

INTERNSHIP AT COLEGIO LA SALLE MONTERÍA

FINAL INTERNSHIP REPORT

SERGIO LUIS ARTEAGA SUAREZ



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

MONTERÍA - CÓRDOBA

2023

INTERNSHIP AT COLEGIO LA SALLE MONTERÍA

SERGIO LUIS ARTEAGA SUAREZ

sarteagasuarez@correo.unicordoba.edu.co

INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER

Advisor

ALEX MAURICIO DIAZ

UNIVERSITY OF CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA – CÓRDOBA

2023

ACKNOWLEDMENTS

First of all, I want to thank God for giving me the strength to get up every day and not give up during all these years of my professional training.

I want to thank my parents who have always given me their unconditional support to achieve all my personal and academic goals. They are the ones who with their affection have always encouraged me to pursue my goals and never give up.

I want to thank my dog Apolo, for being a companion in the long nights of work, and for inspiring me to continue being a better person.

Finally, I want to thank my professors for transmitting me the necessary knowledge to be able to be here today and to grow professionally, since in many occasions they inspired me to be a better professional.

ABSTRACT

This report describes the internship process developed at Colegio la salle Monteria, with 7th and 8th grade students. The main objective to develop this internship was to promote critical thinking and cultural awareness in students with the help of English as a foreign language, through cultural spaces where topics related to the different cultures of the world, stereotypes and their impact on people and society were addressed. this report also describes the teaching practices, methodologies, results, conclusions, recommendations and limitations of the internship process.

Keywords: Critical thinking, cultural awareness, culture, stereotypes.

CONTENT

1. INTRODUCTION	6
2. THEORETICAL FRAMEWORK.....	8
2.1 Culturally responsive teaching pedagogy (CRT)	9
2.2 Communicative language teaching (CLT)	12
3. METHODOLOGY	14
3.1 Duties chart.....	16
4. RESULTS.....	17
5. CONCLUSIONS AND RECOMMENDATIONS	25
6. LIMITATIONS.....	28
7. REFERENCES	29
8. APPENDIX.....	32

1. INTRODUCTION

The internship is a professional practicum offered by the faculty of education and human sciences at Universidad de Córdoba as degree option for the Licenciatura en Lenguas Extranjeras con Énfasis en Inglés program. It is aimed for 10th semester students to gain professional experience by teaching the acquired knowledge during the prior semesters.

The importance in carrying out the internship is that it allows the intern to put into practice the different aspects learnt through the degree in a real context, permitting to evolve and be immersed in the different situations presented in a real working ambience.

The internship report is to apprise the experience during the conduction of it at La Salle Montería School, which is a private institution located in Pasatiempo, a strata 3 neighborhood in the city of Monteria, Colombia. The students from this school come from a medium high socioeconomic status and the internship was carried out with 7thB and 8thA graders corresponding to A2 and A2+ respectively. As La Salle seeks to certificate as a bilingual school, hence the students from 6th grade to 9th grade are organized depending on their English level starting from pre-A1 to B1+. As in one classroom, students are classified in different levels, when English classes start, they need to move to the classroom according to the level they were classified.

The report details how the internship process is based on the employment of Culturally Responsive Teaching (CRT), since during the development of this process a lack of cultural awareness and critical thinking in the classroom was identified. During the internships, topics related to culture and stereotypes were covered, and the CRT altogether with Communicative Language Teaching (CLT), it was possible to carry out playful, analysis and dialogue activities,

with the objective of fostering cultural awareness and critical thinking in the students through the different skills of the target language.

Therefore, this internship report aims to inform and describe the different teaching processes, methods and approaches employed for class design and the theoretical basis beneath the activities developed. The teaching methodology implemented for the development of classes. Furthermore, the detailing of the results, limitations, problems and experience gained along with the impact had in the students and the school, during the conduction of the internship. To finally express the conclusions and to propose recommendations for future interns and class design.

2. THEORETICAL FRAMEWORK

Teaching a foreign language is something that nowadays is becoming more popular, most schools seek to form bilingual people to be more prepared for the future since globalization has been one of the factors that encourage students to learn a different language and have more opportunities in the labor world.

Chomsky (1965) stated that Teaching English as a foreign language refers to teaching English to students whose first language is not English; in order to accomplish this are required many approaches and methodologies to have successful results on learners.

While learning a second language, it is important to understand the different aspects of language use under its own culture and context, as this allows to create interpersonal interactions in similar contexts of the target language. Thereby, Gay (2010) stated that the use of CRT, which involves aspects such as cultural awareness and interpersonal interactions, helps learners to perform better in different contexts as they learn a target language by focusing on communicative competences.

Although the CRT seeks to develop the communicative competences, there are a few challenges that language teachers face at the moment of teaching a second language due to most schools have a main focus on grammar and do not give the relevance to the rest of the skills to properly communicate in the target language.

Xayat stated that “When learning a second language, we inevitably need to learn vocabulary, sentences, grammar, etc. first,” (2021). Even though, these aspects are important to the development of the skills, it should be emphasized on the communicative ones like speaking

and listening, because these are the keys to perform in situations that require the use of a target language.

In order to develop these skills, it is necessary the use of (CLT) to thrive the skills in a second language so students can have a more significant learning regarding the use and practice of this language in context.

2.1 Culturally responsive teaching pedagogy (CRT)

CRT was aimed to increase the engagement and motivation of African-American students who had academic struggles in public schools. This educational reform was implemented for the first time in the 1990 by scholar Gloria Ladson-Billings. Ladson aimed to help those African-American students who had academic issues, since there was a gap in learning compared with the rest of students.

Parting from this, a few more educators decided to apply this pedagogy in their classes, having positive results as it was the case of Ms. Morris, who decided to apply in 2006-2007 with her African American students the different characteristics of the CRT. She implemented in her classes three essential characteristics of the CRT such as students' lived experiences and existing knowledge, integration of music and dance, and utilization of familiar communication styles. By using these, the research resulted with a positive impact on the students, since 56% of fifth-grade students and 35% of fourth-grade students had scores at or above the grade in the subject of Math. (Cholewa, Goodman, West-Olatunji, & Amatea, 2014)

Thanks to studies using this pedagogy, which reflects a positive impact on the implementation of CRT, it was possible to take it to other contexts in education and apply it not only to African-American students. The San Diego project, was conducted by Moll and Diaz in

1987; this is a case that reflects the use of CRT with other audience apart from the students of color, since the researchers centered this study with ethnolinguistic minorities like the Hispanic community. During this research they implemented the student's background to foster the writing skill, focusing those writings on the problems in the community they faced as well as social issues such as unemployment, immigration, and the need to learn English. With the implementation of these characteristics of CRT, this research resulted in having fully engaged students; in addition, the students who were considered not capable of writing, were able to produce writings in the target language. (Villegas, 1991)

Regarding the implementation of CRT in a wider audience, this can be defined in a general way as a pedagogy that uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively (Gay, 2002). It could be said that this pedagogy is effective because it relates learning to aspects of the students themselves, making them feel that they are in their own, comfortable and trusting environment to develop communicative skills, in which they can express their different points of view, beliefs and experiences.

CRT takes on great relevance in the educational field because it has several important characteristics when developing learning processes. According to Gay (2010), one of these characteristics is that it has a validating character because it allows students to acknowledge their own and others cultural heritages, builds a sense of meaningfulness between home and school experiences to express their sociocultural realities and allows the use of other strategies in learning to connect easily with the target language.

Furthermore, Gay (2010) stated that CRT has a comprehensive characteristic because teachers when using this pedagogy, have to develop social, intellectual and emotional learning as

well as the use of values and assertive attitudes to develop a comfortable ambience for students; the students have to develop caring relationships, critical consciousness, and responsible community membership, in order to create a sense of comprehensiveness not only in their school but taking into account their roles in the community.

Taking into account the class design and the planning process, CRT could be intended as multidimensional, since it takes into account the aspects previous to the classes as the curriculum context is, the content while developing the classes as it is the classroom climate, the student-teacher relationship and the different techniques as well as the performance assessment used in classroom management. By implementing this, it could result on having more reflective and responsive curricula since students will be able to express their emotions, beliefs, values and opinions. (Gay, 2010)

Moreover, another aspect to consider related to the impact that CRT has on students is the empowerment. Gay (2010) claims that this aspect is important as it encourages students to become better human beings and successful learners both in life and academia. In order to achieve these things, it is necessary to build competences that help them to build self-confidence and courage, which are the keys for students to succeed in learning tasks as well as overcome the challenges they have to face in their learning processes.

In addition, one of the most important aspects that CRT has, is the transformative characteristic. This characteristic seeks to increase the respect among students of different ethnics inside and outside the classroom. This characteristic has a double focus, the first confronts and transcends in the curriculum content and classroom instruction. And the second develops aspects such as social consciousness, critical thinking, and cultural awareness, which have as main objective to combat prejudices, racism, oppression, discrimination and other

problems that the different cultures face. (Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 2010)

2.2 Communicative language teaching (CLT)

The CLT is defined as an approach to teach a foreign or second language which emphasizes on the communicative competence. Kaisheng (2007) stated that it is believed as the most effective approach focused on developing the communicative competences of the learners.

It is important to clarify that a communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. (Tarvin, 2014)

On the other hand, Gustiani (2012) stated that the CLT is an approach that is characterized for some major features such as syllabus, classroom activities, materials and tasks, and roles of teacher and student. The first characteristic is related to the fact of planning the activities that will be developed in order to achieve the goal that teachers have of using the target language in context. This syllabus helps to follow an order and have idea of the things that will be taught during the period of time the classes will be held.

According to Gustiani (2012), the second characteristic is related to the activities carried out inside the classroom. These activities seek to develop the communicative competences by doing discussions in groups, pairs or among the whole class, since this kind of activity helps the students to manage a sense of collaboration and enhancing of the communication skills. Simulation is another activity that helps the students to have an idea about the use of the target language in a real-life situation, they will find the need to use the target language if they happen

to be involved in a situation like the presented by the teacher. As a third activity to include in classroom activities, it can be found roleplays; this activity is similar to simulation but the students will be impersonating someone else with the help of the target language in context.

The third characteristic is about the tasks and materials used in the classroom. Gustiani (2012) stated that the communicative tasks provide students more opportunities to express themselves and to use appropriate the target language. The material used are to set an ambience in which students feel pleasant while learning the target language, putting them in a comfortable context, time and situations while learning it.

As last characteristic can be found the roles of teachers and learners. This characteristic is important since CLT is a learner-centered approach, it means that the role of the teacher is to help the students by giving them tools to use the target language in a communicative learning ambience. The teacher has to make communicative tasks in order for the students to actively interact among them while using the target language. (Gustiani, 2012).

3. METHODOLOGY

The methodology refers to the way things are carried out; it explains the different strategies, practices and techniques used by teachers for the development of classes. With the methodologies, the content for classes can be developed in different ways; they can go from improving the students' skills to engage them in the subject. In this part, it is going to be explained the internship process at La Salle Monteria School and how it was carried out. The methodologies used during the internship were focused on fostering the critical thinking on students through the use of CRT.

The implementation of CRT in classes, which involves transforming the actual perspectives, knowledge base, and approaches of a conventional classroom's curriculum and instruction (Vavrus, 2008), was carried out by different strategies implemented such as games, videos, forums and a final project.

In order to get to the final project, it was necessary in first instance to work on the students' interest. As Lata Sharma & Pooja, (2015) stated, to make the students learn more autonomously and effectively, it is necessary to make them be interested in learning; in order to interest students was necessary the activation of prior and the discovering of new knowledge about culture through the reproduction of videos about the meaning of culture, aspects that make part of it, thoughts about it and the different stereotypes that people have about the different cultures. The videos were shown in order to increase the cultural awareness in students in general, leading to the implementation of discussion forums in classes about these topics and more sensitive topics such as stereotypes, discrimination, racism, xenophobia, etc.

In addition, famous games like “guess who” were implemented, but taking another perspective, as it was stereotyping the characters in order to see if students had the same prejudices. This sought to identify the different prejudices that a person can have about a specific characteristic and how they can affect the people’s lifestyles.

The execution of these activities helped to develop the final project, which was a culture show to interest other students in learning about different cultures through the use of English. In this culture show, per group, the students would give a sample of a country or region chosen of their interest, and they would show the different aspects that make part of the culture of that country or region in a stereotyped way.

After doing the culture show, the students handed in a written report expressing their thoughts, the experiences and the things learned before, during and after the culture show.

Besides the role as a teacher inside the classroom, some other things were developed in the school; among these can be found the support given in the planning of classes, the extracurricular activities and ludic activities done by the school and the English area; activities like the Spelling Bee contest, Book Fair and Lasallian week. And the attending of meeting with parents.

3.1 Duties chart.

Table 1. Internship schedule.

TIME/DAYS	MONDAY	TIME/DAYS	TUESDAY	TIME/DAYS	WEDNESDAY	TIME/DAYS	THURSDAY	FRIDAY
7:00 – 7:45	ADMINISTRATIVE HOUR	6:50 – 7:40	7B - A2	7:00 – 7:45	ADMINISTRATIVE HOUR	6:50 – 7:40	7B - A2	
7:45 – 8:30	ADMINISTRATIVE HOUR	7:40 – 8:30		7:45 – 8:30	ADMINISTRATIVE HOUR	7:40 – 8:30		7B - A2
8:30 – 9:15	7B - A2	8:30 – 9:00	BREAK	8:30 – 9:15		8:30 – 9:00	BREAK	BREAK
9:15 – 9:45	BREAK	9:00 – 9:50	8A – A2+	9:15 – 9:45	BREAK	9:00 – 9:50	8A – A2+	8A – A2+
9:45 – 10:30	8A – A2+	9:50 – 10:40		9:45 – 10:30	7B - A2	9:50 – 10:40		
10:30 – 11:15		10:40 – 11:30	ADMINISTRATIVE HOUR	10:30 – 11:15		10:40 – 11:30	ADMINISTRATIVE HOUR	
TOTAL: 22 HOURS.								

Source: Own elaboration.

This internship was carried out from September 2022 to December 2022, with a recess period in which the students from the school had vacation. The internship was carried out with 7thB and 8thA graders corresponding to A2 and A2+ respectively. In addition to teaching 16 hours, it was required to accomplish administrative hours, related to the planning and design of classes, to support in extracurricular activities and attend parent-teacher meetings. The previous chart describes the schedule followed during the internships.

4. RESULTS

During this chapter, it is described and detailed the findings of the internship at La Salle Monteria School. Taking into account that the objective of the internship was related to the fostering of the critical thinking through the use of CRT. In order to engage students to the topic of multiculturalism, it was necessary to awake interest on them by using different strategies such as videos, forums and games.

The first thing in order to gather information about the previous knowledge the students had about multiculturalism, it was discussed with them the topic of culture; it was asked about their thoughts and believes of this topic. It was evidenced that the students did not have clear the concept of culture and the things related to it. Thus, to interest the students on the subject it was implemented the reproduction of videos about the meaning of culture and the aspects that make part of it. After reproducing the videos, the students had a clearer idea of culture and its aspects, hence they showed interest and engaged to learn more about the topic, since it was something that students do not usually take into account for classes.

Figure 1. Video about different cultures.




Having discussed the aspects about the culture, it was focused on one of them, which was stereotypes. The first thing that was taken into account to focus on stereotypes, was contextualizing students through discussion forums to foster the critical thinking by using questions like “Do you know what a stereotype is?” “What stereotypes do you know about Colombia or Colombians?” “What stereotypes do you know around the world?” and “How does culture become into stereotypes?”. This generated a discussing environment in classes in which the students were able to discuss their different believes, thoughts and experiences. It resulted in understanding the meaning of the word, how stereotypes are related to culture, as well as the impact they can have within cultures, to the point of shaping the thoughts of society, which leads to prejudices.

To continue consolidating knowledge about the topic of stereotypes; it was implemented a game called “guess who”, in which they had to mention a stereotype based on how the character looked like. It was with the aim of creating awareness on how easy is to make a wrong idea about a person and also how prejudices about people are formed. After the implementation of this game, it resulted in a more dynamic and fun class for the students in which they could come to an end of the stereotypes imposed by society worldwide. Therefore, it was possible for the students to be aware of all the social problems that can be generated based on the prejudices as a result of the stereotypes, making them more responsible of their acts, words and expressions.

Once the students developed the different activities to create self-conscious about stereotypes, it was necessary to create the same awareness to the rest of the community. For that reason, the students developed a project that consisted on a culture show. This was a culture sample in which they had to create stands that represented one country in a stereotyped way; in the stands they have to show how they were seen by the rest of the world, they had to show the

food people think they eat every day, the clothes people think they wear most of the time, and including other aspects such as the traditions, behavior, religion and general stereotypes about the culture that the world has of the country.

Figure 2. Lesson plan.

		COLEGIO LA SALLE MONTERÍA PLANIFICADOR DE CLASE		CÓDIGO: SMFOPP9 VERSIÓN: 5	
Nombre del Docente: ILENA SOLERA VALDES		Periodo: 4		Semana: 3	
Fecha: Septiembre 26 - 30		Área: INGLÉS		Asignatura: INGLÉS	
Unidad: STAYING HEALTHY		No. 17		Grado: Nivel A2+	
Grupos: A B C D					
Contenidos Asociados: Words to describe body parts, reflexive pronouns.					
EVIDENCIAS DE APRENDIZAJE		COMPETENCIAS			
Recognizes specific information about events and experiences in oral texts.		COMPONENTES			
Understands general information from descriptive texts on topics of interest.		RECURSOS EDUCATIVOS			
Understands general information from descriptive texts on topics of interest.		LOCATIVOS			
Relates facts or events that have occurred in a specific time using comprehensible language.		MEDIOS			
		ESTRATEGIAS / ACTIVIDADES			
		SECUENCIA DIDÁCTICA PARA DESARROLLAR LOS APRENDIZAJES			
		Oración Reflexión			
		Prayer made in English by a student to highlight the blessings for which we should be grateful every day and entrust in God's hands all the activities to be undertaken.			
		The teacher gives thanks along with the students for the new week and for the beginning of the IV academic period which we hope can develop in the best way and our students can obtain excellent results.			
		EXPLORATION STAGE students work on activities involving the 4 skills (Listening, Reading, Speaking, Writing) using different tools and guided by the teacher.			
		As a warm-up for the unit, students will be asked a few questions like: -Have you ever fallen off a bike? -Have you ever broken something? -Have you ever had a surgery?			
		The students will answer the questions and tell the story if any of the previous things happened to them.			
		To introduce to the vocabulary the students will tell a story in which they have hit any part of their body, and while telling the story, they will search for the words they don't know and the first to find the meaning, will have a participation point.			
		After having socialized that, the students will work on vocabulary related to the theme of the developed unit called "Staying healthy". For this, the students will work on point 1 Page 98, where they will see an image and listen to a person say the parts of the body, so they can match the part of the body shown in the picture with what the listen.			
		After doing that, the students will work on the point 4, where they will find the definitions of the body parts, and they will have to write the correct word based on the definition.			
		The students will work on a Reading on page 99, where they will have to identify what where the parts of the body that the character in the story hurt. After doing that, the students will need to choose if the statements shown on point 6 are right or wrong and correct the ones that are incorrect.			
		To practice the listening part, students will work on the listening section on page 90.			
		To better describe the "Staying Healthy" unit, students will learn the grammar related to the reflexive pronouns.			
		It will be shown first the structure of the reflexive pronouns, and the rules of how to use them. Also, a few examples will be provided to the students and they will give examples created by them. After having done that, the students will complete a few exercises in point 4 with the correct reflexive pronoun.			
		To practice the speaking part, the students will create a conversation in pairs, where they tell each other a situation in which they were hurt and they will need to use the reflexive pronouns.			
		Along with the students it will be continued working on the Project about multiculturalism.			
		It will be held a discussion forum of the following questions: -How does culture become into stereotypes? -Can stereotypes ever be good? -What are the consequences of generalization?			
		During this class it will be asked to the students what stereotypes do they know about the different cultures. It will be shown a few videos where different people talk about the stereotypes of their countries and they will say if those things that everyone believes are true or false.			
		It will be asked the following question after watching the videos: -How stereotypes affect a person?			
		To close the class, the rubric for the project on multiculturalism that will be carried out will be explained to the students so that they can work on it. For the project, students in groups of 4 will focus on a country in the world. From the chosen country, the students will expose the different stereotypes and prejudices that people have about it, so they will make a contrast with the reality about these stereotypes that people have about the chosen countries. The students will make a culture show in the form of stands, which will be decorated based on the stereotypes they have about the chosen country, for this the students will present clothing, food, and aspects related to the country.			
		ESTRUCTURACION DEL APRENDIZAJE			
		ESTRATEGIAS / ACTIVIDADES			
		Laboratorio			
		Obra Literaria			

One example of the countries presented is Japan, this group started contextualizing the country by giving the geographic location of it and features such as traditions, behavior, religion and general stereotypes. Through these aspects were identified stereotypes like Japanese people eat sushi all the time, use kimonos daily and only watch manga and anime; which thanks to the research process made by the students, it was possible to make known that Japanese people have a great variety of food, only eat sushi and use kimonos in special dates, and they watch other types of programs such as newscasts and series, although the things they watch the most are anime and manga.

Figure 3. Culture show (Group: Japan).



As a second example, Brazil was a group that mentioned different stereotypes proper of the country as it is that all Brazilians play soccer, and based on the student's research, they disclaimed this and mentioned that 2 out 10 people play this sport. Another stereotype they mentioned was that most Brazilians wear sports clothes, which they claimed it is a false

stereotype since they only wear these kinds of clothes when national teams play. And another stereotype they mentioned was that most Brazilians eat macaque soup, which they claimed is false since Brazil has a great variety of food.

As last example, it is found the group about India. The mentioned as stereotypes that Indians are snake charmers, everyone practices yoga and all women only wear saris. These stereotypes were disclaimed by the students since they mentioned that being a snake charmer is a forbidden profession in India; even though yoga is a common practice in India, not all Indians incorporate yoga into their daily life. And, women, even though they use saris, it is not the only type of clothes they wear.

Figure 4. Culture show (Group: India).



The students after having presented the stands to the community, showing the different aspects related to the stereotypes, they expressed their opinions and thoughts about the activity in the report they had to hand in. In it they expressed how they felt while doing the activity, same as the learnings from it.

Likewise, the culture show worked as a platform to create conscious to the rest of the community from the school, as well as it was for the teachers, by transmitting a message of respect, tolerance and a sense of cultural awareness. This has a positive impact on the institution as it contributes to the formation of socially integrated people, capable of developing in different scenarios under the principles of respect and tolerance towards people's differences, at a cultural and interpersonal level.

Considering that the classes and activities were designed based on the CRT, it could be said that it contributed to a better appropriation and clarity regarding the topics developed during the internship process. At the same time, the implementation of this approach allowed students to have a better development of critical thinking in terms of strengthening their convictions regarding the consequences generated by stereotypes in society. The CRT allowed students to be able to create, share and stand up for their own ideas, beliefs and opinions without affecting other people.

Furthermore, by applying the CLT to all classes, it was possible for students to develop different activities using the four skills of the target language. Initially, it was found that students developed more activities based on grammar; therefore, through the CLT, several activities were carried out that allowed students to promote and strengthen the four skills. The reading skill was enhanced when the students had to look for and read relevant information for the culture show; the writing skill was worked on when planning the presentation, and during the activities where

they wrote down their thoughts on the topics seen; and the speaking and listening skills were fostered during the discussion forums, watching and commenting on the videos shown, and during the final presentation in the culture show. In all the skills an improvement was evidenced, however, the skill in which the greatest impact was noticed was in speaking, which was reflected in the pronunciation of the students and the ability to have conversations with greater confidence in the target language.

One aspect to highlight is that before applying the methodologies and approaches, students did not have a wide knowledge or clarity regarding issues related to multiculturalism and stereotypes. Therefore, thanks to the CLT altogether with the CRT, it was possible to deepen and strengthen these concepts in the students, achieving as a collateral effect that they had a greater engagement in terms of issues related to multiculturalism and stereotypes. This resulted in greater student participation and interest during classes, creating a more dynamic and collaborative learning environment.

On the other hand, the internship process at the level of personal and professional growth, allows an improvement in the development within a classroom, since it provides the tools to conduct classes appropriately; helps to have greater control over the students and the classroom in general; and helps to know how to express and interact with the student community, other teachers, administrative staff, and parents. This internship helped to develop creativity, since it was necessary to look for new ways and didactic methods to teach the contents to the different personalities, ages and learning rhythms of students. It helped to improve personal aspects such as patience, creativity and responsibility; likewise, to improve professional aspects in terms of the administrative functions that have to be developed, such as punctuality, commitment, cooperation, teamwork, among others; Finally, it was possible to know in depth the processes

that are followed within educational institutions, such as protocols and regulations, thus giving a global vision of the teaching practice and all that it entails.

5. CONCLUSIONS AND RECOMMENDATIONS

It can be said that internships are important for preservice teachers because they allow them to be exposed and immersed in a real context of the teaching processes in educational institutions in Colombia, which makes interns develop the necessary skills to accomplish the role as teachers. These skills are not acquired in the professional training process during the interns' path in the university, since these can only be developed based on needs presented in a real context.

The internship process should be a requirement for all programs dedicated to the human sciences, as these are seen as a complement to form integral professionals, taking into account a theoretical-practical teaching; as the university provides interns with knowledge and gives the theoretical basis to learn how to teach, the internships become the mean that grant the opportunity to apply this previous knowledge in context.

Regarding the experience at La Salle Monteria School, it can be said that it is an institution committed to the learning of students and their development on a personal level in order to form integral and enlightened citizens.

During the internship, a positive change at a professional level was evidenced, which will be present in the development of the teaching role throughout the professional life, due to it was possible to overcome the challenges faced during the process of the internship. Moreover, it was possible to acquire personal growth since it was possible to develop and improve aspects related to personality and interpersonal relationships such as empathy, understanding and respect for the different personalities, thoughts and beliefs of both students and the rest of the community.

From all this process, it can be highlighted that the positive impact was also reflected in the learning process of the students, since it was possible to foster critical thinking, cultural awareness and a better development of English skills. Beyond this, this process had a positive impact on the personal level of the students, since the topics addressed and the ways to develop them were directed towards the fostering of important values within society, such as respect for differences. This impact allows the sense of reflection on the impact teachers have on students and their social commitment to be important pillars to provide society with integral human beings full of ethical and moral values.

Based on the experience during the internships, several aspects could be recommended such as:

1. To carry out internships as a degree option, since it allows students to put into practice all the knowledge acquired at the university, teaches them to function within the real environment of the teaching practice and provides interns with skills at a personal and professional level.

2. Similarly, this whole process allowed a better understanding of the importance of class planning to achieve significant learning in students, for this reason it is recommended to develop planning processes more rigorously, with clear objectives and appropriate methodologies for the development of classes.

3. Likewise, it is recommended to take students into account when creating lesson plans. It is important to find out how they would like the classes to be developed in order to motivate them and make the classes more interesting and dynamic for them.

4. On the other hand, it is recommended to propose activities based on real contexts in which the English language is used, so that students can put into practice the target language and thus learn to function in the different contexts proposed.

5. Finally, it is recommended that interns work equally on all English skills so that students have a comprehensive learning of this second language. Many institutions focus learning on grammar and writing and leave aside listening and speaking skills. It is important that preservice teachers strive for the proper development of each and every one of these skills.

6. LIMITATIONS

One of the limitations at the beginning of the internships is related to the lack of motivation that the students had towards the English classes, since they came from two years of virtual classes, which made the classes monotonous and boring for them. This generated that the students had bad attitudes towards the classes and the activities developed on several occasions. That is why the first step was to motivate them regarding the topics and the development of the classes.

Another limitation was related to time, since the students had many extracurricular activities, which interfered with the development of the classes, such as the Lasallian week, where different activities were carried out and classes could not be given. This was followed by the obligatory vacation in Colombia in the month of October, during which the students did not attend school. And when they entered after vacation, the final exams began, which lasted 2 weeks where the students could not do activities since these were the guidelines of the institution.

7. REFERENCES

- Cholewa, B., Goodman, R. D., West-Olatunji, C., & Amatea, E. (2014, February 04). *ResearchGate*. Retrieved from A Qualitative Examination of the Impact of Culturally Responsive Educational Practices on the Psychological Well-Being of Students of Color:
https://www.researchgate.net/publication/260527540_A_Qualitative_Examination_of_the_Impact_of_Culturally_Responsive_Educational_Practices_on_the_Psychological_Well-Being_of_Students_of_Color
- Gay, G. (2002, April). *Preparing for Culturally Responsive Teaching*. Retrieved from Journal of Teacher Education:
<https://journals.sagepub.com/doi/abs/10.1177/0022487102053002003>
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.). New York: Teachers College Press. Retrieved December 18, 2022, from Culturally Responsive Teaching: Theory, Research, and Practice:
<https://books.google.com.co/books?id=rYspC7C-zowC&pg=PR7&dq=culturally+responsive+pedagogy++characteristics&hl=es&sa=X&ved=2ahUKEwj0Jre5oT8AhVHZTABHeqiAh4Q6AF6BAgFEAI#v=onepage&q=culturally%20responsive%20pedagogy%20%20characteristics&f=false>
- Gustiani, S. (2012). *Jurnal pnj*. Retrieved from THE COMMUNICATIVE LANGUAGE TEACHING: REVIEW ON OWN EXPERIENCE IN ELT AT ENGLISH

DEPARTMENT, SRIWIJAYA STATE POLYTECHNIC, PALEMBANG:

<https://jurnal.pnj.ac.id/index.php/epigram/article/view/42/41>

Kaisheng, H. (2007). *Reconsideration on CLT in College English: Theory and Practice*. (Vol. 3). Canadian Social Science.

Lata Sharma, H., & Pooja. (2015 , December 12). *International Journal of Applied Research* . Retrieved from Enhancing students interest in English language via:
https://www.researchgate.net/profile/Hemant-Sharma-31/publication/322951990_Enhancing_student_interest_in_English_Language_via_multi-media_presentation/links/5a9cf19ea6fdcc3cbacd6444/Enhancing-student-interest-in-English-Language-via-multimedia-presentatio

Tarvin, L. D. (2014). *ResearchGate*. Retrieved from Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence:
https://www.researchgate.net/publication/283711223_Communicative_Competence_Its_Definition_Connection_to_Teaching_and_Relationship_with_Interactional_Competence

Vavrus, M. (2008, July). *ResearchGate*. Retrieved from Culturally Responsive Teaching: https://www.researchgate.net/profile/Michael-Vavrus/publication/326657963_Culturally_Responsive_Teaching/links/5b5b69930f7e9bc79a6937f4/Culturally-Responsive-Teaching.pdf


Villegas, A. M. (1991, December). *ERIC Publications*. Retrieved from Culturally Responsive Pedagogy for the 1990s and Beyond.:
<https://files.eric.ed.gov/fulltext/ED339698.pdf>

Xayat, K. B. (2021, May 15th). *Challenges in Teaching English as a Foreign Language at Schools in Iraq/Kurdistan* . Retrieved from ResearchGate:
https://www.researchgate.net/publication/351607205_Challenges_in_Teaching_English_as_a_Foreign_Language_at_Schools_in_IraqKurdistan#pf7

8. APPENDIX

Appendix #1 Lesson plans. Link:

<https://drive.google.com/drive/folders/1NxeJaSgqhAR4kYAFMfK9tLd2NKm9fTLD>

		COLEGIO LA SALLE MONTERÍA PLANIFICADOR DE CLASE		CÓDIGO: SMFOPP9 VERSIÓN: 5						
Nombre del Docente: ILENA SOLERA VALDES		Período: 4	Semana: 2	Fecha: Septiembre 19 - 23						
Área: INGLÉS		Asignatura: INGLÉS								
Unidad: LANGUAGES OF THE WORLD		N° 16	Grado: Nivel A2+	Grupos: A B C D						
Contenidos Asociados: Words to describe language (saying, present perfect and past participle, large numbers)										
EVIDENCIAS DE APRENDIZAJE Recognizes specific information about events and experiences in oral texts. Understands general information from descriptive texts on topics of interest. Understands general information from descriptive texts on topics of interest. Relates facts or events that have occurred in a specific time using comprehensible language.	COMPETENCIAS COMPONENTES RECURSOS EDUCATIVOS <table border="1"> <tr> <th>LOCATIVOS</th> <th>MEDIOS</th> </tr> <tr> <td> <input checked="" type="checkbox"/> Salón Audiovisuales </td> <td> Plataforma Texto Guía </td> </tr> <tr> <td> Biblioteca </td> <td> Video Gaea X </td> </tr> </table>	LOCATIVOS	MEDIOS	<input checked="" type="checkbox"/> Salón Audiovisuales	Plataforma Texto Guía	Biblioteca	Video Gaea X	SECUENCIA DIDÁCTICA PARA DESARROLLAR LOS APRENDIZAJES Oración Reflexión Prayer made in English by a student to highlight the blessings for which we should be grateful every day and entrust in God's hands all the activities to be undertaken. The teacher gives thanks along with the students for the new week and for the beginning of the IV academic period which we hope can develop in the best way and our students can obtain excellent results. EXPLORATION STAGE students work on activities involving the 4 skills (Listening, Reading, Speaking, Writing) using different tools and guided by the teacher. ESTRATEGIAS / ACTIVIDADES As a warm-up for the unit, students will be divided into two groups. They will write, one by one, as many countries as they know, the group that writes the greatest number of countries will win. Then we will discuss if they know the nationalities of the countries. Also, we will try to say greetings in other languages, based on prior knowledge the students have. After doing that, to foster the speaking, a few questions will be made, like: -What languages do you speak? -Do you like learning English? -Would you like to learn another language besides English? These 3 questions will be discussed and socialized with the whole class. After having socialized the questions with the class, students will work on vocabulary related to the theme of the developed unit called "Words to describe language learning". To practice the listening part, students will work on the listening section on page 90. To better describe the "language of the world" unit, students will learn the grammar of the present perfect and simple past. It will be shown first the structure of the simple past, and the rules of when to use it. Also, a few examples will be provided to the students and they will give examples created by them. The students will work on the exercise 1 and 2 in the grammar part, where they will have to classify which sentences are in simple past and which are in present perfect. Students will work on point number 4, where they will have to complete a text using the present perfect or the past simple of the verbs in brackets. Then the answers will be discussed with the whole class to check if the answers are correct or not. To keep practicing the grammar a few exercises will be shown in the class. And also, they will complete point number 6 where they will write the present perfect or simple past of the verbs to complete the sentences. To foster the listening and speaking during the class, students will be asked to listen the song "There's nothing holding me back" By Shawn Mendez. They will listen twice and then will have a few minutes to think on what the song meant and express on their own words the author's feelings or what the author wanted to express in the song. Along with the students will be created a forum to discuss topics to foster the critical thinking of students and talk about topics of the interest related with multiculturalism. Students will start by discussing the definition of culture, they will be asked a few questions like: -What is culture? -What aspects make part of the culture? -What aspects do you consider make cultures different? -Is it possible to find in the same country different cultures? -Do you think that the culture affects your personality? After having discussed those questions, as closure of the unit, students will watch a video in which will appear the definition of culture. They will be asked after watching the video, if the things they said were alike with the video or if they found different things on the video. In groups of two people, they will discuss the next question: "Why do they mention that culture is visible and invisible?". And share their opinion to the class. Then they will be asked the question: "Do you think that the world could have only one culture in the future?" and write the reasons why they agree with that question or not.		
LOCATIVOS	MEDIOS									
<input checked="" type="checkbox"/> Salón Audiovisuales	Plataforma Texto Guía									
Biblioteca	Video Gaea X									
Laboratorio		Obra Literaria	ESTRUCTURACION DEL APRENDIZAJE							
Aula Matemáticas		Fotocopias x	ESTRATEGIAS / ACTIVIDADES							
Sala de Informática		Módulo	Trabajo en plataforma LobitSail Proyecto CEP							

Appendix #2 Activities in class and final project, Link:

https://drive.google.com/drive/folders/16Cl_LOFw6pO862FsvrThgzUuqEQqGDsf





Love All Play: Anime is a medium of great expansion in Japan, being at the same time a commercial entertainment product that has caused a cultural phenomenon in popular masses and a form of technological art. Anime is traditionally drawn by hand, but computer animation has become common these days.

Some of the most famous channels in Japan are: uji TV, NHK, Nippon Television, TBS, TV Asahi, TV Tokyo y WOWOW and much more

SOME STEREOTYPES OF JAPANESE CULTURE.

How much of what is said about Japan is true? Find out.

STEREOTYPES	POSITIVO Y/O VERDADERO- NEGATIVO Y/O FALSO
Japan is one of the safest countries in the world.	It is a positive stereotype. Japan has one of the lowest rates of intentional homicides, according to the United Nations Office on Drugs and Crime.
Japanese public transportation is excellent.	Positive stereotype. It is very tidy, clean, efficient, modern, punctual and most have signs in Latin alphabet and railway employees are very attentive and <u>were</u> willing to guide.).
Japanese food is healthy.	It's a stereotype. Many of their food dishes are positive models of food that is beneficial for health since their food is balanced, varied and moderate.
Japan have some of the best customer service in the world.	It is a positive stereotype. The Japanese are very friendly, interested in complying with the rules of social coexistence.
The Japanese eat sushi all the time.	It is a false stereotype. The Japanese eat sushi at special times, when they are provoked and have money to buy it.
The Japanese wear Kimono daily.	It is a false stereotype. The Japanese only use the Kimono on special dates.
Some Japanese are racist.	It's a false stereotype. Some Japanese don't know English and don't know how to communicate with foreigners and they feel sorry.
The Japanese are very hardworking.	It's a negative stereotype. They are hard workers, but they work so hard that word for death from overwork: karoshi.
Japanese people only watch manga and anime.	It is a false stereotype. Perhaps because anime and manga originate in Japan and although they are widely seen by the Japanese, others are regular and do not see them much. They also watch other types of programs such as newscasts, series.

Russia Exhibition

This was our experience with the activity:

Angel Gabriel Meza Cantero: I found it to be a very interesting and creative activity, since we were able to learn about different aspects of the Russian country through it. Russian food caught my attention. In general, this way of learning English allowed me to relate more to my classmates and interact with another audience.

Juan Andrés Contreras: I found it very interesting because I didn't know much about Russia, but when researching with my colleagues, I think I really liked knowing what is currently happening in Russia as well as what its typical foods are like, for example, I learned that beets it is a fundamental ingredient for your meals. I also learned that stereotypes are false ideas or truths of a country, for example, imagining that there may be bears on the street, but in reality they remain in a zoo; therefore, it is important to know other cultures and learn from them like Russia.

María Selena Herrera: This activity that we did and being able to have the opportunity to share and interact with other young people, it was very excellent that the mothers helped us and were attentive, we had opportunities to meet to agree with all the preparation, at the stand It was excellent for us, we had the experience not only of communicating data to the young people, but also of interacting with them, making games and asking questions.

Appendix #3. Extracurricular activities. Link:

https://drive.google.com/drive/folders/1Sj_j5mUF-VKwsdVc9kaMr4SX2xV_Tgqp