
Figure 6

It was really pleasant for me because they enjoyed this activity a lot. They even made comparisons between the materials learned and the objects they did not know the name in English. They asked me for new words and then took notes in English, which made me realize they were really engaged with learning the language.

Figure 7

After collecting the information, they made a poster in which each one of the objects they found were in the right trash can. They told me that before the activity, they did not pay attention

to those cans even once, but after the activity they knew the right positions of the objects.

Therefore, I consider this activity was really meaningful for them, in which first, they developed

critical thinking, then *creativity* with the designing of the poster and along with that
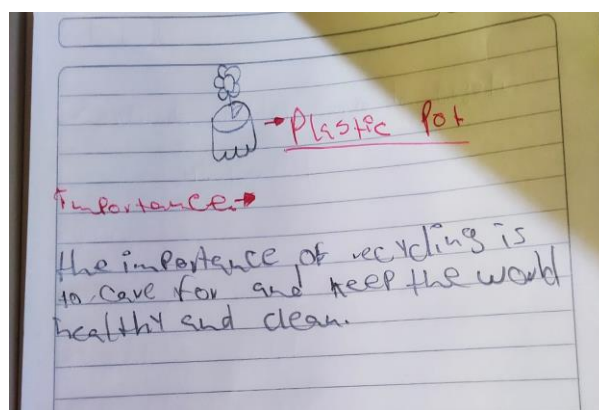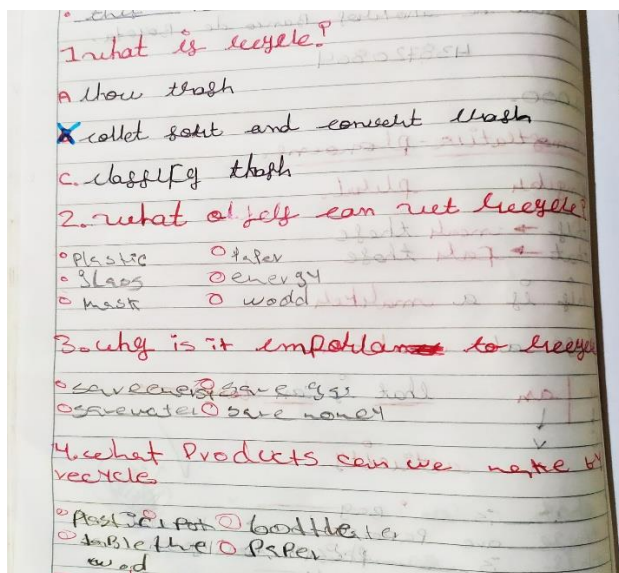
collaboration and *communication*.

Figure 8

Moreover, making use of an audiovisual text, in which several aspects of the importance

of recycling were discussed, we did a class discussion in which students expressed their points of

view about the video. Then, they answered some questions about it and I was truly happy with

their answers, because firstly they did not show any sign of struggling while using the target

language here, as it can be noticed in the previous figure in which everything was written in the

target language without evident mistakes. Of course, I was helping them more constantly in this

language part, something that was not done a lot in the first project. Reason why I believe they

were able to write down most of the answers in the target language.

Secondly their answers were really reflective, as a sign that they were developing critical

thinking and at the same time they were developing more the target language. For example, in

the third questions "Why is it important to recycle?" the student asked me how he could say

"ahorrar" in English, and after telling him, he wrote down phrases using that word and other

words he already knew in advance. Besides, in the last part of the question in which they had to

write down the importance of the project we were doing, the student was able to write a complete

sentence using words we already learned.

Turns		Transcript 2
T1	S1	It avoids damage of the environment
T2	S2	It keeps plants safe
T3	S3	It makes our house look (mispronunciation) pretty

In this transcript, students were asked about the importance of the product they made,

plastic pots. As it can be evidenced in the transcript, none of the students had problems when

saying the sentence correctly, except for a little mispronunciation in the word "look" which the

student pronounced "lok". In fact, they were simple sentences but the students had an

improvement at the time of creating the sentence and pronouncing it properly, something that

was lacking a lot in the first transcript of the first project, in which students had a hard time with

both, creating sentences and pronouncing them in a proper way.

Figure 9

Finally, with the product they made, they did not have any problem to fulfill the project successfully. It was an easy project that they can made any time they want to, but what really matters to me was everything that was behind the project, and that they really learned new things related to their local environments. Something that made me really happy was that one student told me that her father made recyclable crafts for selling. Nevertheless, she was not able to learn about it. At the end, she told me that she wanted to make many of the plastic pots she learned with plastic bottles that were in her house and that she could finally help her father with that.

Referring to my professional growth as a teacher, I can say that I really learned a lot from my own flaws. As I said before, it was my first time applying PBL and the first lesson plan did not go as planned in the target language part and other aspects. However, I took all that into

consideration and applied new strategies to make it work in the second lesson plan. For example, regarding to time management, I made sure I set out more time to teach structures needed carefully to students and that they could use them right in the activities. Besides, with the students that ended up first, I asked them to help and explain more to the classmates that were not finished. This strategy really worked, because both parts were doing a great job with the activities.

As a matter of fact, taking into account the first class that students did not even want to participate at all and that they were just listening to the information, and in these projects, they were really active and expressed their points of view critically. I could really notice an improvement regarding the development of 21st Century Skills on students. Furthermore, their group work interaction was highly increased while doing the projects together, in other words, they developed *communication* and *collaboration* here. Moreover, the topics were of their interest and were meaningful for their context, something that made the projects more beneficial for them.

Furthermore, as it was stated in the beginning of this paper, this internship was held under the framework of Bilingualism for Peace, program which looks for the development of peace, values and peaceful coexistence on students while they are learning English. In other words, they learn how to be good citizens at the time they learn a language. Indeed, the execution of these projects contributed to achieve the objective of this program, since in both of them students were learning skills and topics that are useful for them to apply in their communities. For example, in project number 1, which is related to controlling emotions, they learned how to have self-awareness of their own and others emotions, knowing how to manage them as well. In this sense, it is helpful for them to avoid situations of conflict and help other people when

needed. In the same way, the project number 2, contributed to promote environmental care, inspiring students to become more aware and engaged with taking care of their communities.

5. CONCLUSIONS AND RECOMMENDATIONS

This internship was really rewarding and valuable for me, since I gained great teaching experience while putting into practice all the theories and methodologies I learned during my career. It allowed me to experience a real teaching context in which I could discover myself as teacher, find out new strategies to apply during classes, learn from my own flaws, and most importantly, grow as a professional.

In this internship I aimed to develop important 21st Century Skills on students, such as communication, collaboration, creativity and critical thinking. Besides, I also focused on providing students with meaningful topics which they could experience in their real contexts, reflect about them and develop a deeper understanding. In order to do so, I used PBL along with CL. I must say that at first it was truly challenging for me, because I had never planned a class before with PBL, nor applied it in a real teaching context. However, after researching and getting more information about this approach, I could really feel comfortable while planning and applying it, and in this way, I could provide my students with great classes in which they could explore more about topics and not just stay with the information they listen to.

As stated before, I aimed to develop 21st Century Skills on my students and after comparing the first classes in which they did not even want to participate and were not active members of the class, with their performance in the projects, I can say that this was achieved. Certainly, this is a process that requires more time to enhance and fully develop, but in the time that I stayed with my students, I could really see an improvement in the way they expressed themselves, reflected about topics, and also communicated and collaborated with their classmates. Furthermore, thanks to the topics that were selected for classes, students felt more

motivated and engaged to participate actively, since they were topics that they related to and were connected to their real contexts.

I highly recommend to my undergraduate classmates taking Internship as a degree option if they have the opportunity, especially in the Bilingualism for Peace Program. This program provides you with the enough freedom to explore yourself as a teacher and apply the methodologies you consider as the best for the context in which you will develop your internship. Certainly, we as future teachers must put into practice all those theories, strategies and methodologies we were taught during our career, and there is no better option that applying it in a real teaching context that is what the Internship program offers us. In this way, we can perform as great professionals in a future and provide our students with a high-quality education.

6. LIMITATIONS

There are some challenges and difficulties we might encounter at the moment of carrying out our classes. We as teachers must deal with all this and take it as an opportunity to test ourselves as professionals, facing these drawbacks and trying out new strategies to overcome them in the best way.

During my internship I could experience some challenges, that somehow in some moments hindered the teaching and learning process. One of the difficulties I had to deal with was the difference in ages in the same classroom. The Bilingualism for Peace Program is classified in levels; therefore, the age is not taken into account, but only the level in which students are in the program. For that reason, I had to think about activities that could fit every student in my class despite their ages.

There were also some moments in which the students were not behaving in the best way and were talking a lot while doing the activities. Therefore, I implemented a strategy called "Attention getters", in which the teacher says a part of a phrase and the students have to complete it right away (Hocus Pocus - everyone focused!). In this way, the attention goes back again to what the teacher is saying. Indeed, this was really helpful regarding class management.

Furthermore, as I was working with projects, students had to follow a sequence, so they could not miss classes. There were some times when students skipped one or two classes and they lost the sequence of the project. In this sense, I had to be very careful when reviewing the topics from previous classes, so students could remember what they had learned or even be aware of the topic if they were not in the explanation before. However, thanks to facing and

overcoming all these drawbacks, I could learn and discover new strategies for implementing

better classes.

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8. APPENDICES

Appendix #1

Complete lesson plan of project 1.

PBL EVENT PLANNING CALENDAR

SATURDAY 1	SATURDAY 2
First block (7:00 a.m – 9:00 a.m) - The teacher plays a video in which different real-life situations are shown. After playing the video, she starts making questions for students to reflect. For example, if they had ever experienced some similar situations of the video and how they dealt with it. She writes down on the board the answers that the students provide. - Then, the teacher takes one situation of the video and analyze it together with the students by doing a mind map. With this mind map, they will try to find causes, consequences, propose solutions, recommendations and identify the emotions that people in the video could experience. This with the purpose to get them more in touch with the topic. - After that, she introduces the project to students. She shows images of what they should do taking into account the information they will learn. - Later, she teams up the students and give each one of the groups a different situation of the video for them to do the mind map already shown. Indeed, she will go group by group helping them if needed. - After finishing, students will socialize as a class the different situations and their solutions, mentioning the emotions encountered too. For this, she will write on the board what students say and asks for other students' opinions. - Later, she will apply a Bingo for students to practice the vocabulary learned about emotions/feelings. When students complete the Bingo, they will have to say aloud the pronunciation of the emotions they have in their cardboard. - After that, the teacher explains the structure needed for the project (*Should* to give recommendations). After explaining, she chooses a situation and asks the students to say possible recommendations using *Should*. This for students to practice and understand better the use of the structure. **Break (9:00 a.m – 9:30 a.m)** **Second block (9:30 a.m – 11:00 a.m)** - The teacher explains the activity that they will be doing next. In this activity, the students are teamed up and they have to think about a person that may be facing a bad situation and look for	- Firstly, the teacher starts doing a review of everything that was seen last class. Including, situations, emotions, possible ways to solve issues encountered, the structure seen, etc. - After that, she explains once more the product they will be making. In this part, they will be applying what they learned during the classes. The teacher will assign each group an emotion, and they will write down in some pieces of paper provided by the teacher, several recommendations that could be helpful and encouraging for people that are dealing with that emotion. - This product will be completed as a class, in which each student of the group will come to the front and put the paper with the recommendation inside the place of the emotion assigned while reading it aloud.

different ways for helping him/her. Firstly, students start discussing and brainstorming about the situation they chose, later they will do a poster with a mind map as the one the teacher did with them previously together with a representative drawing of the situation. Finally, they will present it to the class and the other students will express their point of view about the situation.
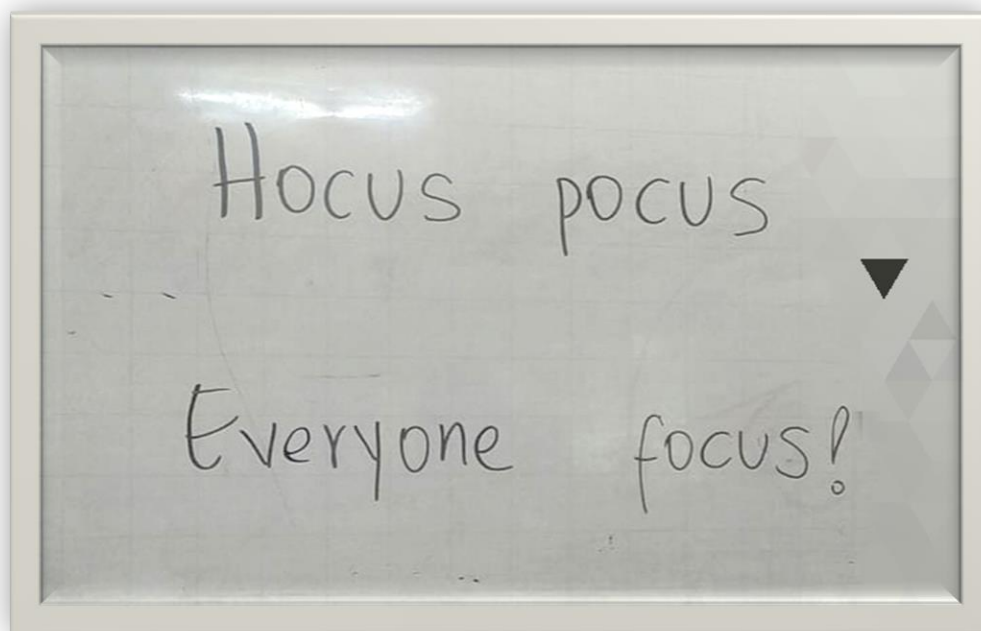
Appendix #2

Complete lesson plan of project 2.

PBL EVENT PLANNING CALENDAR

SATURDAY 1	SATURDAY 2	SATURDAY 3
First block (7:00 a.m – 9:00 a.m)	**First block (7:00 a.m – 9:00 a.m)**	- For this Saturday, students continue working on the projects and discussing the information gathered with their groups.
- The teacher writes on the board the main word of the topic (environment) and asks students to think about the meaning of that word. For this, she uses simple words and drawings to help students relating the word.	- The teacher starts by doing a review of the topic seen last class, for this the teacher gives a piece of paper to the ss, so they can write the color code of trash cans and words they remember. After collecting the papers, the teacher starts reviewing once more together with the class for them to have the topic clearer.	- Once they finished with the product. Each student of the group says aloud a phrase that they previously researched about the importance of this product in their environment. The teacher will write down each phrase in the board with the name of the student next to it, so phrases will not be repeated.
- After that, she discusses important aspects related to that topic with the students and help them be more aware of and get more in touch with the topic.	- Then, the teacher gives students different images of objects and also of the trash cans. Students have to stand up and look for the classmate that has the trash can that correspond to their object and say it aloud, the group that finishes first gain a point.	- Finally, they present the results to the teacher, showing the final product and saying their preferred importance of it in their environment.
- Then, she introduces the project to the students to let them know in advance what they will be doing. For this, she asks the students if they have recycled something or if they know handcrafts that can be done by recycling. After mentioning these, she lets students choose their favorite as the one that will be done as the product.	- After that, the teacher gets more deeply with the grammar needed for the topic that is *demonstrative pronouns*. For this, she writes a short and simple explanation on the board and uses real classroom objects as examples. In fact, she starts making questions for students to get more into the topic. Then, she provides students with a fill in the gap activity. After they finish, the answers are discussed as a class.	
- Later, the teacher introduces essential vocabulary for students and asks them about the different objects that can be recyclable or not and she writes them on the board while saying "This is ___" and asking "What is this?" in that way students can start relating this structure with the objects. Besides, she teaches students about the color code of the trash cans for them to relate it with the objects learned.	**Break (9:00 a.m – 9:30 a.m)**	
	Second block (9:30 a.m – 11:00 a.m)	
- Students then practice along with the teacher the vocabulary written on the board an pronounce it with her.	- Later, the teacher shows a video in which the importance of recycling and the different aspects of it are shown. While doing so, she asks students to takes notes. She provides student with different questions about the video for them to reflect more about the information seen, students have to make use of the	
- After that, the teacher explains the next activity that the students will be doing, in which they go out of the classroom and write down in their notebooks the different objects they found around the school, and relate it with the materials		

previously learned. When they go back to the classroom, they start socializing the different objects they found outside while organizing them in the board in the different trash cans with the help of the teacher to see if they remember each one of them.

Break (9:00 a.m – 9:30 a.m)

Second block (9:30 a.m – 11:00 a.m)
- The teacher explains an activity that consists of students doing a poster where they draw the three trash cans with their colors and classify the objects they found as a group, drawing the objects and writing down their respective names.
- Then, the teacher teams up students taking into account their skills to get balanced groups. While students are working on their posters, the teacher will go group by group observing the progress and helping them if needed.
- Finally, the students present orally their posters, saying the name of the object and in which correct can it goes. This is for them to clearly understand and remember the vocabulary needed.

structure seen. Indeed, she helps the students understand the questions and they start answering. Answers are discussed as a whole class.
- Finally, they start working on their projects and researching about more about it together with their groups.

Appendix #3

Attention getter.

Video using the attention getter:

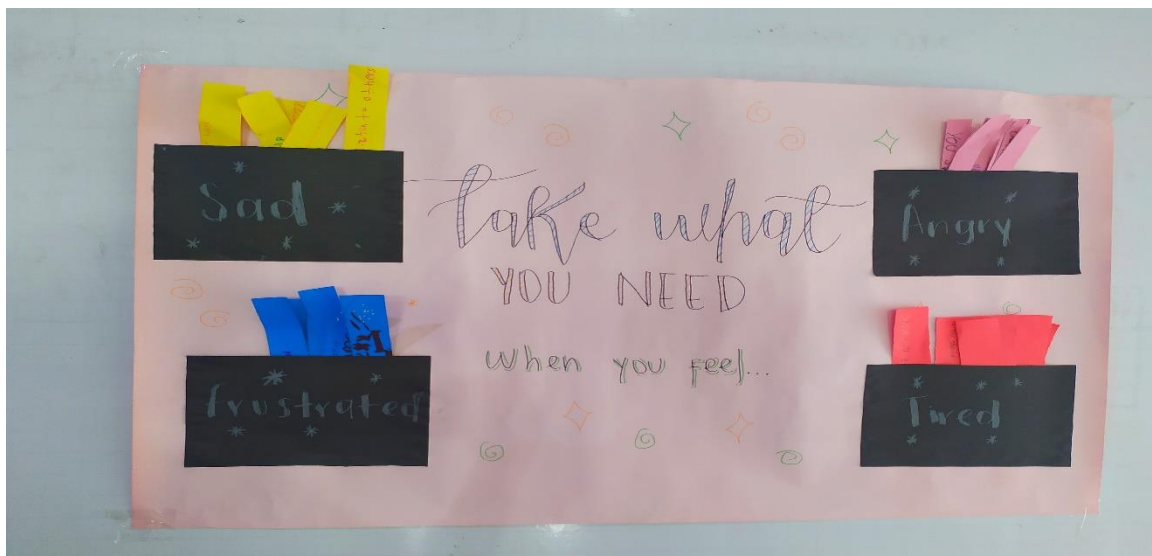https://drive.google.com/file/d/1RDasD1R37tE4Kj2WVealRRl0CxUTttzI/view?usp=sharing

Appendix #4

Box for collecting students' reflections.

Appendix #5

More evidences of project 1.

Appendix #6

Video of transcript 1.

https://drive.google.com/file/d/10B-ppuH-39iB6ixRNKddlOZdP9Tai6Yu/view?usp=share_link

Appendix #7

More evidences of project 2.

Appendix #8

Students saying why they consider plastic pots important for the environment.

https://drive.google.com/file/d/12_u2qvZ4EFSB1DXsF-7xag9g-vp3jD4Y/view?usp=share_link

Appendix #9

Celebration of special dates.

Appendix #10

Letters from students.