COOPERATIVE LEARNING AS A TEACHING METHOD TO IMPROVE ORAL PRODUCTION IN THE ENGLISH CLASS AT INSTITUCION EDUCATIVA LOS GARZONES

FINAL INTERNSHIP REPORT

JUAN ENRIQUE PARDO CAVADIA

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERIA – CÓRDOBA

2023

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JUAN ENRIQUE PARDO CAVADIA
Jpardocavadia64@correo.unicordoba.edu.co

INTENRSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE ON ENGLISH TEACHING PROGRAM

Advisor

MA. GABRIELLA PUGLIESE DE GONZÁLEZ

UNIVERSITY OF CORDOBA

FACULTY OF EDUCATION

ENGLISH TEACHING PROGRAM

MONTERIA- CORDOBA

2023

2023

Approval page

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MA. Gabriella Pugliese de González

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Judge

ACKNOWLEDGEMENTS.

First of all, I would like to thank my family who always supported me in the realization of this internship, my parents who were aware of the process that was carried out successfully, the obstacles are overcome by trying as many times as possible. To Professor Gabriella who shared with me the appropriate guidelines to make this report and to help this process be carried out properly and dynamically.

To thank Professor Martha Paz who helped me on this learning path, which was done correctly, giving me recommendations regarding the process, to Professor Sandra Correa, who provided me with the various appropriate methodologies to carry out my project in the classroom. Very significant to me.

I also thank people who in one way or another were contributing directly or indirectly to this internship that I enjoyed very much and helped me grow to be a competent professional.

ABSTRACT

In the teaching of English process, there are modalities to create efficient and dynamic classes for students who are learning English as a Foreign Language, that allow the proper understanding and acquisition of knowledge. The teaching of English in Colombia, mostly in public schools, has not been an easy and dynamic task. The problem of teaching English is that it is individual in most cases and for this reason it is necessary to implement new ways of teaching English in a complete and clear way, so cooperative learning is shown as an effective way.

Implementing cooperative learning involves careful planning and structuring of group activities. Teachers must create a supportive classroom environment and establish clear expectations for participation, accountability, and mutual respect. Group formation should be strategic, considering factors such as students' abilities, diversity, and social dynamics. Moreover, instructors play a crucial role in facilitating discussions, providing guidance, and monitoring group dynamics to ensure an equitable and inclusive learning experience for all students. Cooperative learning not only works as a group dynamic because it is demonstrated throughout this experience that it is considered a necessary tool to foster oral production in students.

Keywords: Cooperative learning, oral production, foreign language teaching

1. INTRODUCTION

The internships offered by the University of Cordoba provide the teacher in training with the necessary tools and create a suitable space for learning in which educational actors coexist in an orderly manner.

I chose to do the internship because I believe it is necessary in the teaching exercise, create learning spaces and look for new forms of teaching. It is true that in various educational fields, English is not a language that has greater reelection; it is important to innovate and not let the second language be placed in the background. I like to use tools that capture the student's attention to always be active in terms of new forms and methods that is truly remarkable.

The context where I developed my internship was in the school Los Garzones located north of the city of Montería. The school campus is in acceptable conditions for learning, the classrooms are arranged for students so that the classes are structured to be dynamic. Elements such as videobeam were used for the classes and the children responded appropriately and according to expectations.

The number of students per classroom was from 24 to 30 people, which I think is acceptable for learning. I would also like to emphasize that the attitude of the children is good, sometimes they may disperse, make noise, but always obey orders respectfully without misbehaving.

I noticed a frequent problem during English class, some students may be hesitant to actively participate. They might feel insecure about expressing their ideas in a collaborative setting

or be concerned about their classmates' judgments. This can lead to a lack of equitable participation within the group, which can negatively impact learning outcomes and team dynamics.

In some cases, there may be imbalances in skills or levels of knowledge among students within a group. Some members may be more advanced or have a greater mastery of the subject, while others may struggle to keep up. This can result in frustration or inequality in the distribution of tasks and responsibilities within the group.

For those problems, I implemented clear structures to promote active participation of all group members, provided additional guidance to those in need of support, and fostered a culture of respect and collaboration.

English learning today is linked to a range of factors such as the context being taught, the age of students, etc. My aim is to improve oral production in students by using the cooperative learning method, since I consider important that a second language does not remain grammatical but goes beyond simple, something dynamic and efficient, but in that way some situations may arise that must be faced. For instance, placing students in groups and expecting them to work together will not necessarily promote cooperation (Gillies, 2016). This makes me understand that I cannot always promote cooperation in learning if I do not take some actions that can create some alternatives and it is also important that according to age activities are created according to the level of English shown by students. This work is constituted by the concepts studied in the internship, I also show the experiences lived during this process, I also show and explain the results obtained and my growth as a person and professional future exercising the teaching work.

2. PEDAGOGIES

This chapter explains in detail the concepts on which I based myself to develop this internship, concepts such as cooperative learning and collaborative learning, foreign language teaching including different approaches/methods and oral production. These terms are detailed concisely to understand the purpose of teaching and open new paths in learning English.

2.1 Cooperative learning

Cooperative learning is an educational approach that emphasizes collaboration and active participation among students. It involves working together in small groups to achieve common goals, fostering a supportive and interactive learning environment. This pedagogical method has gained recognition for its ability to enhance student engagement, promote critical thinking, and develop essential social and cognitive skills.

Pioneers in the field of cooperative learning indicate that "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson and Johnson,1989, p. 122). This approach encourages students to interact with one another, share ideas, and build upon each other's knowledge, ultimately leading to a deeper understanding of the subject matter.

A key aspect is the positive interdependence among group members is explained as "a situation in which group members perceive that they can reach their learning goals only if the other members of the group also achieve theirs" (Slavin, 1990). This situation is accomplished by relying on each other's contributions and success which means that students

develop a sense of responsibility towards their peers and are motivated to work collaboratively.

Cooperative learning encourages individual accountability within the group. Aronson et al. (1979) explain that "each individual student's performance is assessed and contributes to the group's overall achievement" (p.12) This accountability ensures that every student actively participates and takes ownership of their learning process, leading to increased engagement and improved academic outcomes.

Research studies have consistently demonstrated the benefits of cooperative learning. A meta-analysis conducted by Johnson et al. (2014) found that cooperative learning has a significant positive impact on student achievement across various subjects and grade levels. Students who engage in cooperative learning activities demonstrate higher academic performance, improved critical thinking skills, and enhanced interpersonal relationships.

Furthermore, cooperative learning has been linked to the development of essential life skills. Kagan states that "cooperative learning prepares students to function effectively in the real world" (1994, p.18) which could be understood as the student's relationship with real tangible life situations. Through collaboration, students learn to communicate effectively, solve problems collectively, and appreciate diverse perspectives. These skills are invaluable in today's interconnected and collaborative society.

Cooperative learning is a powerful educational approach that promotes active engagement, collaboration, and the development of essential skills. As noted by Johnson and Johnson (1999), Cooperative learning goes beyond teaching techniques. It creates a positive environment that promotes academic and personal growth.

2.2. Collaborative Learning

Collaborative learning has emerged as a powerful pedagogical approach that promotes active participation, engagement, and knowledge construction among learners.

Collaborative learning involves students working together in groups or pairs to solve problems, discuss ideas, and construct new knowledge collectively. In collaborative learning, students interact, exchange perspectives, and support each other's learning through dialogue, cooperation, and mutual engagement. This approach fosters critical thinking, communication skills, and the development of social and emotional competencies while promoting a sense of shared responsibility and ownership over the learning process. Ultimately, collaborative learning encourages a more inclusive and supportive learning environment where students can benefit from the diverse perspectives and expertise of their peers.

I would like to highlight Collaborative problem-solving emphasizes teamwork, communication, and critical thinking to solve complex problems. It often involves group discussions, brainstorming, and the integration of diverse perspectives and expertise (Hmelo-Silver, C. E., & Barrows, H. S. 2008).

2.3. Differences and similarities between Cooperative and Collaborative learning

The definitions of collaborative learning in the literature most often describe the importance not only of students working together in groups, but also of the group working together with the teacher in an effort to develop knowledge, thus shifting the nature of authority in the classroom. Bruffee (1993), an advocate of collaborative learning, describes knowledge as "something people construct by talking together and reaching agreement" (p. 3). Moreover, collaborative learning nurtures essential skills that are highly valued in today's interconnected

world. Communication skills are honed as students articulate their thoughts, listen actively to their peers, and engage in effective dialogue. Collaboration also cultivates interpersonal skills such as leadership, negotiation, and conflict resolution, as students learn to work together towards a common goal.

Cooperative learning involves structured activities where students work together in small groups to achieve common learning goals. It promotes positive interdependence, individual accountability, and face-to-face interaction among learners (Johnson et al., 2014, p. 38).

Several authors have discussed the relationship between cooperative and collaborative learning. An article by Matthews, Cooper, Davidson, and Hawkes (1995) also examines the relationship between these two approaches to small-group learning, concluding that cooperative learning is more structured and employs more active teacher facilitation than collaborative learning.

Cooperative learning fosters interdependence through a combination of goals, tasks, resources, roles, and rewards, while collaborative learning employs only goals, tasks, and, occasionally, limited resources to foster interdependence. (Davidson, N., & Major, C. H. 2014. p. 34).

2.4. Foreign Language Teaching

Foreign language teaching has evolved significantly over the years, incorporating innovative approaches and methodologies to facilitate effective language acquisition. This article explores various strategies employed in foreign language classrooms and presents evidence-based research to support their effectiveness. By implementing these strategies, educators

can create a dynamic learning environment that fosters language proficiency and cultural understanding.

Aspects like Communicative Language Teaching emphasizes real-life communication and interaction as the primary goal of language learning (Richards & Rodgers, 2020). Learners engage in meaningful tasks and use the language in authentic contexts, enabling them to develop their communicative competence.

Foreign Language Teaching encompasses various approaches, methods, and techniques used to teach languages other than the learner's native language in an educational setting.

2.4.1 Communicative Language Teaching

Communicative Language Teaching emphasizes the importance of communication and interaction in language learning. This approach encourages learners to use the target language in authentic contexts, focusing on meaningful communication rather than rote memorization. Effective communication between students is necessary when dealing with important aspects such as language, which needs natural contexts and less preparation or memorizing vocabulary. More spontaneous.

2.4.2. The Lexical Approach:

The Lexical Approach focuses on the importance of vocabulary and collocations in language learning. It emphasizes the teaching and acquisition of chunks of language (lexical phrases) rather than isolated words or grammar rules (Lewis, 1993). It's a method of examining and instructing language that operates on the notion that it consists of individual word units rather

than grammar rules. These units encompass words, combinations formed by word pairings, and established phrases.

2.5 Oral Production

Oral production plays a vital role in language acquisition, particularly in English language classrooms. It is an essential skill that needs to be developed in order for people to communicate effectively in any language, especially in English which is considered a foreign language for many.

Being able to speak fluently in English can open up a world of opportunities for all. It not only fosters communication skills but also cultivates confidence and cultural understanding. This text explores various strategies and approaches for enhancing oral production in the English class, drawing insights from notable authors and scholarly references.

Creating a positive and supportive classroom environment is crucial for encouraging students to engage in oral production. As Vygotsky (1978) emphasizes, social interaction and collaboration facilitate language development. Teachers can promote interaction through group activities, pair work, and discussions, fostering an atmosphere that values and encourages verbal expression (Lightbown & Spada, 2013).

It is important that developing oral production in the English classroom requires a combination of pedagogical strategies and approaches. By creating a supportive environment, implementing authentic speaking tasks, incorporating technology, providing constructive feedback, and integrating pronunciation instruction, teachers can foster students' oral communication skills. These strategies, informed by the works of prominent authors and

supported by research, can contribute to a more effective and engaging English language learning experience.

The oral production is based on the theory of the Acquisition-Learning of Krashen (Krashen, 1981) which, developed on the basis of five hypotheses, however, emphasizes the fifth assumption, where it states that students who feel confident and are motivated in class, will show better results in their learning. Therefore, the author said that there are two ways to develop linguistic capacity, by means of acquisition which means to accept subconsciously knowledge where information is stored and stored in the brain through the use of communication; this is the process that is referred to for the development of native languages; and learning, which understands the opposite of acquiring, is the conscious acceptance of knowledge about a language, that is, grammar or form.

The oral production in some situations This involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, improvising or singing a song.

3. METHODOLOGIES

This chapter describes the procedure used during the internship to achieve students goals in improving cooperative learning.

At first, I made a detailed observation of each of the groups in which I was assigned, I found the class very communicative. During that analysis I could conclude that students do not do many group activities which I thought it was important. Some strategies were needed to achieve better learning.

I went over it carefully, asked the students if they knew any words or if they remember any of the vocabulary they had seen. I noticed that they talked a lot so I designed a plan to improve learning using cooperative learning as a method to implement strategies using dynamic activities and relating oral production.

Active listening, respectful communication, and equal participation were emphasized, fostering a supportive and inclusive atmosphere. This helped us build trust and work cohesively as a dynamic group.

The tasks assigned were a little bit challenging but manageable. They required us to think critically, pay attention to the instructions, and apply our knowledge collaboratively. The structured tasks encouraged open discussions, where we shared ideas, perspectives, and solutions. This process broadened our understanding of the subject matter and helped us gain new insights. (See Appendix 3).

I have to point out that group students help each other, but sometimes they generated a bit of disorder. The second key component for successful cooperation is promotive interaction or

the willingness of group members to encourage and facilitate each other's efforts to complete their tasks in order for the group to achieve its goal (Gillies, 2016).

Additionally to the EFL classes given to students, I had to carry out some administrative responsibilities, such as: English Club, Padlet with Korean children and Creative walls.

3.1 English Club

Engaging community where students come together to explore and celebrate the English language and its various aspects. It serves as a platform for fostering a love for literature, language, and cultural exchange. The English Club was created with the aim of strengthening and learning various aspects of the language, with the aim of understanding the global dynamics and relating to the culture of other English and non-English countries.

One of the primary goals of the English Club is to enhance language skills and encourage effective communication. Members have the opportunity to improve their speaking, listening, reading, and writing abilities through engaging discussions, presentations, and collaborative projects. The club also organizes workshops conducted by the teacher.

The English Club provides a supportive and inclusive environment for students of all backgrounds who have an interest in the English language and its associated disciplines. It fosters a sense of community and friendship, encouraging students to explore, express, and embrace the power of words. (See Appendix 7).

The English club worked on Thursdays during the break time, students were invited and with the help of a student of teaching practicum 2 we carried out various dynamic activities in which the boys were involved in a good way always maintaining composure and respect for others.

It is interesting to note the good participation of students who although they did not speak English or understood the language were always paying attention to activities and games. (See Appendix 4).

3.2 Padlet with Korean children

The Padlet is an exciting and interactive digital space created by the teachers to enhance the learning experience of Korean children and promote cultural exchange. It serves as a virtual feed board where students, teachers, and parents can collaborate and share their ideas, achievements, and resources related to Korean and Colombian culture.

The Padlet is dedicated to cultural immersion. Here, students can explore Korean traditions, festivals, music, art, and history. They can discover fascinating facts, watch videos showcasing traditional performances, and even participate in virtual cultural experiences. This section helps students develop a deeper appreciation and understanding of Korean culture while fostering a sense of pride in their heritage. (See Appendix 8).

The padlet was held on Thursday after the English club, students posted presentations about them, data about the school, school places like the courts, the library, the classrooms, is reciprocal and complete communication.

3.3 Creative wall

A mural that was used to show various aspects of English that looked good, in addition to being well complemented with idioms that were shown.

It was created by teachers about the English club, in addition to having prepared a point for the environmental day civic act.

4   FINDINGS AND GAINS

This chapter will explain the achievements and learning obtained during the internship, the results obtained by applying the cooperative learning modality and how it impacted students in such ways. It also analyzes the various moments that relate dynamic learning.

4.1 Growth of student learning.

I think that the students had an excellent disposition at the beginning of the classes, they always looked anxious to know that it was going to teach, for which sometimes they wondered if they knew this or that word. I consider that the level of English they showed me is good, but there is still much to learn. It is important to clarify that the children were always attentive to the classes and are very likely to understand at some point what they are asked.

The students' first impression of the cooperative learning modality was positive. I thought it was gratifying when they showed interest in this process and the response was satisfactory after trying to resolve the activity related to the topic they had already seen, there were also times when they were in groups. They asked questions but there was always a good attitude, sometimes they dispersed a little, they began to do other things which when they had to give the order, they remained still.

I can see that group activity is good for increasing the communicative capacity of students so that they are always ready to listen.

Figure 1

Pictures A and B: Development of the Cooperative Learning Method. Organizing groups for the activity about family members.

In this picture , I was giving instructions in English of how to make the groups, so students could learn how to make groups and following instructions. It can also be observed that I am helping students how to work.

After being organized, instructions were given, they were given little papers with the names of each member of the family so the activity continued without any major things, they began to think about those sentences, they wrote them and aloud they said the sentences, This definitely improved the speaking ability of the kids feeling more confident.

Figure 2

Picture: Group of students raising their hands ready to give their answers.

In this image, we can see that the students were raising their hands prepared to participate and give the sentences they had previously created, this shows the good cooperative work they had, there was not much intervention of the teacher, except in some doubts such as: What did this word mean? among others.

I consider that some knowledge is important to the students because they are like sponges, I took into account the previous learnings of each classroom since I was teaching the class in the 6 sixth groups, which gave me to know the realities of the boys, I found it interesting that they are interested because it is very important and demonstrates their desire to learn, learning a second language is necessary, in addition to which provision is needed which leads to how much a student can retain information. It should take into account elements that make the class more dynamic, group learning or cooperative learning considered a way to learn and observe how the student learns using this methodology that can be considered as innovative.

4.2 Professional growths

During this process I had several challenges that I faced with some complexity because the first time is always difficult since the students begin to know the teacher. The teacher starts to have confidence and connection with students after the second class. Sixth graders are in a transition from childhood to pre-adolescence which requires a way of teaching according to their ages, teaching classically was not an option, so I analyzed various ways. In terms of communication, it possesses a dynamic nature while being distinct to each individual, which may not appear favorable in a typical sense. I started researching cooperative learning and realized that classroom spaces can be created in an easy and entertaining way for everyone.

I think that empathy plays a pivotal role in personal growth as an English teacher. By understanding and empathizing with the experiences, challenges, and aspirations of my students, I create a supportive and inclusive classroom environment.

Witnessing the growth and achievements of my students becomes a source of profound joy and fulfillment.

Secondly, I learned a little more about the suggested curriculum that is the way forward in terms of teaching English and has those necessary goals that must be achieved, I emphasize that in the sixth-grade curriculum specifically, expressions such as WH questions are displayed, which are important to require information in the communicative act.

Figure 3. Lesson Plan: My dear family Cooperative Learning. Principal Elements.

STUDENT TEACHER: Juan Enrique Pardo SCHOOL: Institución Educativa Los Garzones GRADE: 6th HOURS/WEEK: 22 UNIT TITLE: My Dear Family   LESSON DATE: 09/06/2023   TIME: 1 hour per group

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
Improvise group dialogues describing family members.	• Students will be able to work in groups using the theme: family members and improve their English speaking ability. • Students will be able to work in groups using the theme: pronouns and verb "to be" relating it to family members.	Vocabulary: • Mother • Father • Sister • Brother • Daughter • Son • Grandmother • Grandfather • Aunt • Uncle • Cousin. Verb "to be" Pronouns.

In figure 3 I show the main elements that make up the class, first of all basic data are placed as the name of the teacher, school where the internship is executed, grade in which it was assigned, date of the time the lesson plan is implemented, etc. In the lower columns, there is the task that is the activity that students will perform, the learning outcomes that is what I

want to achieve in my students, and the teaching points that are all those elements that are going to be learned and that are evaluated.

Figure 4. Stages of lesson plan.

INSTRUCTIONAL ACTIVITIES

	Resources/Materials	Time
Warm-up The teacher will show the students a video related to family members and relate it to the verb "to be" and showing examples of how to create sentences with personal pronouns.	Videobeam, vídeo	10 mins
Core activities • The teacher will start with groups of 5-6 students and then they will be assigned a corresponding number and should be attentive to that particular number all the time, cooperative learning will be implemented. • Then the teacher will give them a small paper per group, where the name of a family member will be written for example: mother, father, cousin, aunt, etc. During this time the student will analyze each member. • Each group will choose a leader, the teacher will give instructions to make sentences to each group using the pronouns and the verb "to be". They will have a set time to do them efficiently and completely. • At the end of time, the teacher will begin with the exchange of prayers, each leader will stand at his post and say his prayer aloud in which the students of the other groups will listen and analyze.	Flashcard, board.	30 mins
Closure Finally, the round-table group will be organized and a review of the topics learned and the teacher Encourage students to reflect on their own performance and identify areas they can focus on to enhance their English speaking skills further.		10 min

In figure 4 I detail the activities that I implemented in the corresponding grades to achieve the objectives proposed in a complete way. In the warm-up activity I put them in context and I made them a short reminder about the topic family members and it is important that they remember those kinds of topics to avoid confusion and that they aren't lost and with doubts about the activity.

The core activities show the activity, in which the children met in groups of 5-6 people and developed the activity that was to create those sentences using the verb to be indicating the

family members, the students were in an excellent way since some although they required help, I did not hesitate to lend a hand and assist them in their doubts.

There was a part that the students did not solve their doubts they were angry and frustrated because they did not find that word, and for that they used the "friend" which is what they call the dictionary.

Finally at the closure of the class, I organized a round table in which students gave opinions of the activity in an orderly manner and also reflected on their performance during the activity, as they carried it out, encourage students to reflect on their own performance and identify areas they can focus on to enhance their English-speaking skills further.

Throughout this lesson it is obvious that cooperative to improve oral product was an effective technique due to the fact that students felt motivated and participated actively during the class. This means that, even for me, as an internship teacher, the results obtained by students are also considered a gain for me as a future professional.

4.3 Personal Growths

I consider that this experience was interesting and very important in my personal development, and I think that each person understands it differently, because teaching does not mean to stand in front of a class, it goes beyond that (figure 5). Each student has a different way to learn. That helped me to understand and be empathetic, to get into the reality of that person, not just learn the students sitting all morning, I also learned as a teacher, not to exclude anyone, be attentive to any situation of non-conformity.

Those situations that sometimes are not expected, have helped me to be a better person, put me in the shoes of boys, the opinions of each give me to understand my way of being.

I learned that every day you learn something, there's always something new to discover.

As a teacher is a transformative journey of continuous learning, self-reflection, effective communication, empathy, and the joy of witnessing students' growth. It is through the challenges, triumphs, and meaningful connections forged in the classroom that I embark on my own path of self-discovery and growth. As an English teacher, I am not only a facilitator of knowledge but also a lifelong learner, constantly evolving, and committed to making a positive difference in the lives of my students and the broader community.

Figure 5. Teaching.

5. CONCLUSIONS

Cooperative learning is a powerful and effective approach that has the potential to transform the educational experience for students in schools. By fostering collaboration, active engagement, and shared responsibility, cooperative learning cultivates a positive and inclusive classroom environment where students learn not only from their teachers but also from one another.

Through cooperative learning, students develop essential interpersonal skills, such as communication, teamwork, and conflict resolution. They learn to value diversity, appreciate different perspectives, and work together towards a common goal.

This process also has a positive impact on students' social and emotional development. Through collaboration, students build relationships, develop empathy, and learn to support and encourage their peers. They develop self-confidence, as their ideas and contributions are valued by their peers. As happened in the proposed activity in which the children collaborated with each other and also felt empathy for their peers and understood the various situations, it is important to know that those students solved the situations.

Implementing cooperative learning in schools, educators create an environment that fosters active learning, critical thinking, interpersonal skills, and emotional growth. It equips students with the necessary tools and abilities to navigate the complexities of the modern world. As students collaborate, support each other, and learn from one another, they become active participants in their own education, leading to meaningful and long-lasting learning

outcomes. Ultimately, cooperative learning empowers students to become lifelong learners, effective communicators, and responsible members of society.

Finally, I want to recommend implementing cooperative learning in most classes but accommodating each learning style and leaving no student behind, always put on an equal footing all those who require help or have disagreements regarding any issue developed.

6. LIMITATIONS

During the time of the internship, I suffered setbacks that did not allow me to perform some activities as I would have wanted at first, lack of time was the most common thing in this process. I had a month and a half to do the necessary activities so I had to devise those activities in less time than expected which impacted learning.

Due to limited resources, I faced challenges in acquiring necessary classroom materials and supplies. This meant that I had to be creative in finding alternative ways to engage students and deliver meaningful lessons. The lack of resources sometimes hindered my ability to provide hands-on learning experiences or utilize technology effectively in the classroom. The lack of resources sometimes hindered my ability to provide hands-on learning experiences or utilize technology effectively in the classroom.

On some occasions like for example: there was no projector in school as they have 4 projectors which are reserved for other areas such as biology that did not allow me to borrow which I had to use many times the board and markers.

I could say that you have to know how to accommodate, not a limitation, but pedagogy is necessary to find ways to overcome various situations in the classroom since the way of teaching is a fundamental part of the class and it is always good to know some didactic strategies.

I explored innovative teaching methods that required minimal resources, such as project-based learning or using everyday objects as teaching aids. By thinking outside the box, I was able to create engaging and interactive lessons without relying solely on traditional resources.

I highly recommend taking into account the lack of resources or having availability of these sometimes that they may need and also be ready to any abnormalities to have a contingency plan.

I want to highlight to encourage students to become resourceful learners by fostering their creativity and problem-solving skills. Design projects and assignments that allow them to think critically, collaborate, and find innovative solutions using the available resources.

Finally, this internship was a completely different experience for me because I was involved in various school activities in which students were actively participating, that excited me because I saw that they were interested in learning.

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8. APPENDIX

Appendix 1: Teaching exercise.

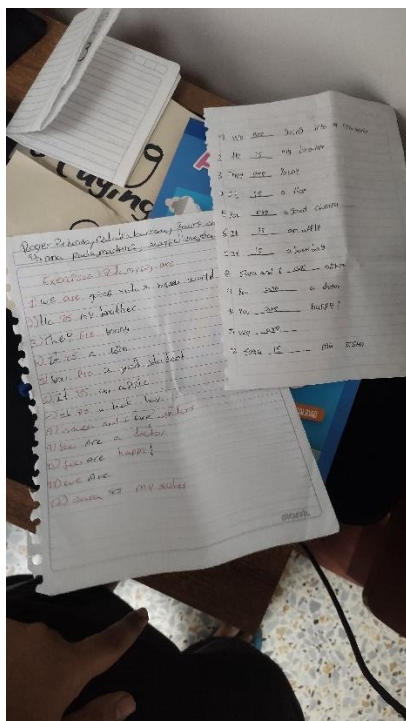**Appendix 2:** Cooperative learning activity with 6-4 group.

Appendix 3: Giving instructions for the activity.

Appendix 4: Active participation.

Appendix 5: Activities completed.

Appendix 6: Family members workshop.

Appendix 7: English club and creative wall.

Appendix 8: Padlet with Korean children.