

INTERNSHIP AT THE UNIVERSITY OF CORDOBA

INTERNSHIP FINAL REPORT

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ACKNOWLEDGEMENTS

Firstly, I am beyond grateful for this big opportunity to enrich and empower my skills as a future English teacher. Even though the current pandemic due to the COVID-19 has forced students from the internship to use resources like E-learning to carry out the classes, I have found this experience very meaningful to my professional development. Besides, I want to thank teacher Danilza Lourduy, who in charge of organizing this program, who made it possible for us to teach students in the saber pro program. Also, I want to thank Professor José Rasero since he gave us many useful advice and suggestions to carry out our lessons as well as possible. Thus, I want to give a big thank you to Professor Martha Paz, who patiently helped us writing this report. In essence, thanks to this experience, I have gained experience in terms of my teaching methodology and students' learning styles. In consequence, I feel I am ready to face any circumstance when teaching in a classroom.

Finally, I want to thank my family and friends who always encouraged me when difficulties appeared in my teaching process. Besides, I want to thank my classmates for their advice and kindness during this difficult time. I will never forget this experience as I have encountered amazing people who helped me overcome my weaknesses.

ABSTRACT

This internship was carried out at the University of Cordoba with the Saber pro program with the purpose of enhancing students' level of proficiency in English; so as they could have a better performance at the test in this component. Nevertheless, due to the COVID-19, the internship changed its stream into a virtual context, in which the implementation of platforms and apps had to be adapted to develop the course; plus, it was made use of synchronous and asynchronous lessons. My report is based on the pedagogies of Flipped learning, Remote Teaching, E-Learning which are pointed out in the following chapters.

INTRODUCTION

I have always been interested in learning other languages, not only English but many others, and teaching was the method I use to spread my knowledge to others. That is why I decided to do English language teaching. As an inexperienced teacher, I am eager towards encountering any teaching affairs since I look at them as a challenge for improving the view of education. However, I lack real teaching experience and working as an intern teacher was not simple. Despite that, I decided to do an internship since the purpose of the internship is to let us obtain that real teaching experience; proving ourselves in an authentic teaching environment where we had the opportunity to practice and implement our teaching and learning views. This internship was my first teaching attempt at the university and in an online environment, and I planned to document this process in this report. I have learned how to shape my knowledge to achieve a favorable learning environment and how to face the new challenge triggered by this current online teaching. In this report, I will be reviewing some of these teaching experiences from this process.

It was during the second semester of 2020 when I started my internship. For my internship, I had to investigate some aspects regarding the ICFES Saber Pro test such as the type of questions and strategies that could help students to interpret and analyze the situations presented in the test. I applied a diagnostic test to see students' level of English proficiency so as I could have an outlook on their needs to possibly strengthen those language needs such as reading and encourage them to use them for the expected test. The

internship was carried out at the university was Universidad de Cordoba located at Monteria. I worked with different groups from different careers and each group had around 20 to 50. Owing to the pandemic 2020 I had to design all the material and lessons aimed to cover up both the virtual lessons and students' needs during this situation. I worked with reading because in the exam this is one of the aspects that students will encounter the most because a great part of the exam centered on readings, so students are required to read and interpret texts, and if they had lack of interpretation this would affect their performance in the saber pro test.

This report portrays the most significant stages of the current internship. Chapter one explains the pedagogies implemented to accomplish the goals of the internship; Chapter two describes the methodologies used in the lessons; chapter number three refers to the results obtained from this internship, follows by a conclusion of the whole internship experience.

1. PEDAGOGIES

This chapter discusses the pedagogical theories underlying this internship process. The pedagogies were selected considering the objective of the saber pro test, the elements this test intends to evaluate such as reading comprehension.

1.1 FLIPPED LEARNING

Flipped learning as Pudín (2017) states is a variation of the common teaching methods which aimed to give students a more active role in the classroom. “The flipped classroom basically reverses classroom activities. Materials or contents are provided online (in learning management system or other learning platforms) and students will study the material prior coming to class” (p.2). Bearing this in mind, the notion of this method is that students can get to know the content they are expected to study in the classroom. Analyzing the materials and guides provided by the teacher before getting into the class itself. Jeoffrey explained that through flipped learning students have to chance to meditate and work on their own knowledge. (p.12) besides, it offers teacher an “effective use of classroom time” (p.12) since students will have prior knowledge about the topics, teachers are allowed to

work on different practical activities, creating an environment where they can reinforce and “construct learning together” (p.12)

Furthermore, flipped learning is linked to the use of technology. Teachers mostly use technology to guide students on their self-learning. According to Chen, Wu and Marek (2016) “In flipped learning, the students acquire knowledge at home, such as via watching videos made by the teacher, and practicing the skills in class”. This adaptation of technology may be a mean for motivating and engaging students with their learning, in this 21st century where technology is used in many fields and it is part of our daily life. Flipped learning tries to make that connection of with learners’ context, seeking that they apply the advantages of technology for their own learning, not just analyzing the materials provided by the teacher rather they look for other sources.

1.2 REMOTE TEACHING

Emergency remote teaching defined by Shim and Lee (2020) as "an alternative, temporary method of teaching that evolved in response to a specific crisis" That means remote teaching is a provisional response that tries to adjust educational delivery when an unexpected problem appears.

As a result of the global COVID-19 pandemic, which forced us to lockdown everything and to change our daily trail since we had to replace our face-to-face social interaction, and instead, we had to adopt an online mode using technological devices to fulfill this gap. Likewise, education shifted from face-to-face lessons into a virtual class stream where students and teachers are remotely separate. Yet, we were untrained to deal

with this abrupt situation, and teachers had to figure out in a short period method and strategies to attend to students' learning needs so as the educational process could continue.

"Emergency remote teaching has become a discipline unto itself to equip institutions with processes to ensure some level of learning continuity in the face of disruption" (The ultimate guide to online learning. N. D). In this sense, emergency remote teaching looks for online strategies or methods to facilitate the development of the education process through online courses while the emergency goes on.

1.3 E-LEARNING

Currently, in this abrupt situation which prevents us from having face-to-face encounters, E-learning was the mean to keep that human connectivity. Yuen (2008) suggests that "E-learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance" (p.1). In this sense, E-learning can be define as a connection system in which teachers and students can still working through platform and using any online resources to construct knowledge together. With the advantage of internet, "information can be accessed at any time and from anywhere in the world" Haron, Hanafi and Ibrahim (N.D. p.1). So as, students have the chance to work on them and expand their knowledge following their self –pace.

Sanderson (2002) highlighted that "The benefits of e-learning are many including cost-effectiveness, enhanced responsiveness to change, consistency, timely content, flexible accessibility, and providing customer value"(p.2) All this aspects have an impact on students learning effectiveness since; they are taking an active role on their learning

process, the teacher is no longer the main the center; now students have the responsibility for their own knowledge and it depends on them to fulfill it all. Likewise, she mentioned that “E-learning is powerful when both training and knowledge management are integrated” (p.2) which implies that the classroom needs to have a balance regarding the organization and the components needed to help students’ learning process.

2. METHODOLOGY

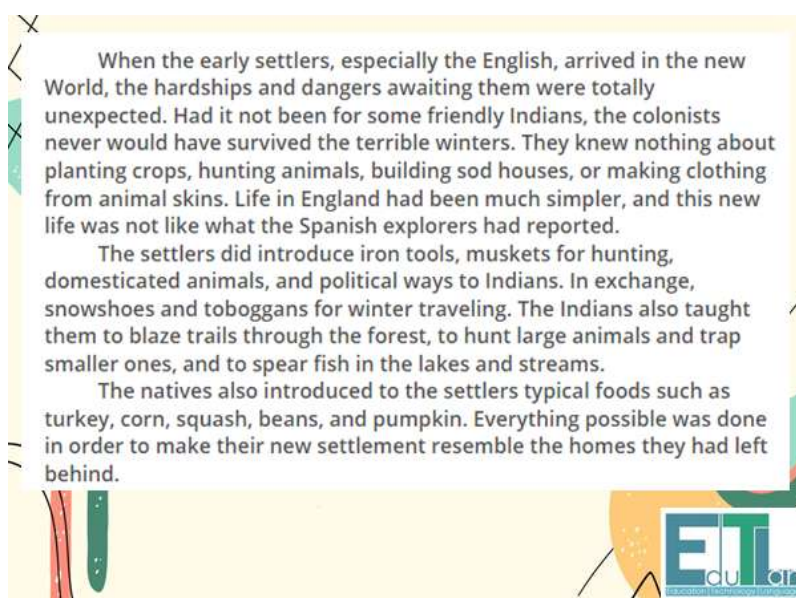
As a teacher, I am fierily excited about offering meaningful and worthwhile learning experiences in my classroom. My intention is to help students to reinforce their English basis so as they can increase their knowledge for the Saber-Pro test. In my classroom, I consider that each student count with the capabilities to slightly analyze and understand the target language using prior basic knowledge they would have obtained throughout the different learning environments. I used a constructivist teaching pedagogical approach to the activities and lessons for these courses. Hence, I applied constructive and interactive activities which I discuss in this chapter in detail.

Likewise, I implemented Intensive reading approach that according to Nation (2004) “intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items”. In other words, this author is implying that this is not merely an analytical reading activity rather offers students the opportunity to master other aspects of the language

inductively while reading; likewise, he linked this intensive reading with some vocabulary strategies to improve their vocabulary knowledge and their reading comprehension.

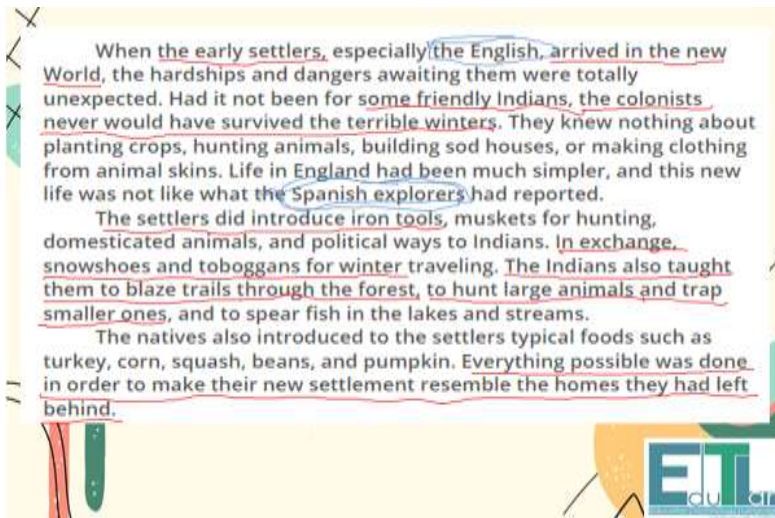
During my lessons, I was trying to follow the ideas of the constructivist teaching, which exposed the notion of a learners oriented class where the teacher provides different sources for the students to link and connect them with their prior knowledge. (Baviskar, Hartle, and Whitney, 2009, p. 5) Bearing this in mind, I divided the class into three stages considering the features of constructivist "eliciting prior knowledge, creating cognitive dissonance, application of new knowledge with feedback, and reflection on learning" (p.1)

Therefore, I designed some reading activities for each of these stages. During the first part, I implemented some simple readings in which students have to analyze and interpret the text as much as they could. The purpose of these activities was to elicit students' prior knowledge since if we want students to comprehend and acquire the new learning, we need to create a connection with their background. In this sense, in this first activity, I asked them to read the text and interpret what they understood (Appendix 1)



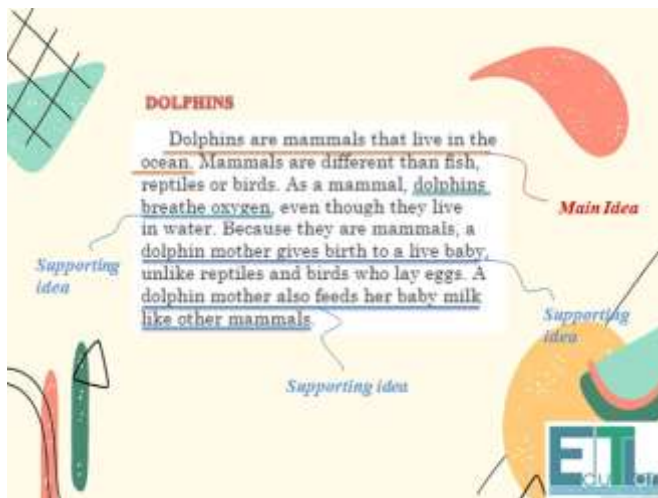
Appendix 1

In the second stage, after doing the first reading activity, I helped them to analyze the reading all over again; but this time, I was introducing them to the characteristic of the new topic so as they could observe which features from their previous knowledge could help them or could facilitate their understanding of the new theme. (Appendix 2)

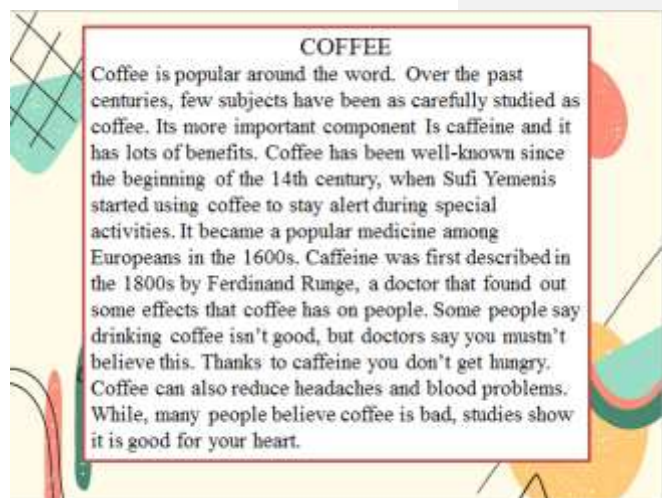


Appendix 2

In the third stage, I provided students with feedback and a clear explanation of the topic. I offered them examples and specified how we could apply this new knowledge into different contexts regarding the Saber-Pro test. During this process, I also made use of some reading activities where they could apply what they learned about the topic. Moreover, I could see if they understood or if another explanation was needed to fulfill their knowledge. (Appendix 3 and 4)



Appendix 3



Appendix 4

In the last stage of the class, I applied a more complex reading activity for challenging and assessing students' learning. With this activity, I was assuring and verifying that students accomplished the learning goal. Additionally, in this reading activity, students had the opportunity to implement and utilize their new knowledge for analyzing and interpreting texts (Appendix 5). For some of these activities, I used a different platform to make the class more visual and that the students could be more engaged. (Appendix 6)

Comentario [1]:



Appendix 5



Appendix 6

The next chart displays a description of the most significant activities carried out throughout the course.

TYPE OF ACTIVITY	DESCRIPTION
ASYNCHRONOUS GUIDES	These guides allow students to obtain some prior knowledge about the topic before the class, since, the guides offer them information and some exercises to practice the topic they were going to study in the synchronous class.
SYNCHRONOUS CLASSES	students have the opportunity to get some more practice and ask the teacher any doubts; besides, the teacher offers a

	complete explanation of the topic
SYNCHRONOUS GUIDES	These guides provide students the opportunity to keep practicing and enhance what they learned during the lesson.

3. RESULTS AND FINDINGS

This internship was a significant opportunity to enhance my professional and personal life. First, I had the chance to challenge my teaching skills since I have never had the possibility of being in charge of a whole course before and far less a course with university students. In this sense, I learned how to teach undergraduate students and how to treat them in a professional manner.

This journey was meaningful for me as I had the chance to develop my own materials and methodologies and to create that teacher-students connection inside and outside the classroom. In the beginning, I was pretty anxious about how I will do as a teacher or how students will react about having an intern of the same age. However, as I was starting the internship all those insecurities were left out, and then I just found myself focusing only on providing students with an enriched learning process. In that sense, this internship allowed me to experience myself as a teacher and to overcome all my insecurities. As a result, I could say that everything ended up pretty well; I could carry out all the lessons successfully. In spite of making some changes in some materials as the internship was going forward intending to make the classes more visual.

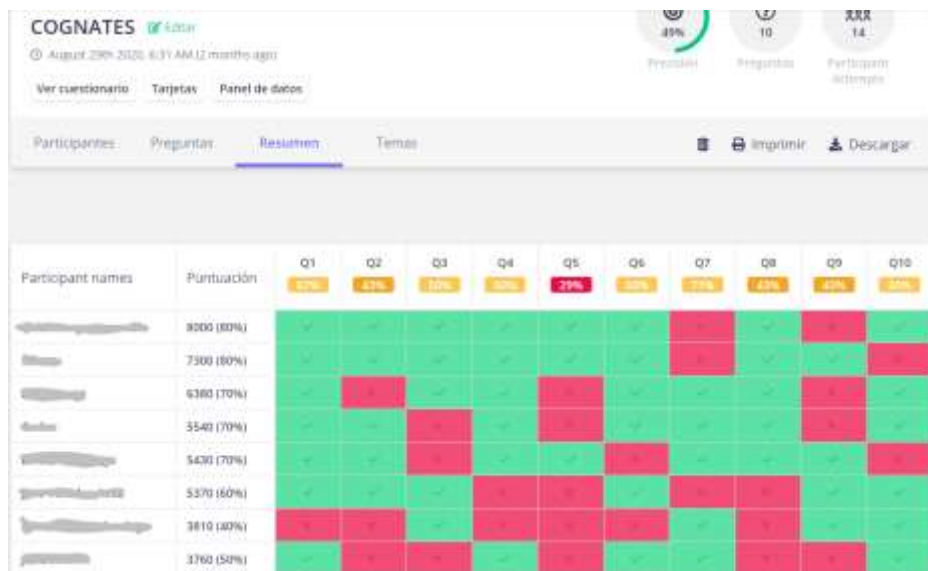
Regarding students' performance, in the beginning, their attitude was a bit passive; they remained quite most of the time, and when I asked about anything, their participation was pretty limited and low, which had an influence on the class environment; there were sometimes in which the class felt awkward since I was the only one who was talking and It

felt as if I was talking alone. Bearing this in mind, to prevent the class from being too much teacher-centered, I decided to ask them to read the texts I used in the activities so as they would not always hear my voice but the voice of their peers; in many cases, I just asked for help in the readings and some students offered as volunteers; however, in other cases, I had to call them by names so as more students could participate.

For the elaboration of the course, First, I designed the learning guides with the purpose of sending them to the students before the class. In those guides there was a brief explanation of the topics, and then there were some exercises for them to practice; and get some knowledge about the theme. Then considering the learning guides, I made the lessons that centered mainly on enhancing and practicing the topic or solving doubts students may have after studying the guide.

Additionally, the activities carried out in the classes were developed in some virtual platforms such as; jamboard, genially, quizziz, baambloozle. In the beginning, I implemented a different platform (Quizziz) during the lesson; however, many students did not count with a good internet connection, or their mobile device did not have the capacity to do the activity and being in the class at the same time (Appendix 7). That is why I decided to avoid sending links, as the majority of the students could not access them; and instead, I showed them the activity on my screen and we do it together in the class. Moreover, I consider using these other platforms for doing the activities (Baambloozle, Genially) to make the class more visual so as they would not always see a PowerPoint presentation (Appendix 8). Likewise, I reorganized the information presented in the slides because the slides seemed to be too much loaded due to the amount of slides the presentation had; for this reason, I reconstructed them and simplify the information in some

charts so as to facilitate students' understanding and that they did not get bored or overwhelm by all the information. (Appendix 9) (Appendix 10)



Appendix 7

Game Code: 151909

15 Public

Identify the cognates and false cognates

15/15

Play

Study

Slideshow

Questions

she is a very _____ (sensate) person, she always has something in mind. (sensible, sensitive)

we caught him in the _____ (tromepe). (trap- tramp)

I'm waiting for a _____ (taxi) I need to go to the mall. (Tax - Taxi)

What a _____ (coincidencia) we did not expect that. (casualities - coincidence)

_____ (actualmente), she is living in a small town on the country side. (actually - Currently)

Andres can speak around five _____ (idiomas) that's amazing. (idioms - Languages)

You need to give that _____

they were busy so that's why they could not _____ (osisirir) to

We entered to the room _____ (sin) any safety equipment. (Sin -

15 0

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Appendix 8

TERMINACIÓN	CHANGES	EXAMPLES	
vocales: a, e, o.	quitándole o cambiándole la última letra.	Aire Caso	
"ción"	"tion"	Situación Sensación	
"rio"	"ry"	Salario Literario	
"dad" o "tad"	"ty"	Dificultad Comunidad	
"ico" o "ica"	"ic" or "ical"	Clásico Atlántico	
"ente"	"ent"	Agente Cliente	
"mente"	"ly"	Exactamente Especialmente	
"mento"	"o"	Argumento Monumento	
"encia" o "ancia"	"ence" o "ance"	Abundancia Diferencia	

Appendix 9



Appendix 10

With these changes, students were more engaged, and they were more participative since they had the opportunity to ask and discuss the questions with their partners, and they asked me right away if they did not understand something. On the other hand, regarding the topics, they were oriented to the saber-pro test, which content regards mainly on reading. In this sense, I implemented intensive reading approach in which students are asked to read texts. These reading activities intended to strengthen students' thinking skills as they have to analyze and make inferences using the target language.

4. CONCLUSION AND RECOMMENDATIONS

This internship was a meaningful and incredible experience because I had the chance to prove myself as a teacher, adopting different methods and creating my own materials. Also, having this responsibility showed me the aspects that involve being a teacher; such as, the commitment and hard work. In this regard, I can say that now I know and I am prepared for my future teacher life.

When we are in the studying the career, we covered many aspects, we learned about teaching method, strategies, and other tools for developing a class; however, we stayed mainly in the theoretical part, when we encounter this type of real teaching environment that is when we started connecting all the theories with the practice. I can say that this internship enriched and complement all my teaching knowledge; now, I take into account different aspects when designing a lesson or materials.

During the course, I could see an improvement in students' participation and engagement, even though the course was developed in a virtual way, which sometimes could hinder that teacher and student relationship. However, they showed that commitment towards the course; when their participation increases, it facilitates their learning process. Likewise, there were some students that used this opportunity to practice their speaking skills, they talked to me in English and asked when they did not know the pronunciation or the meaning of a word, and regarding their reading ability, there was an improvement, by the end of the course, some students were able to identify the main ideas and supporting

details better and when answering questions, they analyze the questions and the text taking into account the strategies studied in the course.

For future interns, if this virtual environment still prevails, I suggest you implement different apps or virtual platform since this kind of tools create different vibes and makes the learning environment more didactic and smooth. And, do not get frustrated if something does not go as you plan, there are many strategies and methodologies that you can adopt to make your lessons better.

5. LIMITATIONS

Some of the difficulties encountered in this internship were the lack of experience working with technological devices and how to use them for educational purposes. As this was my very first attend leading a whole course it was hard to find adequate activities and methodology to engage these university students, and since we do not have training on TIC, when we prepared everything our challenging was to adapt those activities into apps which could catch students' attention and create a different learning environment. Further, some students could not attend the class due to the lack of internet connection, which may influence their learning process since they had to watch a recorded class and do not have the opportunity to interact directly with the teacher.

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