

INTERNSHIP AT COLEGIO LA SALLE MONTERÍA

FINAL INTERNSHIP REPORT

ALMA LUCÍA BERNAL FERRER



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS

LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

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I am thankful to my parents, who have always been there, supporting me and cheering me in the bad moments. Without them, the courage, and the love they give to me every day, I would not be able to discover my vocation and, hopefully, spend my life doing what I love.

Also, I am grateful to my friends Vicky, Jenny and Karen for being supportive and help me during the tough moments. I consider that it is necessary to thank to the director and teachers from La Salle for being some instructors and gave useful advice. And last but not least, I would like to thank my advisor for being with me in this journey, supporting me and guiding me to do a good internship.

ABSTRACT

This report describes the internship process and results conducted at Colegio la Salle Montería. It consisted of teaching to nine graders. The main purpose of this internship was to provide a space in which the students could feel comfy to express and interchange their opinions through directed conversations or a conversation club about interculturality and how does this work. This paper discusses the teaching practices, methodologies, results, conclusions and suggestions, and limitations of this meaningful experience.

Keywords: *Directed conversations, conversation club, interculturality.*

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1. INTRODUCTION

The University of Cordoba offers its students the option of completing an internship at the end of their degree, and students will have the opportunity to put into practice their knowledge and pedagogical methods. Moreover, they will benefit from acquiring new learning and improve their skills at the moment of doing this internship in the school.

This document contains the experience of my internship at La Salle School, located in the city of Monteria, Cordoba. The school is in the Pasatiempo neighborhood. Some of the students live in the same neighborhood near the school, but most of them live in the northern part of the city. The school is characterized for having a bilingualism project which consists of improving the English level of the students so that they can have a bilingual level by the time of graduation. The project is carried out from 5th to 10th grade, and the institution conducts a test to determine the student's level of English.

During my internship at this school, I had the opportunity to work with 6th and 9th grade students, specifically 6D and 9C, in which the 6D students had an A1 level of English and the 9C students had a B1 level of English. The school has an intensive English schedule, being 8 hours per week in total. Taking this into account, it can be deduced that the level of English in general in the institution is very good.

The school manages a schedule of different hours, the students had to be at school every day at 6:00 am, however on Mondays and Wednesday's classes started at 7:00 am because before class, the students along with the teachers and headmasters met in the sports center to celebrate the Eucharist since the institution is Catholic. Likewise, on these two days the students

would leave the school at 1:25 pm. On Tuesdays, Thursdays and Fridays, classes began normally at 6:00 am.

The students at La Salle school have a good level of English, even the 6D students who belonged to an A1 level could perfectly understand a class in English completely without any problem. Therefore, it was not very complicated to get along with them and their level of English despite being basic, many times they used Spanish language when speaking. This problem did not happen with 9C graders but most of them did not participate much in class.

Perceiving this drawback, I decided to focus my internship on the development and improvement of oral communication skills through Interculturality, where students could also develop their critical thinking and participate in the topics without having any prepared material through audiovisual content. In addition, this method could help students expand their knowledge about other cultures that exist around the world.

The experience went beyond taking tests, grading them and researching about interculturality in order to make an interactive segment in class. I had the opportunity to participate and help in an event that the school holds every year, "Lasallian week", where different activities and competitions are held during a week for students and their recreation.

On the other hand, this document reports the development of the internship, which contains different chapters with data of my performance and achievements from this experience. The chapters contain information of Interculturality, difficulties, the strategies that were used during the classes, the results gained from the internship, conclusions and suggestions.

2. THEORETICAL FRAMEWORK

This chapter will mention the bases and sources that were used in the internship done at La Salle Educational Institution which is located in Montería. The conceptual framework will show up the following theoretical underpinnings: Interculturality, Communicative Language Teaching and the tools to carry out the intercultural teaching process.

2.1. Interculturality

As a future teacher, one of my goals and desires is to see my students develop integral education skills, learn and apply their values not only in the classroom but in everyday life. Also, to learn that time goes on and the spaces for learning and teaching become more diverse, and how interesting is to see in the ways, through which the English language people can learn about diversity, how a single language can bond such different communities. When entering this world, it is common to find questions about how as learners of a foreign language and other people who speak English who belong to the English-speaking community are culturally different even if they are from the same country.

Gorski (2009) said that educators should focus on learning about specific characteristics of their students' cultures, such as the values, lifestyles, and ways of being that might be representative of students from a particular country or region. "Language Teaching, then, has also been affected by interculturality. It has come to cover the space which culture has always had in the language curriculum and it is considered another competence to aim at in the learning

process” (Trujillo, 2002, p.105). Teaching of interculturality allows us to learn and be aware of the different ways of life, identify several stereotypes that exist among people who speak the same language and who may even live together in the same country but are at the same time very different. This helps students to practice empathy and respect for other cultures.

The most frequent definition of culture in language teaching is related to two expressions, culture with capital "C", or formal culture, and culture with small "c", or deep culture. The first includes "the geography, history, literate and great achievements of a country and its people" whereas the latter concerns "facts having to do with custom, manners, way of life or life-style" (McLaren & Madrid, 1996, p.362). The way in which this approach was managed was by teaching culture or folklore, fashion, festivals, flags, behaviors, beliefs and food, however the focus was directed in a deeper way, where the students themselves would question the why of things and not gain superficial knowledge. In the same way, by having a deeper approach, students would learn how through these qualities, people manage to obtain a lifestyle adapted or related to them.

It is important to highlight that for some time now, using culture to teach has become relevant and proved to be efficient for the cognitive and social development of students. In her study, Nieto (2010) concluded that students' knowledge of their native culture has a positive effect on their learning and teachers should respect the cultural differences as helpful resources to encourage learning and act as facilitators in terms of teaching culture.

Short (2009) said that the intercultural understanding is an orientation in which learners:

- Explore their cultural identities and develop conceptual understandings of culture.
- Develop an awareness and respect for different cultural perspectives as well as the commonality of human experience.
- Examine issues that have personal, local and global relevance and significance.
- Value the diversity of cultures and perspectives within the world.
- Demonstrate a responsibility and commitment to making a difference to, and in, the world.

Teaching English through interculturality is a relatively new topic, so it is important to be careful when using it and to know how to do it. Personally, I find it an interesting and didactic strategy that students are unlikely to get bored if it is well used, and it does not only help them develop or improve their communication skills but also helps them learn about their own culture, the culture of other countries and how people are connected through it despite the differences. This is also important because it helps them create awareness and learn to respect the differences that exist between all of us.

2.2.Communicative Language Teaching.

Communicative Language Teaching can be defined as a teaching approach which enable students to use the second language in real-life situations. “First, CLT deals with what we learn, where communicative function takes center stage... activities such as role-play or discussions are engaged to achieve language competency” (Teh, 2021, p.66). This approach it is primarily focuses on the students’ interaction during the classroom, in which they could produce speech

and engage in conversations or discussions using the target language. In this sense, CLT is considered a tool that prepare the students to be confident communicators in different real-life contexts.

By using this approach, the students develop their oral communication as they prepare themselves to use the target language unconsciously, Knight (2001) states that “the learner can communicate successfully in the target language in different real situations, rather than being conscious that they understand that language”. In other words, the students should communicate freely and naturally in the target language without having a conscious understanding of the rules that governing it.

The student-student interaction plays an important role when we are applying CLT. Most of traditional teaching methods are carried out by a dominant teacher with the students learning through passive learning or reading. By this student-student interaction, learners can be focused on the active interaction among themselves during the class. This allows them not only to practice their speaking without feeling pressure but, to generate and acquire more precisely the information they exchange. “Learners do not learn the language for the purpose of acquiring the grammars and vocabularies per se; rather, they use the language to communicate with others or to comprehend the information other send to them” (Richards and Rodgers, 2001, p.160).

2.3. Tools to carry out the intercultural teaching process.

In a study carried out on teaching and learning Spanish language and culture by Minister of Education (2004), it was suggested that students analyze and exchange ideas on cultural perspectives, compose songs, stories, short plays, poems and designs that can serve the purpose of portraying multicultural aspects of the same topic.

The use of interactive videos, music, films, stories, games, stories, books, TV and even news are didactic resources that are useful when teaching about interculturality, including through role-playing and dramas. In this way the student will connect more deeply with the topic and gain other perspectives. Gester (2006) highlights that visual media could carry the historical messages of a culture. Peck (1998) emphasizes the significance of showing foreign films to students for the learning of gesticulations.

Kılıçkaya (2004) states that teachers' role is to teach learners the cultures and the reasons why certain events take place in different cultures. The main object of teaching interculturality is to make them understand the presence of different cultures. Textbooks are important resources which students can easily and frequently access. Cunningsworth (1995) points out "Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society" (p. 90).

Nowadays, books and textbooks have gradually moved out of the routine by leaving behind basic teachings full of stereotypes, which is a great advantage for students as they gain easy access to less superficial knowledge of the cultures and customs of the outside world. This advantage could be used in classrooms as a way to teach interculturality to the students to get a

deep knowledge about the topic and make them aware that there are more things to know about the outness.

This chapter discusses interculturality as a method of teaching a second language, how to achieve it by using CLT and some tools. Interculturality was selected considering the objective of my internship and the English level of my students.

3. METHODOLOGIES

During my internship experience I tried to make students improve their confidence and give them an environment in which they could feel relaxed at the moment to participate and give their opinion or discuss with their classmates. As they have a good English level it was not difficult for them to speak because they are B1 and all of them have the capacity to understand the topics and get the key points of learning interculturality.

The purpose of implementing a “conversation club” in which the students could talk freely about a topic, in this case, they talked about Interculturality in different contexts, or directed conversations in the classroom is for students to create a new interactive space for them to express their thoughts, being interested on their classmates’ opinions, exchange information and discuss if they agree or not, to obtain a meaningful learning and teaching process; as they can learn from each other, together and individually. Dobson (1981) said that directed conversation is probably the most reliable way to true communication and this method of practicing oral production is important in students’ learning experience at the moment to acquire, develop or improve a new language.

To implement CLT to teach Interculturality, I apply this concept by doing directed conversations and discussions, as it was mentioned before, and the contexts that were given by

the teacher consisted mostly of the reproduction of videos in which they could observe different real-life situations and they should construct their opinion and elaborate a good argument about it. After this, they would have 5 minutes to express their ideas and make questions that their classmates should answer.

This method helped the students to learn about Interculturality as they not only could watch videos and read texts about the topic but also analyze it deeply. The videos presented situations in which they had to pay attention on what is happening and ask themselves what they will do if they were in those situations also, gives solutions depending on the person and think about the importance of the contexts, how the way people are raised and the country in which we live affects our reactions and lifestyles. By analyzing those aspects, students could understand and respect the differences that exist between all of us and learn the importance of Interculturality.

In the following chart I will show the content that was implemented to carry out the directed conversations in the classroom. Firstly, the chart shows the name of the material, then the goal required by presenting the video and text. Thirdly, the questions that were used to start the conversation to make students give their opinions. After that, you can notice the date on which the directed conversation was implemented, and finally the materials used.

3.1.Chart of duties

Name	Questions	Date	Materials
Talent vs Training	<p>-It is possible to born with a talent and be talented without training it?</p> <p>-How the environment and the city/country/culture you live and have, affect the way you train your talent?</p>	September 19-23.	<p>Video used in classroom:</p> <p>https://www.youtube.com/watch?v=2ZiRZrYo5tA</p>
How should you act if...?	<p>-Do you think the way we live, our behaviors and what we can observe in television affect us at the moment to face a dangerous situation? How?</p> <p>-How our lifestyle allows us to act in a situation related to the video?</p>	September 26-30	<p>Video used in classroom:</p> <p>https://www.youtube.com/watch?v=KDFdX20yFP0&t=1s</p>
Language discrimination	<p>-How challenging would be living in an English speaking country without looking as a “native”?</p> <p>-What do you think about this problem? How it creates challenges in our society?</p> <p>-How this inconvenient affect</p>	October 25-28	<p>Video used in the classroom:</p> <p>https://www.youtube.com/watch?v=C5BT4Li2wEk&t=38s</p>

	us if we want to live in an English speaker country? -What should we do to make people aware of this problem and how we can solve it?		
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This internship was conducted from October 2022 to November 2022, with a recess period in which the students had vacations for one week. I taught in 6th and 9th grade. In addition to teaching 16 hours lessons per week, I had to fulfill administrative hours. For those administrative hours I did support and practices with the students during the “Lasallian Week” and for the presentation of an Online Cambridge Test to analyze the English level of the students. The following chart shows the schedule I followed during my internship.

TIME\DAYS	MONDAY	TIME\DAYS	TUESDAY	TIME\DAYS	WEDNESDAY	TIME\DAYS	THURSDAY	FRIDAY
6:00 – 7:00		6:00 – 6:50	6D	6:00 – 7:00		6:00 – 6:50	6D	6D
7:00 – 7:45	6D	6:50 – 7:40		7:00 – 7:45	6D	6:50 – 7:40		6D
7:45 – 8:30	6D	7:40 – 8:30		7:45 – 8:30	6D	7:40 – 8:30		
8:30 – 9:15		8:30 – 9:00	BREAK	8:30 – 9:15		8:30 – 9:00	BREAK	BREAK
9:15 – 9:45	BREAK	9:00 – 9:50		9:15 – 9:45	BREAK	9:00 – 9:50		
9:45 – 10:30		9:50 – 10:40		9:45 – 10:30		9:50 – 10:40		
10:30 – 11:15		10:40 – 11:30		10:30 – 11:15		10:40 – 11:30		
11:15 – 12:00		11:30 – 11:45	BREAK	11:15 – 12:00		11:30 – 11:45	BREAK	BREAK
12:00 – 12:15	BREAK	11:45 – 12:35	9C Proyecto Igt	12:00 – 12:15	BREAK	11:45 – 12:35	9C	9C
12:15 – 12:50	9C – B1	12:35 – 1:25		12:15 – 12:50	9C	12:35 – 1:25		9C Proyecto Igt
12:50 – 1:25	9C Proyecto Igt			12:50 – 1:25	9C Proyecto Igt			

4. RESULTS OF MY EXPERIENCE

In this part I will explain my personal and professional growth, evidence, and the students' improvements.

4.1. Personal growth.

I would like to say that this internship was a big challenge for me, because every time I entered to the classroom I had to deal with my personality. I am shy person; I am introverted too and when I was with the students I had to behave as if I were extroverted and show them a teacher who is trustful. Also, I was afraid that they were rude to me as I did not look like a teacher, I looked like a student too and the thought of being rejected by them was scary. But the students were very nice to me, and they were happy to have a young teacher. As a consequence, my insecurities decreased, and the next classes I was comfortable with them and ready to give them my best. This helped me to work on my confidence at the moment of teaching to teenagers.

4.2. Professional growth.

This internship was like swimming in the ocean while raining, because I learnt about many aspects that will be useful to me both in my professional and personal growth and life. First of all, as I taught in a private school, I had to be careful with my responsibilities, especially, attending the school every day and being punctual. Second, I had another opportunity to teach in high school but in this case, as the school manages a bilingual project, I could teach to a B1 level, and it was entertaining planning for them and prepare the directed conversations. Third, I achieved to take the “teacher roll” for the first time as I had the whole classroom for me, and as I started to being aware about my abilities, I started to feel more as a teacher and to love even more my vocation. At the same time, I learnt to improve the knowledge that I acquire of my previous experiences.

Another aspect to highlight is that I can say that I could engage with the students, teachers and the school itself as I participated in the activities that were carried out during the Lasallian week, in which I helped the teachers and students to organize and create materials for the different events and share with the students. Finally, in the hours I was not in class, I learnt a lot about how I would carry out this research to make a good job at the moment of teaching and how I could achieve my goals.

4.3. Students' improvement

At the beginning of my internship, I could notice that most of the students had a good English level, as I said before, the school has a bilingual project, and the students had a B1 level. Taking this into account, I would like to say that this was an advantage to me at the moment to planning the classes and interact with them. I had the opportunity for the first time to give a class in English completely however, as most of them had a good level, others did not, and they were shy at the moment to participate as they were not used to have many speaking activities. Noticing this, I planned the directed conversations as a space to make students feel comfortable and confident about their skills and help them to improve them.

Mainly, I implemented basic pedagogical strategies that I learnt in my past experiences, that consist of giving priority to those students who did not have a good level or had a lack of confidence, first by including them in other activities that were not related to the directed conversations and that would allow me and them to participate a little at the moment of speaking in the conversation club. Sometimes, those students in particular wanted to make questions for their classmates or introduce the topic, this is how I noticed the progress of their confidence and that was an achievement because they started to speak more in every class.

To conclude, I observed that all students had a good English level in general and had a good learning process by participating in the directed conversations about interculturality as it was a new method to learn something that was interesting for them.

4.4. Evidence

In the following item I will show you some pictures about the directed conversations that were carried out and the activities seen in the Lasallian week.



COLEGIO LA SALLE MONTERÍA PLANIFICADOR DE CLASE

CÓDIGO: SMFOPP9

VERSIÓN: 5

Nombre del Docente: **DIANA PAOLA PEREIRA** Periodo: **4** Semana: **1** Fecha: **Octubre 25-28**

Área: INGLES	Asignatura: INGLES		
Unidad: THE WRITTEN WORLD	N.º: 19	Grado: Nivel B1	Grupos: A__B__C__D__
Contenidos Asociados: Reported Speech, reported commands (review), things that you read (vocabulary).			

EVIDENCIAS DE APRENDIZAJE	COMPETENCIAS		SECUENCIA DIDÁCTICA PARA DESARROLLAR LOS APRENDIZAJES	
Reconoce información específica sobre eventos y experiencias en textos.			Oración Reflexión	
			Oración realizada en inglés por parte de un estudiante para resaltar las bendiciones por las que a diario debemos ser agradecidos y encomendar en manos de Dios todas las actividades que se van a emprender.	
			La docente da las gracias junto con los estudiantes por la nueva semana.	
	COMPONENTES		ETAPA de EXPLORACIÓN los estudiantes a través de diferentes herramientas y guiados por el docente trabajan actividades donde involucren las 4 habilidades (Listening, Reading, Speaking , Writing)	
	RECURSOS EDUCATIVOS		ESTRATEGIAS / ACTIVIDADES	
Comprende información general de textos descriptivos con diferentes temas interesantes.	LOCATIVOS	MEDIOS	La profesora evaluará las últimas dos unidades vistas (18 y 19).	
	x Salón	Plataforma		
	Audiovisuales	Texto Guía x		
Comprende información general de textos descriptivos sobre temas de interés.			El salón será dividido en 2 partes. Una parte de los estudiantes realizarán exámenes pendientes (que por diferentes motivos no habían podido realizarlos antes), y la otra parte trabajará en el libro en silencio para que sus compañeros realicen el examen. Luego, la profesora dará una pequeña retroalimentación sobre el examen y explicará por última vez el tema.	
Relata hechos o acontecimientos ocurridos en un tiempo determinado utilizando un lenguaje comprensible.	Biblioteca	Video Bear X	Interculturality Project: Los estudiantes participaran en el club de conversación realizado por la profesora en donde el tema principal será "La discriminación del lenguaje", en donde la profesora realizará preguntas y mostrará material audiovisual para que los estudiantes den sus opiniones y conozcan sobre este problema. Preguntas como: "¿Qué piensas sobre este problema?; ¿Cómo este inconveniente crea conflictos en nuestra sociedad?; ¿Qué podríamos hacer para crear conciencia sobre esto?.	
			Videos de referencia: https://www.youtube.com/watch?v=DTjV9AMw86Y https://www.youtube.com/watch?v=C5BT4Li2wEk&t=38s https://www.youtube.com/watch?v=KGIdMs9QwLU https://www.mappr.co/thematic-maps/english-speaking-countries-africa/ https://legalaidatwork.org/factsheet/language-discrimination/	





Nombre del Docente: DIANA PAOLA PEREIRA Período: 4 Semana: 3 Fecha: Septiembre 26-30

Área: INGLÉS

Asignatura: INGLÉS

Unidad: TALENTED

Nº 17

Grado: Nivel B1

Grupos: A__B__C__D__

Contenidos Asociados: Talents, artists, reported commands.

EVIDENCIAS DE APRENDIZAJE	COMPETENCIAS		SECUENCIA DIDÁCTICA PARA DESARROLLAR LOS APRENDIZAJES	
Reconoce información específica sobre eventos y experiencias en textos.			Oración Reflexión	
			Oración realizada en inglés por parte de un estudiante para resaltar las bendiciones por las que a diario debemos ser agradecidos y encomendar en manos de Dios todas las actividades que se van a emprender. La docente da las gracias junto con los estudiantes por la nueva semana.	
	COMPONENTES		ETAPA DE <u>EXPLORACION</u> los estudiantes a través de diferentes herramientas y guiados por el docente trabajan actividades donde involucren las 4 habilidades (<u>Listening, Reading, Speaking, Writing</u>)	
	RECURSOS EDUCATIVOS		ESTRATEGIAS / ACTIVIDADES	
Comprende información general de textos descriptivos con diferentes temas interesantes.	LOCATIVOS	MEDIOS	Continuando con la unidad 17, los estudiantes trabajarán con el libro, en donde algunos serán seleccionados para leer los tres párrafos que se encuentran allí para trabajar en su habilidad de speaking y luego se les dará algunos minutos para que completen el siguiente párrafo. Luego tendrán que realizar los puntos 1,2,3 y 4 respectivamente. <u>Interculturality Project:</u> Los estudiantes observarán 2 vídeos, un corto animado en donde se le hará varias preguntas con respecto al vídeo y que opinan sobre el final del vídeo, y el segundo será un segmento en donde tendrán que responder varias preguntas y usar su forma crítica de pensar para resolver las preguntas que la profesora les dará y así realizar un pequeño debate. Además, realizarán comparaciones sobre como las personas de diferentes países se desenvuelven en las problemáticas dependiendo de <u>como</u> es el estilo de vida de ese país. https://www.youtube.com/watch?v=NdP-e5HppWA&t=237s En la siguiente clase, la profesora explicará el tema de gramática " <u>reported commands</u> " y los estudiantes tendrán que realizar algunas oraciones.	
	x Salón	Plataforma		
Audiovisuales	Texto Guía x			
Comprende información general de textos descriptivos sobre temas de interés.	Biblioteca	Video <u>Beano X</u>		
Relata hechos o acontecimientos ocurridos en un tiempo determinado utilizando un lenguaje comprensible.				



The following pictures show the students in the final project about interculturality, in which one student represented a teacher and the rest were students from other countries.



5. CONCLUSIONS AND SUGGESTIONS

To conclude, this internship allowed me to gain a significant teaching experience that was different from the ones that I had before, especially because the students already have a good English level but they were looking for interesting and didactic methods to improve their skills. Thanks to it, I could improve my methodologies and I learnt about strategies for designing interactive lesson plans.

I began my internship with the intention of creating a comfortable space for the students to make them feel confident about their level and, by doing this, they could engage in a conversation and discuss between them about interesting topics, for that reason, I decided to study and implement CLT to teach Interculturality and enhance their critical thinking. As this method consisted of let the students talk freely, I was afraid that they do not take it seriously or participate, and this happened the first time. However, I received advice from them to create an space in which they could see the class as if they were in break time.

I started this internship afraid of the process and the results, but I could manage them, and this experience allowed me to strength the love I have for my vocation and how every day I work on being a good teacher to make an impact and create my own sign in the students I had. Also, this allowed me to get more involve with the students and look for didactic strategies to improve and develop oral communication skills due to this is an important factor when you are teaching a language. However, I learnt how to put limits between the students and me as I look like a student, they treated me kindly but with respect.

Regarding the students, they showed an effective output at the end of this process as they could improve not only their oral communicative skills and critical thinking but enhance their confidence, especially in those students who did not participate that much at the beginning, by creating a safe classroom for them to feel comfortable and excited at the moment to do the directed conversations, I observed that as in every English class they were asking about the “speaking moment”. Also, I realized that they started to investigate about Interculturality by themselves as when they were expressing their thoughts, they usually gave examples based on people’s experiences that they observed in social media.

I recommend my undergraduate classmates to take Internships as a degree option because this opportunity makes you experience different emotions and recognize your skills, the ones that are necessary to be a teacher. I did it because I wanted to prove that this is what I love, and I do not regret about this choice. Therefore, if you decide to select another option, it will be fine, is up to you, but if you have the courage to take an internship, you have to be prepared and know what your goals will be in the school and what kind of impact you want to have on the students.

6. LIMITATIONS

Even though I taught in high school and the students had a good English level, there was a main problematic, and it was the lack of time to develop activities and the directed conversations. For example, in October, the school had two weeks of recess in which one week was dedicated to the Lasallian week and the other one was for holidays. Taking that into account, I only had one month and some days to implement my lesson plans. Another issue that I could notice was that the students did not attend the classes at all, every day three or four students were missing. Finally, there were many interruptions from other students that did not belong to the nine graders, as they went to the classroom to check if it was clean or not.

7. REFERENCES

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8. APPENDIX







Nombre del Docente: **DIANA PAOLA PEREIRA** Periodo: **4** Semana: **2** Fecha: **Septiembre 19-23**

Área: INGLES	Asignatura: INGLES		
Unidad: TALENTED	Nº 17	Grado: Nivel B1	Grupos: A__B__C__D__
Contenidos Asociados: Talents, artists, reported commands.			

EVIDENCIAS DE APRENDIZAJE	COMPETENCIAS	SECUENCIA DIDÁCTICA PARA DESARROLLAR LOS APRENDIZAJES	
<p>Reconoce información específica sobre eventos y experiencias en textos.</p> <p>Comprende información general de textos descriptivos con diferentes temas interesantes.</p> <p>Comprende información general de textos descriptivos sobre temas de interés.</p> <p>Relata hechos o acontecimientos ocurridos en un tiempo determinado utilizando un lenguaje comprensible.</p>	<p>COMPONENTES</p>	<p>Oración Reflexión</p> <p>Oración realizada en inglés por parte de un estudiante para resaltar las bendiciones por las que a diario debemos ser agradecidos y encomendar en manos de Dios todas las actividades que se van a emprender.</p> <p>La docente da las gracias junto con los estudiantes por la nueva semana.</p>	
		<p>ETAPA DE EXPLORACIÓN los estudiantes a través de diferentes herramientas y guiados por el docente trabajan actividades donde involucren las 4 habilidades (Listening, Reading, Speaking, Writing)</p>	
		<p>RECURSOS EDUCATIVOS</p>	
		<p>ESTRATEGIAS / ACTIVIDADES</p>	
		<p>Los estudiantes realizarán un quiz de lectura sobre second conditional para cerrar el tema y comenzar una nueva unidad.</p> <p>Intercultural Project:</p> <p>Para iniciar la nueva unidad la profesora les enseñará un video sobre talentos, que trata y explica sobre si es una habilidad con la cual las personas nacen o la desarrollan a medida que van creciendo. También tendrán que comparar entre artistas y cómo el lugar donde crecieron y viven afecta/afectó su decisión para ser artistas. Se hablará sobre artistas como Rihanna y Adele. Luego les dará a las estudiantes algunas preguntas las cuales deben responder en escrito y expresar sus ideas con sus compañeros. Todo esto para ayudar a mejorar el pensamiento crítico de los estudiantes. La siguiente clase se realizará un debate con el mismo tema.</p> <p>Video: https://www.youtube.com/watch?v=2ZiRZrYo5tA</p> <p>Antes de empezar con el debate, los estudiantes trabajarán en el libro, donde tendrán algunos párrafos y completarlos. Luego organizarán las sillas en forma de "u" para empezar el debate.</p> <p>Los estudiantes seguirán trabajando en el libro.</p>	