

INTERNSHIP AT “EL RECUERDO CDI” UNDER THE PROGRAM MY FIRST
STEPS FROM UNIVERSITY OF CÓRDOBA

FINAL INTERNSHIP REPORT

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UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES-INGLÉS

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

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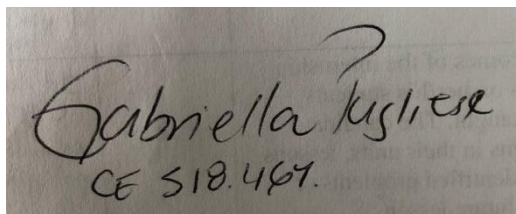
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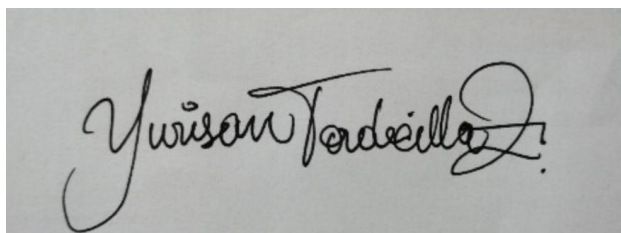
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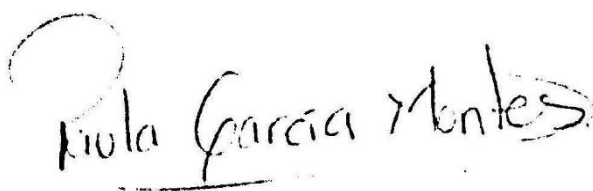
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ABSTRACT

In this report will be explained and exposed every detail of my experience in this internship. This internship was to be carried out at “CDI El Recuerdo” in Montería, but due to health issues in the country it was not possible to complete the process personally. This report will be about the pedagogies used to design the materials and lessons, along with the challenges and difficulties I encountered during the process.

This internship is offered by the University of Córdoba, and any student in last semester can apply for it. This internship is part of the project “my first steps”, and it is offered as graduation option. This project is part of a macro project that goes by the name of “Cordoba Transformada”, which was created by the University and it is carried out in “CDI El Recuerdo.”

In this internship, one of my responsibilities was to create 4 lessons from a unit created by the team (my partners and advisor). However, the lessons were not carried out as expected because of the national health situation. Although it was not possible develop the whole process in the CDI, the responsibilities were assumed and fulfilled.

This paper describes all the features that made part of the internship process and all that was used to support my work. It is divided into 6 sections: introduction, pedagogies, methodology, experience, conclusions and recommendations, and limitations. They will be developed along the document.

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1. Introduction

An internship is a program offered to students that are in the final semester of their degree, and want to put into practice their knowledge and acquire valuable experiences in their field of study. In addition to that, Renganathan, Abdul Karim and Chong (2012) defined it as a chance for students to incorporate their on-the job work experience and knowledge into their university education by being in a supervised and planned real-world professional work environment. In this internship, my assignment was focused on teaching toddlers in a CDI, Spanish acronym for, Children Development Center (CDC).

Teaching toddlers might seem as a puzzling and demanding task for some educators, even more if we talk about language teachers, who have to thrive with different aspects and manifestations of the environment children develop in. This is why researchers focus efforts on the quest for finding strategies and verifying theories about children's learning process. There are researchers that claim that music is a powerful and fruitful way of teaching language in early stages of life. According to Saber and Fahandejsaadi (2016), young children seem to be naturally "wired" for sound and rhythm. Besides providing enjoyment, music can play an important role in language and literacy development.

In this paper, several of those theories will be addressed and mentioned in order to support the internship process as part of a program called "My First Steps", framed on a macro project with the name of "Cordoba Transformada", the program was put into action in 2019 by the University of Cordoba and the Bienestar Familiar, and conducted in a CDC in Colombia. This CDC is located in Los Recuerdos neighborhood, a southern neighborhood in the City of Montería,

with a vulnerable context and low life conditions. In here, my work was based on the use of music as the focus to teach English to toddlers. Children's age here, ranges from 1 to 5 years old.

This internship was expected to be carried out in the CDC, the mission was to interact with toddlers twice a week with the goal of achieving advancement in their Second Language learning process. My responsibility was to create 4 lessons from 1 unit. These lessons were based on the use of music to learn language in early age. However, a health problematic in the country made it impossible to be completed thus, compelling the work to be carried out on a virtual manner and focused on imparting a long-distance education.

Due to the children's conditions in terms of economic situation and resources, it was not possible to complete a virtual system of education, reason why the project required the creation of lessons suitable for the context and the children. In addition to this, future students that apply for the internship will have the chance to use these lessons and put them into practice. As a consequence, I decided to continue with music as the focus of my work, with the intention of offering a way in which language can be taught to children in an enjoyable way.

In this document, the reader will have the opportunity to find, in detailed manner, lesson plans based on theories useful to support the focus of this work. Here are also explained the strategies used to create certain activities and resources needed. It is important to mention the mayor adaptation made to the lessons to keep up with the whole education transformation, which is now fostering virtual teaching strategies due to the country's health problematic.

2. Pedagogies

In this chapter, it will be given a full description of the main theories and approaches that support this work. In this paper, several concepts such as **Differentiation**, approaches such as **Project Based Learning**, and the use of **Music** as pedagogy, will be addressed in order to explain in detail how they supported my work and the importance of each one of them in the developments of the project. Those concepts were key for the creation of my lessons and they offered a wider perspective on how I could improve what I was trying to do with the kids and also helped me find a better way to deliver my teachings.

2.1. Differentiation

Differentiation is a useful approach for teachers, who can use it as an observation mechanism to identify aspects of their students' process. This is done in order to aim the teaching process to fulfilling those needs and overcome their difficulties, both as individuals and group. According to Dahlman, Hoffman and Brauhn (2008) Differentiated Instruction allows classroom teachers to become more adept at planning instruction that is meaningful to every child in their classroom regardless of readiness level.

It is accurate to say that this approach focuses on the constant observation of students' development, this is done by the teacher in order to be aware of their weaknesses and strengths. By using Differentiated Instructions, a teacher can adapt his/her lesson to the different learning styles thus, supporting individual differences in the process. Dahlman, Hoffman and Brauhn cited Tomlinson (2001) to affirm that it has proven to be successful in the general education context where studies have found that students exposed to Differentiated Instruction strategies consistently

outperform other students. With this, I am not saying that Differentiated Instructions fosters the idea that students should have personalized or individualized lessons, what it aims for, is the maximization of the learning process through emphasizing on covering high standards for all students without leaving out of perspective all individual learners' needs and characteristics.

In order to have successful lessons, teachers must make decisions about what they consider to be important for students to learn. It was a great responsibility to choose the appropriate content for children to learn (from the Suggested Curriculum for Kindergarten created in 2016) and work on it so that it would be delivered to them in an accurate way later on. This is something that can be structured considering different aspects such as age, things they find interesting and ways in which they prefer to learn. It is also important to remember that they are in a very young age. Tomlinson (2014) explains that first a teacher will need to make decisions about the essential content, principles and skills that all students will master. This part can be connected to what was mentioned before and after that, teachers have to offer students different options so that they can take information in, that is giving them the opportunity to make the most out of their learning styles once they realize they are being included in the morphology of the lesson. With this approach, the teacher can differentiate content, process or product.

One of the most important advantages this model of instruction offers is the opportunity for students to compete with each other. As lessons are planned based on how students learn, what they like and what they need, they might find themselves in equal conditions to acquire knowledge and show results. A student, confident in his environment and with the feeling of inclusion, will most likely be able to show his readiness and enthusiasm to prove himself.

Based on this theory, lessons are flexible and rigorous in their purpose. They offer the possibility to students to perform properly inside the classroom, supporting each and every one of

them in their own way of learning what is being taught. This is the main reason this tool was chosen, being aware of my student's abilities or capacities was an advantage. Finding something they could all enjoy and from there on, they could find the way to acquire the content, gestures and rhythms I was going to teach.

2.2. Music as pedagogy

According to Saber and Fahandejsaadi (2016) the connection of song to both the development of human languages and the linguistic development of the individual are anthropologically worth noting. As core of this work, music is highlighted as the most important pedagogy to achieve the objective of the Internship since, as the author previously mentioned said, it helps in the development of human languages. Working with young kids is quite demanding, teachers have to be careful when choosing the content, then the purpose of that content and finally, how is it going to be delivered or offered to the kids. It is well known that children have a very weak concentration level due to their age, they tend to pay attention in short lapses and get distracted with most of the things that surround them, and this is why an effective strategy or pedagogy was needed to catch their attention with something they might enjoy. It is quite an useful pedagogy if we take into account that children learn many things before entering school, which is a consequence of the context they are involved in; everyday they listen to their parents talking, they hear the things that are being said on the radio, TV or music player, and without noticing, they are absorbing that information and keeping it. According to Medina (1990) it may be beneficial to attempt methods that more closely resemble life outside of the institutional classroom, which is generally filled with music, songs, stories and visual images. Adapting the lessons and activities used in this work to emulate the environment mentioned by Medina, in which children

would not feel the pressure of being in a class, having responsibilities, or responding to something in an academic way, was key.

One of the major concerns when teaching children, is creating the conditions in which they may feel free to open themselves and be part of what is happening, reason why music came out as an effective tool to achieve that. It may be shocking how much teachers worry about these issues, Saber and Fahandejsaadi (2016) say that the specific feeling of belonging to a cohesive community, that many teachers explicitly strive to establish for their learners in the classroom, can be promoted by the use of music. When teaching a second language, students may feel shy due to the lack of knowledge about a certain topic, but when music is used to foster mass participation and inclusion, students know that they can be part of the activity without being individually judged or graded.

This strategy is primordial in order to make a class or activity appealing for our students, but once this is achieved, music starts doing its magic. As this is an emulation of real-life scenarios where kids develop with no fears but complete confidence, they progress in unseen or unnoticed rates. Kids get involved in activities in which they are taught contents they partially know in the native language. These activities are now introduced with the new language in a way they do not see as academical but fun; the words they hear and the images or gestures they are able to see and emulate, give them that meaningful learning we are looking for. Borchgrevink (1982) postulated that linguistic and musical elements are processed in different hemispheres of the brain and therefore, language and music used concurrently provide effective pedagogical methodology to increase learning.

As a consequence of this research, music was the base on which this work was framed. Taking into account the great reach and the incredible capability of adaptation it has in terms of

the context variation and its effectiveness, music was a strong candidate as the proper pedagogy to teach the kids in the CDC. These kids needed a comfortable environment in which they had the opportunity to achieve a lot without being institutionalized or pressed to show results.

2.3. Project Based Learning

This is an approach that is based on the progressive education movement, which aims for a more student-centered and experiential teaching-learning style. This approach supports and fosters deeper learning through activities that offer active exploration of the real world, the opportunity for students to solve problems, and the possibility to face challenges. According to Condliffe, Quint, Visher, Bangser, Drohojowska, Saco and Nelson (2017) PBL enhances students' motivation, conceptual knowledge, and problem-solving skills. This is the reason why PBL is a resourceful approach that scarcely limits its reaches in terms of an improved education. When working with PBL, teachers have the opportunity to include many aspects in their classes, as working with this approach makes it possible to adapt the lessons and content in a way that a final goal can be achieved and evidenced in tangible ways.

In this internship, working with a Project Based Learning (PBL) approach was important. I based this premise in the fact that the children in my care need to be guided throughout a process in which they will have contact with the language, in most cases, for the first time. This is why we align this work with PBL. By doing so, the lessons that I planned will be part of a project that is expected to show a final outcome. However, it is vital to take into account the context in which we were working in this project, which was a CDC located in a vulnerable neighborhood in Montería. According to Coburn (2003) the effectiveness of instructions like PBL, usually rely on the depth and quality of the implementations of the approach that is likely to be significantly altered in the institutions. We had to keep in mind that this project would only be successful if our work was

carefully created, well framed, and accurate enough to address all the aspects that could help our kids achieve the objective of the project.

In this kind of instructions, the teaching-learning model in any institution has to go through a major shift. Traditional models of educations might struggle with the implementation of PBL as it is mainly focused on giving students more participation and leadership in the developments of the classes and a whole course process. A traditional model of instruction, in which teachers are the ones with the most important role is not the best model to implement PBL, it would take away the possibility for students of taking an active role in the learning process and develop all the skills that are fostered by the PBL approach. According to Condliffe, Quint, Visher, Bangser, Drohojowska, Saco and Nelson (2017) PBL requires a considerable change in the practices of both teachers and students. This is due to the fact that the student-centered and constructivist orientation of the PBL approach would constantly challenge the dominant modes of teaching and learning in a classroom. It is important to consider that based in PBL models of instructions, teachers plan lessons that maintain students with a central role, and those lessons are focused on building piece by piece what is expected to be achieved by the end. In this project, it was primordial to create a comfortable environment for my students in which they would have the opportunity to explore, discover, be part of the process and learn what I was trying to teach them.

3. Methodology

This chapter is dedicated to the explanation of all the techniques, strategies, procedures and pedagogical supports used to design the activities that were stated in the lesson plans keeping in focus the use of music as the main approach. It is important to mention that all the strategies used and the activities designed were based on the diagnose of children's needs, made with a checklist. (See appendix 1)

Based on my experience and the opportunities I have had to teach; I consider myself an enthusiastic teacher that tries to involve all his students in the learning process and development of the class. It is always important for me to get my students to know that they have all it takes to be better at something, reason why I foster empowerment and leadership roles in the class. I do not like to make my students feel under the authority of a dictator but instead, I give them the opportunity to express freely, I talk to them, I try to make classes fun and that has given me great results so far. It is also necessary to point out that I constantly preach respect in the teacher-students relation and between students as well, in this part I aim for the complete eradication of mockery and bullying behaviors that might seriously injure the whole course and affect the students learning process in a bad way.

This experience was quite different to previous ones in which I had the chance to share considerable amounts of time with my students, be aware and present during the whole course. Despite this, I took all those aspects into account in order to plan my lessons. Fostering and guiding those children to achieve a greater level of knowledge and understanding of the language was my

goal, reason why the whole project was student-centered which was the most accurate approach so as to give students the greater percentage of attention, and giving me the position of a guide for them.

In my lessons, the main purpose was to work with music as the strategy to introduce the language to the children from the CDC and facilitate the acquisition of it. These lessons were created aiming to offering children the chance to have a meaningful learning process as they were to be exposed to an environment in which they could have fun and feel free to step in, be part of the activities and even encourage their partners. Based on observations (see appendix 1), I could notice that the children in my charge were keen to participate when singing songs or repeating words that were told with sounds or rhythms even when they did not know the words and right pronunciation. It is also important to mention that it was key to take into account the conditions of the facilities and the limited resources owned. Once these aspects were brought up, along with my partners, working with the same internship, we came up with a unit (see appendix 2) that included features that are vital for the teaching and learning process, and aimed to the fulfillment of the project based approach of this program. As working in early childhood is mostly focused on dimensions such as corporal, linguistic and motor instead of performing indicators, the unit of our course was planned keeping those aspects in mind.

In this project, the lessons were planned under the concepts previously explained, but due to the country's situation, they were not carried out. Reason why the lessons will be used as support by the project "Speakers". The lessons are planned with a specific structure containing different stages: warm-up, core activities and closure plus assessment. By following this structure, the teacher has the chance to introduce the themes and make a brief review of the ones previously treated. In my lessons, I always make a short round of participation or brainstorm in which students

have the chance to talk about the things we have previously worked on and get in the mood for the beginning of the new lesson, this is creating the context.

Core activities have to do with the main course. In this stage, the students and the teacher deal with the new content and work on it by following the guidelines stated or proposed to carry out the lesson. My major concern is to fully foster the involvement of students in the process and offer them a meaningful experience. When working on the core activity, teachers can be aware of the process while students take a central role in which they are the most important asset. When I am on this stage, I try to give my students the opportunity to be free of expressing themselves and exploiting their potential by letting them participate, help each other and even make mistakes.

The final step of the lesson gives the opportunity to evaluate the outcome or process of the lesson. Here, the teacher can see if his/her students managed to achieve what was expected or if the lesson was effective or well planned. In order to do this, I will check if my lessons are fully developed in class, if the students enjoy the class and if the topic was successfully delivered to them. To do this, I usually ask a few questions and offer treats as reward but focusing on making a brief diagnose of the outcome and level of acquisition my students had. After doing that, I will have enough clues to decide whether my lesson was effective or if it need some adjustments.

In this project, the lessons were planned to be developed twice a week with each group, although they were not carried out. Lessons take one-hour sessions, in which I have to develop all the activities keeping in mind every aspect mentioned above and the goal of the lesson. Down below will be my schedule of activities I carried out during this Internship.

Figure 1, Schedule of the internship.

	UNIVERSIDAD DE CÓRDOBA			
	FACULTAD DE CIENCIAS HUMANAS			
	CRONOGRAMA DE ACTIVIDADES PROGRAMA "SPEAKERS"			
	CÓRDOBA TRANSFORMADA			
	Estudiante:	Isaías Acosta Pérez		Fecha:
Asesor:	Gabriella Pugliese			
WEEKLY ACTIVITIES				
Lunes	Martes	Miércoles	Jueves	Viernes
Online course(Future learn)	Lesson planning	Workshop with Speakers Coordinator	Lesson planning	Online course (Universidad Católica del Norte)
		Meeting with advisor		

Source: the author

As mentioned in the chart, I worked on some online courses in order to enrich my knowledge and enhance the planning of the lessons. These online courses will be discussed further over the next episode of this paper. The workshops mentioned in the chart were organized by the coordinator of the project. With her, we had the chance to meet several times from the moment we started the Internship until the end; in those meeting we discussed issues that were important, and the workshops were about designing children activities, framing resources for kids, useful ideas for teaching children, and a workshop about formal writing.

4. Experience

This internship at the CDC was a great experience for me. Although it was quite different in every aspect to all my previous experiences, it was rewarding and fruitful. It was a pity that I did not have the opportunity to spend more time with my students and observe the process, their advance and changes, but it gave me the possibility to learn a lot and explore new things. As for early childhood teaching, it is a matter of great importance; taking advantage of those first few years in which children have full capacity of absorption and when they are eager to learn things that might last for their whole lives is something to take seriously. Not only should there be more researches about the issue, but also more interest in educators to find the best ways to address these ages and make it meaningful for the kids.

I think this experience shall be of great contribution to future focus of interest in my studies. It proved to be quite demanding to create lessons that cover the needs of children and also provide the things they needed, but as challenging as it was, it was grateful. I had never worked with children that young (2-4 years old) and in a vulnerable context like this, reason why it was even more important for me to achieve the purpose of the project and give those children something valuable for their lives. Added to what was mentioned before, the current situation the country is in brought more challenges for the completion of this project. As teachers, we had to change many things and adapt, not only the lessons but ourselves, to the situation in a very sudden way, it was difficult to manage all the pressure and the short time we had to prepare everything. However, it was the perfect scenario to put to the test our knowledge and abilities, be complete and face an extraordinary situation in a sober way.

As mentioned above, we had to work differently to what we had expected or planned due to the world-wide situation we are in. It was something that turned all the pages upside down, but along with the advice of our teachers in charge, it became a lighter burden. It also presented the opportunity to learn more about the topic I was going to be involved, by making online courses offered by the British Council, the courses were about English in Early Childhood and Teaching English: How to Plan a Great Lesson. (Appendix 3 and 4)

These courses were very helpful in the enrichment of knowledge and the great amalgam of options it offered to pick useful tips about teaching little kids and achieving great results when doing them. It is no new that teaching children represents a quite demanding task, but in these courses, I was able to take a more serene position and a better perspective of what I was going to do and the tools I was going to use in order to achieve the purpose of the project. It was important for me to support my ideas with useful pieces of advice given in the course, it helped me improve the way I was planning the lessons and guided me in the use of strategies to get children attention and interest in the activities. Taking into account that children are at a very young age in which it is quite difficult to keep them focused on something for a long time, I had to find the best way to plan my lessons. In this part, the course was really helpful for me. I understood from the course that I had to create a proper context or environment for the children so as to make them enjoy what they were about to do and help them learn something in a very natural, enjoyable way. It was also helpful to have the weekly meetings with our advisory teachers, because they gave as tips in order to better our work and at the same time, they were aware of the process. Moreover, with the assessors we had the chance to discuss several issues that were crucial for the project, as well as workshops we worked on about lesson planning, classroom managing, material designing, formal

writing and others. These were very useful, they contributed in great manner to the completion and success of the project in the CDC.

The current situation of the country served as a motive to look for strategies to offer a quality education with the use of online and technological resources, this is why I took a course offered by the Fundación Uninversitaria Católica del Norte in Colombia, called “Enseñar en la Virtualidad: Competencias y Habilidades para Docentes en Ambientes Virtuales de Aprendizaje – AVA.” (see appendix 5). This course was very useful to learn about how we, as teachers, need to be part of the updated version of education in which no books are needed but technological devices and long-distance resources that can be shared with anyone who wants or needs them. The current situation demands this type of education and being unaware of the virtual means of education in a flaw teachers cannot afford at the moment, this is why this course was so meaningful and useful to take advantage of all the tools we can use and I was not aware of their existence.

All those courses were aimed at finding the ways to perfect the lessons and improve what was being tried to state in them. In these lessons, the activities were focused on adapting music as pedagogy to the core of every lesson in order to provide children an enjoyable learning process and gain their interest in the language. Before planning these lessons, I met with the kids and I had the chance to observe how they responded to certain activities and detect the things they liked and found interesting. I realized that most of them enjoy getting involved in singing or following mimics when singing a song, they were very eager to join the dances and they gathered in circle to sing or do what I told them to do. Based on this previous observation, I included activities in my lessons in which kids had to sing, dance, move, and watch videos they could try to emulate later. I tried to adapt these activities to the needs and aspects I had seen before, and taking into account that young children learn in very different way adults do, they require more attention and

activities with less content, due to the low memory capacity they have at that age. For that reason, I used 5 words per lesson and spend 3 to 4 classes practicing the vocabulary with different activities. Working with children demands spending great amounts of time repeating what is being taught. According to Arnerich (2018) repeated experiences are boring for adults because it is reliving the same thing over and over again. There is nothing new, and nothing that isn't expected. But in their early years, children don't find repetition boring because each time they do it they are experiencing it in a new way.

In the activities stated in the lessons, students would have the opportunity to see what they were going to learn, listen to the word in Spanish to directly relate it with their prior knowledge and then listen to it in English. This procedure would be repetitive but focused on using English as much as possible so as to achieve children's understanding of the language and getting used to it.

As shown in the following image, the activities focus on using music and aspects of the kids' environment to ease the learning process through the direct relation between the new content and their life experiences. In the activities in which they have to watch videos, sing or dance, my interventions are scarce with the intention of letting them develop freely and absorb language in pressure free environment. It is also important to say that constant support and participation of the teacher is needed in order to assist them and at the same time be aware of the process. Even when my role in the class is not central, I need to maintain a good level of interaction with the children so that they can gain confidence and boost their communication development. If they have any question it is also important to be there and guide them.

Acquiring vocabulary was the goal in these lessons, and it was important to avoid overloading the lessons with content so that children could learn step by step new things of the language and feel comfortable with it.





Figure 2, Extract from the lesson 1, part: warm up and core activities

TASK/PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	Reconoce los números del 1 al 4	The numbers: one, two, three, four.

Warm-up	You will need	During
<ul style="list-style-type: none"> - Antes de iniciar las actividades preparadas, el profesor hará un pequeño review del tema tratado en la clase anterior. - Para contextualizar a los niños, el profesor inicia diciendo los números en español y mostrando con sus dedos el numero que dice. Después de mostrar cómo se hace, el profesor hará esto frente a todos los niños y esperará hasta que todos lo hagan al mismo tiempo, el número que él mencione, es el número que debe hacerse con los dedos. Repetirán dicha acción con cada número. 		5 min
Core activities <ul style="list-style-type: none"> - En esta actividad, el profesor mostrará un video en el cual los niños podrán ver los números del 1-5 y seguirán la canción para aprender los números. Mientras ven el video, los niños hacen la mímica con sus manos, acompañados por el profesor. <p>- https://youtu.be/B3mIG7ECzHQ</p>	Teacher's voice Video – Song Video beam Computer Speakers	35 min
ASSESSMENT		

Source: the author

Figure 3. Extract from the lesson 1, part: Assessment

			
<p>- Para comprobar el aprendizaje, el profesor escoge grupos de estudiantes y junto con los demás canta la canción para que los escogidos hagan la mímica de la canción en frente.</p>			<p>15 min</p>

Source: the author

As the one previously shown, my lessons are strongly focused on the use of repetition activities in which the vocabulary taught to the kids is continually addressed. The lessons were planned to work with the numbers from 1 to 4. I selected those few numbers because I considered those to be the ones that children would use the most in their context. If the kids are asked their age, they can tell the number in English. This is one of the most important reasons for me to use this vocabulary, as it will be useful and easy for them. Physical activity is also an important feature in my lessons, kids are constantly encouraged to participate in activities that allow them to socialize, talk, sing, dance, jump, move and in that way, achieve their involvement in the class and involvement in the learning process. According to Dr. Perry (2020) language acquisition is a product of active, repetitive, and complex learning. The child's brain is learning and changing more during language acquisition in the first six years of life than during any other cognitive ability he is working to acquire.

5. Conclusions and Recommendations

I would like to say that this internship has been a great experience and it has also become the most demanding and meaningful experience in my degree, as a teacher. Although several times I taught in schools in the Teaching Practicum class, this time it was completely different. In my previous experiences I worked with children who were at least 8 years old, which was a great difference in age comparing with the children at CDC. In here, I was in charge of children that were not able to speak fluently or clearly in their own native language. This experience was then, a whole new one and every aspect of the process was a challenge that I had to face by learning throughout the process. Regardless all what was previously mentioned, this space was quite useful to me, it gave me the opportunity to enrich my knowledge and deepen concepts that are important for me to manage with ease, which will be an enhancement for my profile as a teacher.

In this field of work, the interns have to deal with children that can barely communicate their ideas or express simple words. There should be more dedication from the teachers so that the situation can be faced in a more effective manner by the students that apply for this internship. When I started working in this project, I had no idea of how to deal with little kids, how to teach them, how to create lessons and activities that were meaningful for them and accurate for their stage. I think that the Faculty should include, even in small amount, this field of study so that the students have the opportunity to be more complete as teachers.

Considering all the aspects of this project and how it was developed, the use of Music as a pedagogy was a good choice to teach young children. The children that were in my charge were in a very young age, this offered the possibility of using a teaching model not so similar to the ones

I was used to implement. Teaching these children required the use of strategies that were completely apart from the traditional ways of education. Here, I needed to use new ideas and different features that allowed me to adapt my lessons to the context of the children, taking into account their background, economic status and resources.

All in all, this opportunity was unique, although it is regrettable that I did not have the possibility to carry out the whole project with the kids, it was the perfect scenario to know how important it is to give credit to the teachers that work in this field and how hard it can be. The teachings in this project were countless, and the counseling of my advisor was crucial for me to keep working on improving my work. Finally, I feel this was a great way to seal the degree and I hope I can use all the things I learnt here to achieve, even if small, an impact on education.

6. Limitations

In this project, there were several limitations, in terms of the context. The children were in a vulnerable environment, they came from families with a difficult socio-economic status, and they had access to little resources. In addition to that, the health problematic in the country was the biggest limitation. I was looking forward to working with them because I knew it would be a really interesting experience, but the health situation was something unfortunate, and also disappointing for me. Nevertheless, having the opportunity to work in this project, create the lessons based on what I had observed, and learning more about education in early ages was delightful.

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Appendix

Checklist

CHECKLIST

STATEMENT	ALWAYS	USUALLY	HARDLY EVER
Students recognize their English teacher			
Students follow instructions.			
Students pay attention to the teacher			
Students respond to teachers' modeling			
Students physically and verbally respond to teachers' modeling.			
Students repeat when it is necessary.			
Students show a positive attitude towards the English class.			
Students show interest in the activities proposed by the teacher.			
Students respect their partners and participate in group activities.			

Appendix 1. Checklist to diagnose students.

Unit

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
UNIT PLAN

PROYECTO MIS PRIMEROS PASOS-SPEAKERS EN EL CDI EL RECURSO

UNIT TITLE: JUEGO Y APRENDO MODULE: 1 NUMBER OF LESSONS: 4 TOTAL TIME: 8 hours

Basic Learning Right(s): <u>-Reconoce normas sencillas</u> -Asocia imágenes con sonidos de palabras - Identifica, repite y utiliza palabras asociadas con su entorno inmediato - Comprende y responde preguntas muy sencillas sobre sus datos personales, tales como su nombre, edad y color preferido.	Module Goal: Los estudiantes siguen instrucciones de la dinámica de la clase de inglés al participar en juegos individuales y grupales.	Language functions: Greeting Saying goodbye <u>Describing people, places, and things</u> Expressing likes (limited to the age, context and previous knowledge)	Objectives: Los estudiantes siguen normas en inglés Los estudiantes participan en juegos individuales y grupales. Los estudiantes siguen instrucciones sencillas
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TASK/PROBLEM/PROJECT	Dimensions	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Project: Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	Corporal: Los estudiantes utilizan el lenguaje corporal para expresar las acciones e <u>instrucciones aprendidas</u> Lingüística: Los estudiantes verbalizan sonidos y palabras en inglés. Motora: Los estudiantes desarrollan habilidad de motricidad fina y gruesa a través de las actividades propuestas.	Colors Numbers Shapes <u>Family member</u> Animals (limited vocabulary)	<u>Hands-on activities:</u> -Decoración figuras para identificar colores, animales y objetos. -Hacer uso de los sentidos para participar activamente de la clase. <u>Outdoor and indoor games:</u> -Realización de juegos y rondas para el reconocimiento de instrucciones -Escuchan cuentos (story telling) con el apoyo de títeres <u>de dedos</u> (finger puppets) y videos para participar activamente en la historia. -

		Listening activities: -cantar canciones para aprender el vocabulario, identificarlo y pronunciarlo adecuadamente a través de videos o grabaciones.
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ASSESSMENT: Formative assessment

La evaluación formativa estará presente durante toda la sesión ya que se mide la palpitación activa de los niños. (de acuerdo a la checklist propuesta)

RESOURCES AND MATERIALS:

Pictures

Video beam

Online resources

OBSERVATIONS AND COMMENTS: Some stages of the class will vary according to the groups and needs.

Appendix 2. Unit design with Project Based Learning.

Online Courses







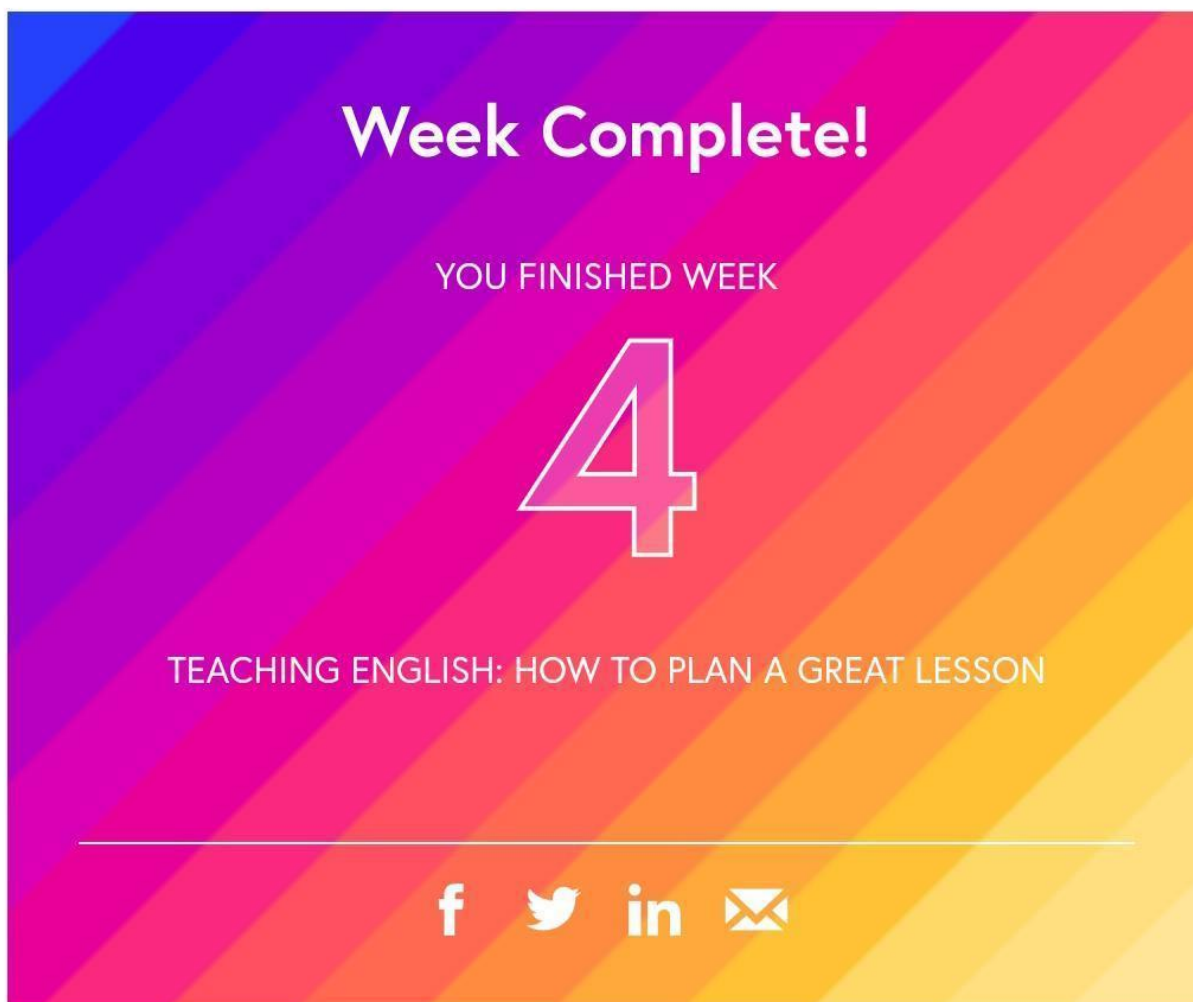


Appendix 3. Course about English in Early Childhood. 6 weeks.

Offered by: British Council through Future Learn







Appendix 4. Course about How to Plan a Great Lesson. 4 weeks.

Offered by: British Council through Future Learn



La Fundación Universitaria Católica del Norte y su Facultad de Ciencias de la Educación Sociales y Humanas

Certifica que:

ISAÍAS JUAN ACOSTA PÉREZ

CC 1067947443

Participó en el microcurso

**Enseñar en la virtualidad: Competencias y habilidades
para Docentes en Ambientes Virtuales de Aprendizaje – AVA.**

Intensidad horaria: 12 horas
Mayo 1 de 2020



Decano Facultad de Ciencias de la
Educación Sociales y Humanas.

Appendix 5. Course about how to teach virtually.