CBI TO PROMOTE CONVERSATION LEVEL STUDENTS

READING COMPREHENSION

INTERNSHIP REPORT

"VIGILADA MINEDUCACIÓN"

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INTERNSHIP AT BILINGUALISM FOR PEACE OF THE UNIVERSITY OF

CORDOBA AT INSTITUCIÓN EDUCATIVA CAMILO TORRES

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JUROR 1

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First of all, I would like to thank God for the wisdom, understanding and patience He has given me during all this time. Without his grace, love and strength, my efforts would not have been enough.

To my parents Yaneth and Alfonso who with great effort have made me the person I am today. To my siblings Yajhaira, Angel and Khandy who are the reason for my being. To my nephew Yerik who is a light in my life. Without his support, love and above all his motivation towards me, this would not have been possible.

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Finally, I did it!

ABSTRACT

This internship was carried out at the Camilo Torres Educational Institution through the Bilingualism for Peace program. This internship had the objective to improve the reading comprehension of Conversational Level students, taking into account that some of them are close to attending grade 11 and taking their ICFES exam. Furthermore, this internship helped me explore and improve my teaching methods and realize that as a teacherI not only teach English grammar, but I can also teach other subjects within it.

This paper describes the program where the internship took place, the pedagogies implemented, the methodology, the results, conclusions, recommendations and limitations of this significant process in which I had not only professional but also personal growth.

KEYWORDS: Internship, Bilingualism for Peace, Content-Based Instruction, Reading Comprehension.

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1. INTRODUCTION

During my experiences in teaching practice, I and II, I realized that as teachers we must always be looking for methodologies, strategies and ways of teaching that fit the needs and interests of students, therefore, we must be constantly reading, informing ourselves and learning about different topics. I did not want to stop with that before leaving the university, I still wanted to continue exploring this pedagogical world that, although we are the ones who teach, many times we also end up learning. For that reason, I chose internships as a degree option through the Bilingualism for Peace program, which is led by the University of Cordoba since 2018. This seeks through the teaching and learning of a second language to reduce the gap of social inequality in terms of educational quality, providing an English course to children in vulnerable areas, where they not only learn about language, but also learn values and good manners.

This internship was carried out at the Camilo Torres Educational Institution located in the Mocarí neighborhood in Montería-Córdoba. This institution is of public character and has 4 sites, where different educational levels such as preschool, elementary and high school are offered. The main building is located in a lonely area, the 4 streets surrounding the institution are paved and the neighborhood is quiet. The institution has a good infrastructure; it has a music room, meeting room, computer room and a library; it has a cafeteria, a sports center, bathrooms for boys and girls and a parking lot; the classrooms are relatively large, have a board, fans, spotlights, socket, and chairs that are mostly in good condition.

The level taught was Conversation, this is the last level of the English course. This level was taken by 15 students between the ages of 10 and 16 who received English classes every Saturday from 7:30 to 11:30 for one semester. Although all students have the opportunity to have English classes in their schools, not all of them have the same intensity of time needed to develop their communicative skills. Even though they took their last level, some of them were a little shy when expressing their ideas orally because they were afraid of making mistakes, which led them to become unmotivated.

The students who were part of this conversational level, entered the bilingualism program in 2018 taking the first level and noticing their progress as they advanced, both within the program and in the English classes at the educational institution where they study. Therefore, in this last level the students showed from the beginning their desire to speak English, although there were still certain weaknesses.

In order to improve these weaknesses, work was done through reading comprehension, since it is taken into account that most of the students are close to grade 11 and this will probably help them to improve their ICFES test scores, since the ICFES test is structured in 7 parts that evaluate the student's lexical, pragmatic, communication, grammar and reading comprehension skills.

Thus, reading comprehension is considered a fundamental skill for the cognitive and academic development of any individual. The ability to read, comprehend and analyze texts is fundamental for the acquisition of knowledge and effective communication in any area of life. Effective reading comprehension involves several different cognitive processes, such as attention, working memory, vocabulary knowledge, and the ability to

make inferences and draw conclusions. When we read, we use these processes to decode the words on the page, understand their meaning, and integrate that information into our knowledge and understanding of the world.

This internship led me to seek all the necessary tools in my knowledge and knowledge of others who have studied the subject, the way in which you can learn through reading not only about the language in terms of grammar, but also its content. In each class, I will give my students a different experience where they will be the protagonists. Motivating them to let go of their fears and also to let go of mine about whether or not I am doing my job well as a teacher. Putting into practice everything I have learned about pedagogy and how to carry it out in the classroom. Guiding and helping them to improve their skills and enrich their knowledge was my greatest learning.

Finally, this report is divided into four chapters: Chapter one contains the pedagogies to be implemented, developing the concept of each of them; chapter two contains the methodology that was carried out; chapter three contains the results of the application of the pedagogies; chapter four contains the conclusions and recommendations. In addition, at the end of the report you can see the evidence collected during the internship work in the Bilingualism for Peace program.

1. PEDAGOGIES

This chapter contains the three pedagogies that will be taken into account to improve reading comprehension and oral communication to the students.

2.1 (CBI) Content Based Instruction

Content Based Instruction (CBI) provides tools to teachers and learners to make an equilibrium between the content and the linguistic parts. In this regard, Richards and Rodgers (2001) state that "Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p.204). This approach focuses its attention on the content that will be taught to the learners rather than on the language as such, i.e., grammar rules are not explained as a main topic but are given as a matter of course within the content.

Additionally, Brinton (2003) proposes that CBI is "the teaching of language through exposure to content that is interesting and relevant to learners" (p. 201). In this sense, the learner is the most important part of the CBI approach because although it is the teacher who gives or explains the instructions, the learner is the one who is actively involved with the content and language, using these to learn.

Students often work collaboratively in pairs or small groups to actively engage with and comprehend the content. They participate in activities such as group discussions, peer teaching, and cooperative projects, all conducted in the language they are studying. This collaborative approach not only enhances their understanding of the material but also strengthens their language skills through practical application and interaction.

. For this reason, the teacher must take into account what the students would like to learn since in this way the pedagogical plans can be adapted to content that is relevant to them. The content that is represented in the lessons must be meaningful to the learners since the purpose of the content is to enable the learner to develop his or her communicative skills. In addition, CBI finds its importance in the fact that it "has been found to be an effective approach to teaching English as a second language because with CBI, students can develop their language skills as well as gain access to new concepts through meaningful content" (Heo, 2006, p 25). This approach serves as an effective learning method similar to the meaningful learning theory by Ausubel in which the students are the owners of their knowledge.

2.2 Role of the teachers and the students

The teacher's role with the CBI approach is to maintain context and understanding in their planning, as well as to select and adapt authentic materials for class work. Dupuy (2000) proposed in this regard that "In CBI, instructors make every attempt possible to shelter input so that it will be comprehensible to students" (p. 206). Taking into account the learner's needs and above all identifying them will be of great help to teachers because in this way the choice of materials and other resources will have a direct purpose. At this point it is important that the learning that is taking place revolves around the student because it is he who will absorb the knowledge.

On the other side, the role of the student should be that of an active learner within the learning process since they will have a close relationship with the language from the very beginning. Stryker et al. (1997) established that CBI "aims at empowering students to become independent learners and continue the learning process beyond the classroom".

In other words, ICB turns the learner into an autonomous learner who builds his own knowledge and depends on himself to maintain this process.

2.3 Reading

Reading is a complex process that requires from us as readers a series of cognitive abilities that we develop as we read, since we must collect, process and store information in our mind. In this regard, as readers, we must have an idea about what we read in order to understand the reading information, in this case prior knowledge and the contextualization of the information are important (Wixson, et al., 1987). Besides, reading is a mental and visual process in which we put into practice our interpretation and comprehension skills. It is also an interactive activity in which we do not only participate in but also before the main characters of the text and how we perceive them. In this sense, Kingston (1967) defined reading as "a process of communication by which a message is transmitted graphically between individuals" (p. 72). In which two individuals converge into a written conversation where reading is an essential part of it contextualizing and interpreting the information.

At home and at school they teach us to read but most of the time they do not emphasize reading comprehension techniques so that reading is not only superficial but learning. Reading well, implies understanding what is read and thus being able to acquire knowledge. Kintsch proposed that reading comprehension is divided in three processes, Kintsch (1988, as cited in Israel et al. 2006):

Identified similar processes used in text comprehension. At the sentence level, readers decode words and use knowledge of syntax to construct the meaning of sentences.

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At another level, relational processes are used to make connections across sentences or paragraphs. Other comprehension skills include making inferences and interpreting the author's words and phrases that have been omitted. (p. 23)

These processes happen in a different but staggered process in which the decoding process starts by providing an understanding of what was written. Then moving to more advanced reading processes such as examining information and applying knowledge.

These concepts serve as an epistemological basis for this internship work in which the reading comprehension and Content Based Instruction work as the methods to establish a positive impact during the reading comprehension processes of the students.

2. METHODOLOGY

This chapter describes the methodology that will be used in this internship work, with the objective of explaining the importance and the role it has during this work, its implications, characteristics and benefits. It also describes the context and the participants that are part of this internship work.

First, a structured interview will be used to gather information regarding the perceptions, experiences and attitudes from the participants when they face medium-length texts and reading comprehension tests, next the participant observation of students from their behavior during the reading activities and finally a pretest and posttest on their reading comprehension skill development before and after the process.

This internship work will use a structured interview defined by Vargas-Jimenez (2005) as an organized interview with a sequence of questions with specific and limited categories per answers. That is to say, the structured interview is organized to gather specific information regarding the interest of the researchers without losing the focus of the problem. In this research, the interview will serve as a way to interact with the participants to identify their attitudes and perceptions about the use of the reading texts and the development of their reading comprehension skill.

The pretest and posttests are considered by Dimitrov and Rumrill (2003) as a collection method that allows to measure change and compare progression on experimental studies. That means, the pre and posttest provide deep information about a process with measurable and real data. In this sense, the pre and posttest will be structured reading tests made to track the process of the students before and after the implementation

of CBI and the explanatory texts to inquire about how much CBI improves the development of the reading skill and reading comprehension skill of the students. The pretest and posttest will be designed taking into account two moments that will be the diagnosis in which the pretest will be developed and the closure after the implementation of CBI in which the posttest will be used to determine the progression and development of the students.

Additionally, "Participant observation is characterized by such actions as having an open, nonjudgmental attitude, being interested in learning more about others, being aware of the propensity for feeling culture shock and for making mistakes". (Kawulich, 2005, p. 2). This method allows the teacher to have contact with the participant without being obtrusive with their development and their process, which means that the researcher intervenes during the research without negatively affecting the process of the students. The participant observation will help the teacher to be in contact with the participants to identify the attitudes and behaviors during implementation of CBI to develop their reading skill.

Taking into account the above, it is important to highlight that I worked with a group of 15 students who were part of the conversation level. It should be taken into account that these students have different personalities and therefore their likes, needs and interests are not the same, for this reason, the first thing I did was to apply a survey to know the perception that students had about learning a second language, what aspects of it they found easy or difficult, what they liked the most and what they liked the least about it, how they would like to learn and how they felt they were facing reading comprehension, In this part, many of them stated that although they were able to understand the text a little,

sometimes it was difficult for them because of the vocabulary, that is, the meaning and sense of a word in the text, and therefore answering questions was also difficult for them.

Figure 1
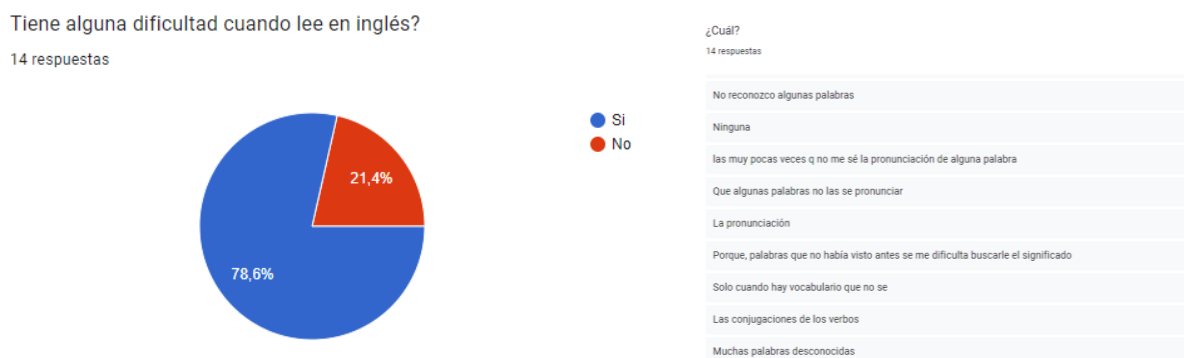
After knowing through the interview, a little about their likes and interests, the topics we addressed during the process were socio-cultural issues such as social networks, traditions, customs, education, celebrations, famous people among others, about our country and other countries. These topics were developed with respect, taking into account that we are all different in terms of beliefs, customs and traditions.

The class was divided into four parts, the warm up, the core activities, the closure and finally reflections.

Warm-up: This part contained the exploration of the students' previous knowledge, through questions, videos, images, stories, games, among others. This part also contained the contextualization of the main topic to be addressed during the rest of the class.

Core Activities: In this part, activities related to the topic were carried out, which almost always included a reading activity (which is the focus of the study) in which the student had to extract unknown words and identify main and secondary ideas or present the understanding of the text orally or in writing.

Closure: Usually the closure was an oral activity where they had to exchange ideas with their classmates, present a poster about the topic of the class, among others.

Reflection: In order to have a record of what the students achieved with each class, they, with my help, made a kind of journal where they recorded the words they had learned, main ideas of the text, if they had managed to understand the text, among other aspects.

This chart shows how students reflect on their achievements during the reading activity:

Topic:					
Date:					
Pre-Reading reflection: Thoughts, feelings, and expectations before starting the reading.					
During reading experience: Jot down thoughts, reactions, and any question that arise while students are reading					
Post-Reading reflection: What students learned, what surprised them, what was difficult to understand.					
Self-Evaluation					
Prior Knowledge	**Reading Strategies**	**Vocabulary** - Key terms	**Comprehension**	**Focus and Concentration**	**Time Management**

- What ss already know about the topic	- Skimming - Scanning - Making predictions or inferences - Visualizing - Context clues	- Need to work on expanding their vocabulary	- Ability to understand and interpret different types of texts - Strengths and weaknesses identifying the main idea, making inferences, drawing conclusions, and summarizing information	- Challenges ss face in maintaining concentration	- Completing reading comprehension activity

Something I would like to highlight at this point is that in order to comply with the guidelines of the bilingualism for peace program, while the different activities were carried out in the classroom, it was taken into account that as people we should respect the opinion of our classmates and if we had to correct or contribute something, we should do it in such a way that it did not offend our classmate and put us in a situation of disrespect. As a teacher, I was the main person who had to show respect in order for it to be reciprocated, so corrections or calls for attention were always done in a respectful manner.

CONTEXT AND PARTICIPANTS

This internship was carried out in a public institution in the city of Monteria, located in the Mocarí neighborhood. The area in which the school is located is a bit desolate despite having neighbors around it, which makes the environment quiet and peaceful. The institution has a good infrastructure, it offers preschool, elementary, middle and high school education, and also has other branches located in the same neighborhood.

The participants of this study are a group of 15 students who are taking the *Conversation* course, which is the last level of the Bilingualism for Peace program; these students are also part of the aforementioned school.

3.1 DUTIES CHART

My internship started on September 2nd but because it rained that day not all students attended and we had to postpone the classes for the following Saturday, so I started my process on September 9th. That day I met my students from Conversation and Low Elementary, with whom I started classes that Saturday in the morning hours, but then due to mobility problems and because some of them practice sports, the classes moved to Friday afternoons from 1:00 pm to 5:00 pm and continued on Saturday mornings with the Conversation group from 7am to 11:30am.

Here I show what I normally did on a weekly basis.

SCHEDULE BXP

MONDAY

Planning classes for Low Elementary Course.
(6:00 to 9:00 pm)

TUESDAY

Write and correct the paper
(8:00 to 11:00 am)

Planning the Units
(4:00 to 6:00 pm)

WEDNESDAY

Planning classes for Conversation Level
(8:00 to 11:00 am)

THURSDAY

Meeting with the advisor
(3:00 pm)

Planning the Units
(4:00 to 6:00 pm)

FRIDAY

Classes with Low Elementary Group from
(1:00 to 5:00 pm)

SATURDAY

Classes with conversation group from
(7:30 to 11:30 pm)

Digitizing notes and reviewing activities.
(3:00 to 5:00 pm)

OTHER RESPONSIBILITIES

- Receiving the payment bills and digitizing who had paid and who had not

- Keeping parents informed of the academic follow-up of the children

- Meeting with the trainees to organizing the extracurricular activities that took place such as sports day, Peace Day, love and friendship day among others

3. RESULTS

This chapter shows the results in terms of gains that my students obtained and that I obtained professionally and personally.

As a result of this internship work, where the main objective was to improve the reading comprehension of students through the CBI approach, when working on specific topics, it is difficult to find readings related to the topic being addressed. Therefore, sometimes with the help of artificial intelligence, I created texts adapted to the specific topic I was going to teach and to the level in which my students were.

4.1 Students changes and improvements:

In terms of reading comprehension, sometimes it was difficult for them to understand the text because they did not know some words, for this reason the dictionary was their best ally. Creating a list of connectors helped them to understand the meaning of these words within the text. Explaining to them that there are explicit and inferential texts also helped them understand why there are "easy" and "difficult" texts for them to answer. And letting them know that learning English is not just about - memorizing grammar rules - was of great value because they were also participants in their own learning by choosing topics of their interest and wanting to contribute their knowledge and explanations in a second language.

A value highlighted during all our lessons was respect, since most of the lessons taught were linked to social sciences, my students learned how life is like in other countries in terms of cultures and traditions, therefore they learned that they should respect

the beliefs, ways of thinking, dressing, points of view, among other factors that make countries of their interest, very different from what we are used to live. Therefore, within the classroom, this value was also present.

According to Michael Byram, (1997) "respect for different cultures and traditions is a crucial aspect of intercultural competence which encompasses the ability to communicate effectively and respectfully across cultures". By integrating lessons on the cultures and traditions of different countries into the curriculum, students were able to develop a deeper appreciation for the diversity of global perspectives and, as a result, cultivate a sense of respect for the differences that exist among different societies.

Other values promoted were friendship and kindness since they normally worked with the same people, so I put them to work with other classmates so that they interacted with each other and the younger children did not feel excluded. And kindness because at the beginning they had a very rough way of treating each other and little by little they left those comments and mistreatment aside.

4.2 Professional growth:

As I came from teaching practices where I only gave 1 or 2 hours of classes, at first it was a little difficult to make a lesson plan where there were enough activities for the 4 hours of class, that was the first reflection I made on my first lesson plan.

Figure 2

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:
Consider that this was only an introductory class to the topic of "social networks and online communication", since the class was not completely carried out due to the celebration of the day of love and friendship. However, my students showed a high interest in the topic and therefore an active participation, I really like that. They always looked for a way to speak English and in addition to that when I spoke to them they understood what I was saying although sometimes they asked me to say it more slowly but not to say it to them in Spanish, I think that is a plus point when they are in a conversation class.
To improve: I must bring more activities to the class, I must also find a way for the audios to be heard.

Taking this into account and knowing a little more about the times in which I had to work, I looked for a way to improve that part and implement more group and individual activities, where students were active and there were not so many waiting times between the completion of these. Undoubtedly, having more activities and also having a plan B in case things did not go as planned from the beginning, was a gain for me. That's when I realized that as teachers, we have to be prepared for everything.

In this case, realizing my mistakes, learning from them and improving them is something I take away from this experience.

On the other hand, having the different positions I had and being responsible for them, made me realize that the teaching job is not easy but I still really like what I do, there is nothing more satisfying than that the students understand what you are transmitting and accept it in a positive way. Also, that they let you know that the work you are doing satisfies them and that they learn a lot from it, is something that undoubtedly causes much satisfaction in one as a teacher who is having the first experiences and always lives with the thought of whether is doing things right or not, that students praise you in educational terms ends up being a band-aid on the heart for all those doubts that one always has regarding the performance of their work.

4.3 Lesson Plan: As the lesson's plans were created taking into account the CBI approach, the development of the lesson plan is the following

The lesson plan aligns with the Content Based Instruction approach. The focus on creating a magazine article about a famous figure integrates language learning with content learning, which is a key aspect of Content Based Instruction. In general, lesson

plans also contain performance indicators that promote values such as respect, diversity and the fact that we are all different.

The warm-up activity encourages students to engage with the topic of "Famous Figures" and express their opinions, which helps to activate their prior knowledge and generate interest in the subject matter.

The core activities, such as watching a video, listening to the life history of Nelson Mandela, and working in small groups to analyze information about different celebrities, provide opportunities for students to interact with authentic materials related to famous figures from various fields. This allows them to develop both their language skills and their understanding of the significance of these figures in society.

The closure, where students make a presentation about the famous figure that caught their attention the most, provides a platform for students to demonstrate their understanding and express their opinions, thus reinforcing their language skills and content knowledge.

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica

LESSON PLAN

STUDENT TEACHER: Laurent Flórez	SCHOOL/INSTITUTION: Camilo Torres	LEVEL: Conversation
UNIT TITLE:	WEEKS/ HOURS: TIME:	LESSON DATE: November 11th

Famous Figures	4hrs	

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
Students create a magazine article about the famous figure most relevant to them	- Students will gain knowledge about famous figures from various fields, including science, art, sports, music, cinema, and literature. - Students will analyze and evaluate the significance of the contributions made by famous figures in different domains. - Students will reflect on the importance and influence of famous figures in society.	**● GRAMMAR** **Present simple:** Zendaya is an actress, singer and model **Past Simple:** Gabriel García Márquez, was a popular writer **● VOCABULARY – LEXICAL:** **Famous:** Singers Actors Social media celebrities / Influencers Sports people TV presenters Business people Politicians Scientists Writers **Adjectives:** Ambitious Industrious, hard-working, diligent Persistent, consistent, relentless Talented, skillful Energetic, charismatic, positive Caring, loving **Idioms:** **To be in the public eye** = *you are famous and watched by everyone*

		To be in the **limelight** = *you are famous and watched by everyone*
		My claim to fame is _____ = *something that made me 'famous''*

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Teacher greet the students and contextualize them about the topic "Famous Figures" asking the following questions: ● What is a "famous figure" for you? ● What do you think about being famous? ● Would you like to be famous? ● Who is your favorite celebrity?	**Board Markers**	**15 min**
Core activities ● **Video:** Students watch a video where different famous figures appear, and they must guess who it is, for each famous person they guess they earn a point. ● **Teachers Presentation:** The teacher will give a presentation on "the famous figure" that she most admires, touching on aspects of personality,	**Videobeam** **Videobeam**	**15min** **30min**

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achievements, contributions, among others the famous. [After the teacher's presentation, students must answer some questions about it.]		
• **Listening:** Students will listen to the life history of Nelson Mandela, then they will answer questions about dates that the audio mentions and true or false statements.	**Speaker**	**30min**
• **Small groups:** Students will be divided into small groups and each group will have a different field of famous people [G1-writers, G1-singers, G3-actors, G4-artists...] The teacher will give each of them a brochure where there will be different celebrities. They should recognize information that talks about the achievements, impact and contribution of different celebrities in their field.	**Reading**	**45min**
• **Exchange Information:** After this, the students will exchange with members of other groups to learn about the different celebrities they have.	**Piece of paper**	**45min**
Closure **Presentation:** After that, the students will make a presentation about the famous figure that caught their attention the most within the reading that was given to them.		**60 min**

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REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:
At the beginning of the class, the students provided a lot of information about the topic, this means that they had clear prior knowledge about it and it was easy for them to understand the different concepts and recognize the different celebrities. As for the activities, they really liked the listening activity, they particularly like this type of activity. On the other hand, the reading activity was clear, however, when they got up from their seats to share with the other classmates what they had understood about the famous people, there was a little chaos because everyone was standing talking and visually, they looked disorganized, however from what I heard while I walked among them, they had enough capacity to be able to express what they had understood from the text.

Aspects to improve: the way in which they share information so that it does not look disordered.

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4.4 Personal growth:

As second language teachers, sometimes beyond our work as teachers, we become a source of great admiration for our students, either because we have the courage to face them, their different learning styles, likes and interests, or because they feel comfortable with our presence and the way we teach them. We develop the ability to empathize and understand situations from a different perspective within the classroom, such as the way

the student acts because he is quiet, talks a lot, is distracted by drawing, among other cases and we can adapt all those little things they say or do to our teaching methodology.

I learned to listen, to be patient, to transmit ideas in a clearer and more concise way. I also learned that we are capable of creating a good impact on society when we do the job in a good way, many people may forget us, but the students that for some reason or another we help, motivate, encourage and stay with what we teach and transmit, will never forget us.

4. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

As described in previous chapters, the Bilingualism for Peace Program is a program that offers low-cost bilingual education for students in vulnerable areas. This social outreach program has undoubtedly been of great help to the students who are part of it. The parents express the development that their children have had in the English classes of the Educational Institution where they study and that in addition to that their motivation at home by listening to music in English, being able to read short texts, understand simple sentences and do the English homework by themselves, are for them the proof that the teaching given by the teachers of the course, is effective.

As a teacher of the course, I can say that this was an experience that had many challenges, starting because going to the institution took me an hour by bus and to get to the institution, I had to walk a long way that most of the time was completely alone, therefore, it seemed eternal. When I arrived at the school, all the fear I felt was gone when I saw the faces of the people who work at the door of the school. They always received me in a good way, with a lot of respect.

On Friday afternoons, the course crossed with the classes of other students so I had to be more careful of the children at break time. On Saturdays, I arrived very early to the school to clean up the classroom, which was almost always a little messy and dirty, even so, the classes in the morning hours always passed with total calm.

In terms of limitations, I consider that the fact that students were sometimes reluctant to do certain types of activities, made the classroom environment not the most appropriate because some were willing and others were not, which divided the classroom.

Respecting that, what I did was to integrate them and not have them be so separated so as not to give rise to distractions. Another limitation was the lack of participation of some students, for that reason, I implemented activities with different strategies, where those who did not participate much, did so.

From these limitations I learned that we must pay attention to those students who do not participate in the classes to know if it is because they are embarrassed, because the topic is not of interest to them or for other reasons. To be able to bring to the classroom activities that are of interest to them and on the other hand, to let them know that we learn from mistakes and in the process of learning we should not be embarrassed because in this way we will not know if we are capable or not.

Being in this vulnerable place, I realize how the external environment influences the education and personal development of its inhabitants, the vocabulary they use, their body language, the way they treat each other, the way they treat superior entities. Something significant of this internship was to work with English taking into account the values, respect was the most promoted value in the classroom since the group was made up of younger children and others a little older, therefore, always emphasize the use of appropriate language, not accepting words that induce bullying, racism and physical appearance of the person. Likewise, as we worked with social issues of both our country and other countries, we practiced respect for different cultures, traditions, religions, taking into account that although we are different, we deserve the same respect.

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6. APPENDICES

"Social Media" class. The students watched a video and took out the pros and cons on social media.
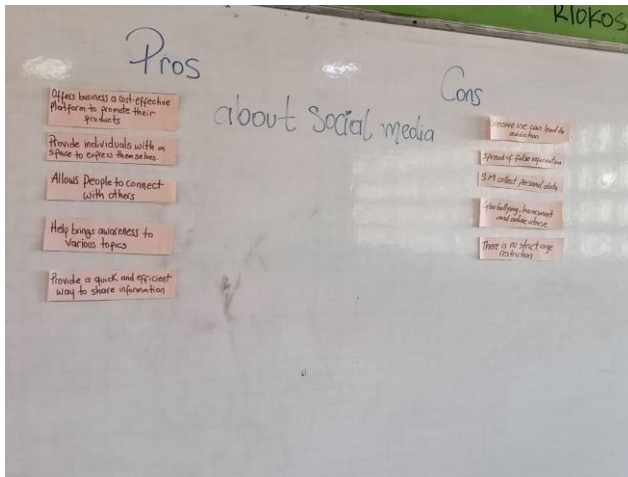
Celebration of love and friendship, we talk about the importance of creating good interpersonal relationships.

Students making a mental map of the conclusions on a specific topic and then sharing it.

Students making oral presentations, encouraging participation with questions at the end of each presentation.

Students after the presentation of their newspaper. "Magazine Fair"