INTERNSHIP EXPERIENCE REPORT: RIBERA SCHOOL.

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FACULTY OF EDUCATION

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ABSTRACT

Through this paper it will explore the results of the applications of the different teaching strategies and methodologies such as flipped classroom, high- tech approach, and active learning. And explore its impact in a selected group of students in a post conflict context. Thus, the purpose of this internship aims to enhance the teaching performance in a real teaching stage, acquire the necessary skills and help future teachers to get a tool in order to cover students and school's needs. Where I worked is the Institution of Education "La Ribera" School, located in Monteria- Cordoba. They have students from 5th to 11th grade which are encouraged by teachers to learn the target language and improve their English skill while they learn values.

Keywords: *technology integration, oral communication, presential & virtual education.*

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1. INTRODUCTION

Different methodologies, strategies and approaches were taken into account in this internship, in order to achieve the students' learning needs and learning process. The high-tech approach method was applied, understanding the student's English level and their needs in terms of communicative skills. Besides, a facilitator style took an important role in the elaboration of lesson plans.

With the main objective of contributing to the reduction of the social inequality gap, the purpose of my internship aims to show results in terms of significant development of communicative skills in English and in values. In this sense I chose to do my internship at a school where I had the opportunity to enhance my teaching skills in a real context since it was possible to take face to face classes. Nevertheless, this internship is not my first experience teaching at a school. Consequently, it is possible for me in this opportunity to improve even more my teaching skills by taking advantage of the strengths and weaknesses in my teaching performance based on previous experiences. I had learned a lot of things during this period which includes a new understanding of what teaching means, and how strong our labor as teachers has a strong impact in students' life. Thus, I will share some of these experiences in this report.

It was during May when I started my internship, in which I had to survey some students in order to diagnose student learning needs. In this way, it was possible to establish a route for them to follow. The results determined that, in order to enhance students' language skills, it will be necessary to work mainly on their speaking abilities. Taking into account their lack of capabilities to use the target language in real context and situations. Thus, encourage students to use the language for communicative purposes. The chosen

school was "La Ribera", located in Monteria- Cordoba, where I worked with 20 students

between 9 to 11 years old. I had to design different kinds of materials such as learning

guides, worksheets, lesson plans, unit plans and virtual assessment in order to attend both,

virtual and presential classes that focused on developing their speaking abilities. However,

most of these materials and sources were designed to be developed for face-to-face classes,

since there were only 3 virtual sessions during this internship.

The virtuality was attended with a flipped classroom approach and taking into

account the different situations related to connectivity. Thus, these classes were carried out

with tools such as WhatsApp, Google meet and digital learning guides. Through the 3

virtual sessions, due to internet issues, some students were able to be up to date with duties

supported by the different virtual channels enabled.

This report presents the progress of the internship, which specifically contains

chapters with detailed information regarding to my teaching performance and

accomplishments from this experience. The following chapters report the description of the

High-Tech, and integration of technology is classroom practices, the strategies applied

during the lessons, the results and findings obtained from the internship, finally, conclusion

and limitations faced during the project.

2. INTEGRATE TECHNOLOGY INTO THE CLASSROOM

21st century classrooms demand more technology integration, Stephanie (2011) "In today's educational system technology is inevitable. Technology ultimately boasts many benefits when used in the classroom and can enrich the learning experience of students". (p. 188) Therefore she said that "teachers must strive to embrace technology and the benefits that it has to offer so that they can meet the needs of digital native learners". Besides, it is important to mention relevant learning skills for the twenty-first-century students' needs. Cramer (2007) mentioned some of them, such as: "curiosity, creativity, effective communication, teaming, collaboration, and interpersonal skills" (p. 128). Thus, it is important that teachers continue lifelong learners in the area of technology.

In this sense, by understanding today's students' characteristics as a generation that can easily move in a digital era, teachers could seize their motivation toward technologies to enhance students' learning performance. Stephanie (2011) suggested that today's students are unlike any the educational system has ever experienced. Members of this generation are most often referred to as "digital natives" or the "Net generation" because they have been immersed in technology since birth. They are expert computer gamers, whizzes on Facebook and Twitter, and most can text more words per minute than they can type. A national report by the Kaiser Family Foundation noted that students between the age of 8 and 18 spend an average of 7 hours and 38 minutes per day engaged in entertainment media. (p.188). Thus, this energy can be redirected to use for teaching purposes. Subsequently, it will allow teachers to explore the integration of technology in order to see more motivated students and take advantage of the benefits.

2.1. High-tech approach

Technology is currently an important part of our lives; it has an impact in the way we see and understand the world, and the education field is not an exception. A lot of schools around the world aim to take into account the continuous change and improvements of technology in order to prepare students for 21st century learning needs. The potential of the technology for education purposes presents countless possibilities to enhance students' learning performance if it is used properly. In this order of ideas, high-tech approaches become a useful student-centered approach to introduce in real and virtual teaching stages. Garrison (1988) as quoted in Breen (2018). Therefore, define it as a "balanced approach between teacher-centered relationships found in face-to-face education' and 'the tendency to stress learner centered relationships in the emerging electronic environment" (p.127).

Based on the above, the game-based learning can be categorized as a high-tech learning option. This learning style has proved to be very accepted among students and teachers, since it has significantly increased their motivation. According to Ming-Chaun & Chin-Chung (2013) "well-designed digital games are able to motivate and promote effective learning by providing opportunities for players to actively and critically experience, practice, and reflect on their ideas in a problem-based, situated, and low-risk context" (p. 878). In addition, Ming-Chaun Li & Chin-Chung, points out that the capability of digital games to raise students' motivation and to facilitate their learning in an engaging and joyful manner has drawn the attention of the community of science education. Researchers have indicated the disadvantages of traditional science teaching, namely that

students' interest and willingness to study science is likely to be diminished when their learning is decontextualized and requires mainly rote memorizing.

Therefore, Hwang et al. (2014) findings suggest that "students regarded the peer assessment-based game development approach as having the benefits of engaging them in in-depth thinking" and improving their creativity and learning motivation" (p. 140). Besides, it encourages students to focus on developing the learning outcomes, rather than getting a grade. Instead, students develop language skill through this meaningful problem solving-skills, June et al. (1979) say that essentially, problem solving is viewed as both an orientation and a set of skills to be learned. It requires that students be able to synthesize information and to propose new directions for trial-and-error attempts at deriving problem solutions. Students must be able to reject inappropriate response patterns and to test new ones which appear to be better (p.62).

On the other hand, it is important to highlight the relevance of high-tech materials. Thus, it is important to mention that the different elements used in the design, development and evaluation of the curriculum in order to communicate content or to favor and guide the teaching-learning process are known as curriculum materials. Christopher et al. (2018) stated that "several decades of research support the importance of curriculum materials in the classroom and their potential to positively support teaching and learning" (p.288). Besides, Christopher et al. (2018) supports the potential of the curriculum materials to positively affect teaching and learning is inextricably linked to how the teacher interprets and implements the curriculum materials. Teachers select elements of materials to include for instruction, and they emphasize or deemphasize aspects of a curriculum based on their own understanding and beliefs about what is best for their students (p.288).

A set of materials by itself are not educational elements. Nevertheless, it is the combination of the different methodologies that provide an educational meaning to the curriculum materials when these are integrated with a curricular project. There are different kinds of curricular materials. The most common, printed material, material resources and more high- tech curriculum materials such as audiovisual and computer media. Another collection of high- tech materials that help students with more advanced tools are internet links or website apps like google (drive, Gmail, docs, etc.), computerized devices, learning games software and platforms including social media. The curricular materials are intermediaries between the selected curricular content and the educational practice, they allow us to carry out activities and transmit values and knowledge.

2.1.2. Flipped classroom

The flipped classroom was developed by a couple of teachers in 2007, it is a high-tech idea in which they began to pre-record their lectures. This allowed students to learn from home by completing assignments to go along with the lectures. This is great if students want to work at their own pace, but if there's a slow internet connection it's near impossible to use this method. Nancy (2014) defined it as a classroom method, which turns the traditional teaching approach upside down in order to enhance and expand time with students. Here's how it works: Instead of a lecture in class and hands-on work at home, instructors assign material to be reviewed ahead of time, allowing for problem-solving activities during class time. The method is not new; literature traditionally follows a similar model in which students read assigned texts as homework and come to class prepared for discussion. The renewed focus is a result of technological innovations that allow instructors

to transfer a lecture into something portable that can be viewed or listened to outside of class (p.19).

Furthermore, the flipped classroom is grouped into six pillar approaches: communication, interaction, environment, culture, instruction, and learning. According to Chung (2018) "there is a need for school/faculty-wide approaches to guide the design and implementation of flipped classrooms" (p.798). The communication approach by Chung, explains that, "Communication is critical to the effective planning and application of educational technology". (p.799), that also refers to the way the information is perceived, transmitted, and proceed. Then, the interaction approach that means interaction between humans, and humans-computers, Chung exemplify that "Interaction pillar Human-human (i.e., student-instructor, student-student) and human-computer (i.e., student-computer, instructor-computer) interaction are enabled in a technology-supported learning environment" (p.801). The following environment approach is related to the setting where the instructions and the learning take place, according to Chung, this pillar "involves various interrelated components such as learners, instructors, support staff, instructional materials, learning activities, tools, and technologies" (p.802). Therefore, the culture pillar corresponds to norms and practices from different places.

2.1.3. Action method.

According to Welskop (2012) The term 'action learning' was created by R.W. Revans as '(…) a means of development, intellectual, emotional or physical, that requires its subjects, through responsible involvement in some real, complex and stressful problems, to achieve intended change sufficient to improve his observable behavior henceforth in the problem field. (p.2). Action learning allows students to work in groups to solve problems. Thus, the talkative students are more motivated for an active participation. While others can gradually acquire more communicative skills. The main idea is to achieve the desired educational goals, but by using effective and efficient ways of doing.

The facilitator method, also known as the action method is characterized by being a student-centered method. The idea that the classroom is no longer a teacher centered classroom is an important change in the way knowledge is transmitted to the student. In this sense, the teacher's role is to be a guide. Besides, it focuses on problem solving skills of real problems, self-discovery and self- learning. In which the students are oriented to get an understanding of the topics or problems presented. Furthermore, Welskop (2012) states that "the purpose of this method is to solve problems through a process of asking questions, clarifying the exact nature of the problem, identifying possible solutions and incorporating them in a possible strategy for action" (p.2). Nevertheless, for an effective action method, it is recommended to apply the technique in a small group of students; the teacher as a delegator is required to interact with students. Otherwise, the interaction might be difficult in crowded classrooms.

The following chapter will explore the main pedagogies and teaching principles, it describes the "Integrate Technology into The Classroom" method that I used for teaching and designing the suggested lessons and activities. Thus, I will describe literature that was taken into account in order to provide a deeper overview of the concepts.

3. METHODOLOGIES

Methodologies can be defined as a set of practices, tools and techniques that teachers use to teach. It is important to understand that a teaching methodology reflects the ways in which students and teachers should relate and interact in the classroom. Besides, methodologies are based on the teacher's belief about what is the best way to teach to their students, and how it is learnt. Which is to say a teaching approach. In this sense, teachers can select a suitable methodology according to a previous contact with the students, in order to identify student's needs and learning styles.

In my internship after an observation, I decided to choose methodologies that see the student role as an active participant in the classroom but while taking advantages offered by the implementation of technologies in the classroom.

As a teacher I consider myself as enthusiastic, didactic, and adaptable that value real world learning. I focus my teaching on strategies and methodologies that engage students' motivation and active participation. Thus, I enjoy the use of high-tech material that allows me to achieve my lesson outcomes. In this sense, I attend to use colorful, and dynamic environments by creating joyful games and catching students' attention. Hence, in order to integrate technologies into the classroom as a teaching practice, I designed my lesson based on a high-teach approach. This enhances students' motivations significatively from the very beginning of the internship. Besides, through games aided by technology, students felt comfortable in their interventions, which also promoted an active participation.

The activities were developed in-person classes, nevertheless 3 of them were designed to be taught virtually. These circumstances allowed me to support some of my

lessons in a flipped classroom method and try to take advantage of the technology to carry out the lesson. Most of these classes, almost 90%, were carried out using high-tech materials such as cell phones, laptops, speakers and video projector. Furthermore, lessons focused on a student-centered approach and gamification, in which students developed activities such as online games, or online quizzes but as warm-ups in some lessons to active previous knowledge, and also for activities to solve all together or built competitional games based on the online quiz projected for the class; the core activities were more related to use as much gestures as a tool to facilitate language comprehensibility, use of virtual material and colorful media.

In order to go deeper, regarding gamification, this methodology was applied by taking into account how to establish a meaningful learning, the functionality or utility for them and engagement of the students. Squires (2016) "Gamification provided the platform to engage and excite students. Gamification takes a process or learning target and sets it in a gaming format. The idea of introducing a game, creating teams, and making it apply across different media". (p.20). Thus, I designed games that allow the student to use the target language in real context. For example, one of those games consisted of introducing themselves with the game "hot potato" before, they had been working on the vocabulary through an interview activity. So, in student' intervention he had to report his partner information using the whole vocabulary. As a result, they were using the target language in a real context as expected.

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3.1. Duties chart

This internship was carried out from January 7th to July 23th 2022, I taught students with an elementary level of English with ages around 9 to 11 years old. In addition to teaching 4 hours of face-to-face lessons per week. The following chart describes the schedule I followed during my internship.

Horario	Lunes	Martes	Miércoles	Jueves	Viernes	Sábados
10:00 a 11:00 AM	Revisión de tareas asignadas					Atención a padres de familia
11:00 AM a 12:00 PM	Diseño de Actividades para el Plan de Clases.		Asesoramiento Pedagógico.			
1:00 a 2:00 PM			Organización de estudiantes según las directrices del programa en Excel.	Aplicar correcciones al plan de clase	Informar a los acudientes sobre las Clases.	Clase con beginner 2

2:00 a 3:00 PM	Creación de Plan de Clase	Diseño de actividades asincrónicas	Organización de estudiantes según las directrices del programa en Excel.		Informar a los acudientes sobre las Clases.	Clase con beginner 2
3:00 a 4:00 PM	Creación de Plan de Clase	Organización de Archivos (Matrículas)	Revisión de trabajos atrasados	Informar a los acudientes sobre las Clases.	Informar a los acudientes sobre las Clases.	Clase con beginner 2
5:00 a 6:00 PM	Creación de Plan de Clase	Organización de Archivos (Matrículas)			Informar a los acudientes sobre las Clases.	Clase con beginner 2
Total, Horas: 22 Hrs.						

In this chapter, I will describe the results of my internship experience as a novice teacher at Ribera School. I will present my professional improvement in terms of materials design, creativity, classroom management, teamwork and interpersonal skills, and didactic classes. Moreover, my student's improvement regarding the use of language in context, motivation, and speaking skills. Finally, my personal skills will be described, these are related to responsibility, patience, confidence, and improving body language.

4. RESULTS

At the beginning this internship was difficult to face different situations found during this process due to some limitations I encountered along the process, these did not allow me to start the process as regular for examples, it was possible to start with a reduced number of students to have the opportunity to teach them in a face- to face modality and in three opportunities, take advantage of technological sources to teach them in virtual modality and accomplish with the learning outcomes proposed. Despite all those circumstances, it was possible to explore the strength and weakness of my teaching practices and its effects in the learning and teaching processes. In this sense, in this chapter I will report the results in terms of my professional growth, and improvement of the students after the implementation of the "integration of technology in the classroom".

In my first-class experience for this internship, after observing my students I realized they were very active. This immediately made me think about one of my biggest weaknesses, the classroom management. However, I found the opportunity to take advantage of my talents at technological skills; and the students activeness in the classroom to stablish a road to follow in order to achieve my internship purposes, but also supported by students' learning needs. In this sense, I decided to implement the integration of technology in classroom and following the high-tech approach.

In addition, the first impressions or reaction to this approach was as expected, students were almost immediately exalted when the game started, some students, even the shiest of them, started to raise their hands trying to get an opportunity to write his answer on the board and win some game points for his team. Besides, I found out that, when the

success depends on themselves rather than in a team supporting their actions, they seem to be freer to commit mistakes without feeling guilty, so they participate more actively. Instead, if the game or activity success depends on their own actions the student seems to think twice to participate. As a result, some participants show insecurities to demonstrate his abilities in front of the class. Moreover, I highlight that in many cases, when applying these strategies and high-tech materials to engage student motivation and participation they respond positively to these stimuli. Notwithstanding, it is easier to lose the classroom´s control. This aspect motivated me to enhance my classroom management strategies in order to face what I consider a collateral effect of implementing technology in the classroom.

Furthermore, I perceive that my pupils learned in a meaningful way through these strategies, since most of the games and activities set up strong emotions, and the topics were focused to be used in real experiences. Which helps students to get long-term learning. For instance, my students are able to ask and answer about personal information in a wide way, which is talk about hobbies, likes and dislikes, and provide information about their relatives, as well as be able to ask for the same information using writing and speaking to communicate it. However, since every class was designed in order to gradually learn all the skills and knowledge required for this global purpose, some students do not have the same abilities. Despite the lesson plans that were restructured into a flipped classroom method to support the students that for an unknown reason did not attend a class and stay at home, were part of a small group of students that demonstrated a lower performance in the evaluations and the achievement of this global purpose.

In this chapter I will make a comparison between two lesson plans, in which I illustrate my learning process on how to implement the "integration of technology in the

classroom" and "High-tech approach" during my internship. The two lessons were designed at different moments. The first one was created on May 28th at the beginning of my internship and the second one on July 9th of 2022 during the last classes. I selected these two lesson plans because it is easier to show the progress in different aspects. I taught during this period of my internship because they allowed me to express in detail my teaching process, and the implementation of the practices mentioned in previous chapters. In the first lesson, the plan was developed successfully, while the second lesson was 90% developed. In both, I had a good performance when implementing those strategies. Thus, I will describe how the implementation of the practices were evidenced during the lesson.

The following figures (1 & 2) as own source elaboration, comprehend the lesson plans in which I will focus with the intention of making a detailed comparison in order to have an understanding of the analysis of each implementation of the practices.

4.1. Implementation of "Integrate Technology Into Classroom":

I started the first lesson by developing a warm up activity in which the students were going to practice the alphabet where students have to listen to every letter sound and repeat it with the video rhythm and sing the song. It was presented through a video projector, so all students were able to follow the video and its sound. This opportunity to learn the alphabet was the first for some of the students. Thus, it was necessary to repeat the video a couple of times, since it was very important for them to learn it for future lessons due to the fact that it will be necessary to apply the knowledge for the following classes. Simultaneously, students were engaging by watching the video on a big screen and singing

the song. Then, numbers also were integrated in the lesson among the alphabet but as a review of the previous class related to numbers as observe in my first lesson plan.

The following section of the lesson was fully supported by virtual sources that demonstrated to increase student attention, since students were told from the beginning that every student participation will get points and at the end would allow them to improve grades. Notwithstanding, scarcely the activity had started when they forgot about the point and started to try to solve every exercise by listening very carefully to each audio that I played twice, hence they were allowed to work in pairs and socialize or discuss the answer. Most of those activities consisted of listening, and matching, thus, students were able to associate every letter with its right sound. Finally, although it was not an activity that integrated high-tech materials, or technology at all. It was a meaningful activity where students participated massively using a well-known game to put in practice the previous lesson, and at the same time the new one. To get a right answer it was mandatory to pronounce every letter properly.

4.2. Implementation of High-Tech approach

In the second lesson plan I made a bigger effort on implementing a high-tech approach by integrating flipped classroom methods, high-tech materials, game-based learning, promoting more actively communicative skills and effective meaningful learning. Firstly, it is necessary to provide a background before starting the exploration of this lesson. Since the students were previously oriented before taking the class to watch a video with the main purpose to learn new vocabulary by their own, but at the same time they were asked to think about a profession they liked from the video and choose the one best fit to

the person they want to be in the future but also elaborating a reason for their choice to share in the classroom.

The lesson started and the teacher started asking for students' choices; then, students responded quickly to the question while the teacher projected a new list of jobs & occupations with some differences in its content in relation with the list provided in the video. Subsequently, I asked (using the target language) for their choice and the respective reason. So, they were able to respond to the question with some difficulty but using the vocabulary learnt through the video. This saved a lot of time due to it was possible to learn the topic with self-learning. And reinforcing the content in the classroom through a socialization of the vocabulary using real context. However, I also wanted to see the new vocabulary used in real conversation to show them the usefulness of the vocabulary already learned. For this reason, I designed a survey activity in my second lesson plan thought to combine all the course themes viewed. As a result, get a viewpoint of the effectiveness of my teaching.

The following actions in this lesson plan consist on explain in detail the activity that was about to be developed and then, they wrote the questions that were supposed to use as a guide for ask for a partner personal information while they fill in the partner's answer in a sort of I.D card as showed in the second lesson plan designed, that consist of 10 categories, colors, animals, hobbies, numbers, likes, sports, age and so on. Later, they had to report their partner's information, if the eraser finished in their student hand when playing the game of "hot potato" Thus, I asked the questions previously shared with them.

The results were positive, although many students seemed to be disoriented and shy at the beginning of the game, they quickly recovered the motivation. Once they realized

that they were able to follow and understand my questions and give an answer orally based on the whole lessons imparted during the program, the game became a funny experience rather than a scary one. After an analysis of my teaching performance in this lesson, I realized that a possible key for this lesson success was to send to the students a clear message: "it's ok to make mistakes, we learn from them". The students' role in this lesson, as well the previous ones, was very active.

5. CONCLUSIONS AND RECOMMENDATIONS

My internship has offered a lot of new experiences that helped me to grow, personally and professionally. Regarding to professional growth, I improved my material design, since now I am able to create more useful and meaningful material for my lessons, furthermore, as a result I can also say that I can design didactic lesson and apply then with less effort, since my creativity has improved due to the exigences of integrate values and not only focusing on english themes. Therefore, due to this influence I also learnt when teaching those values from my own lessons, which made me grow not only in teaching aspects but also teamwork and interpersonal skills. Finally, the classroom management skills also became an important achievement during this process. I gradually learned how to manage students' behavior but at the end of this internship I could solve some issues.

Furthermore, an important aspect to mention are the students, they are the hearth of this process. Through my lesson I encourage them to use every new word or phrase learned in the class, so their vocabulary naturally increased, but not less important they use it in a real context, for example asking permission to go to the bathroom. However, the most important aspect to mention is their motivation. While using gamification students participated in several opportunities that helped a lot to develop the sessions in an expected way. Besides, by the end of the internship students were able to use all the topics learned during the course to ask and answer simple questions about themselves and people around them.

Regarding my own experience as a teacher to be immersive in a day-to-day teacher environment where the theory comes to life. This experience in this internship allowed me to be more aware of daily small but important aspects such as the relevance of being a

model that our students follow, so it became important every move, action or behavior. That is why I improved personal aspects, things like punctuality and responsibility which are important since we learn from these actions too. In addition, understanding the importance of good communication in English with my students, I worked on it by using gestures and body language to facilitate comprehensibility.

I strongly recommend future teachers to take Internships as an unavailable opportunity; due to this experience you can really appreciate what teaching is and realize how important is our labor, and an indisputable reason is that it is possible to learn several things from everybody. I consider it is more appropriate to go together with our advisors and professors from the university, who are full of important and useful pieces of advice and suggestions. Thus, I do not recommend work without their support. Besides, it is important   to live the real experience of being a teacher since that extra experience can be seized for future teaching scenarios. Therefore, if you finally take it as an option to get graduated, it is relevant to mention that you better study the theories, methodologies or practices you want to implement in your internship, a previous preparation will assure you a better performance is your teaching as well as your internship report framework. it is necessary to have a clear idea of what your purposes will be based on it.

6. LIMITATIONS

In general, as an English teacher, it is quite easy to face issues related to the lack of sources to implement technology in the classroom. If you are looking for a dynamic or different strategy to encourage students, there are going to be lots of difficulties. During my internship I encountered many challenging situations inside the classroom. Whether I have the necessary instruments to develop a high-tech approach or not, I have to be ready to face issues anyway. The purpose of this chapter is to report those challenges or limitations that I faced during my internship experience implementing an integration of technology to the classroom.

As mentioned above, I had to face some challenging situations even with environmental issues, since in my classes I used a video projector that did not work perfectly in illuminated places, due to the sunlight entrance to the classroom, in some cases it was almost impossible to use it. For this reason, a plan B was necessary to carry on with the schedule. It was mandatory for me to direct the projector' lent toward the darkest spot of the classroom whenever possible, because that possibility only depends on the electrical extension cord availability. Regarding technology usage in the classroom, I also faced another issue that was more related to inner incapacities. When I took my time setting all the High- tech material it was regular to lose the class control due to the lack of classroom management strategies. Fortunately, later I found out how to solve it through strategies.

I would recommend taking into account the classroom context before designing lessons based on High-tech approach. Moreover, I suggest assigning tasks or a leadership role to the student(s) that promote misbehaviors. Furthermore, it is necessary to keep all students occupied when you are setting the classroom materials.

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8. ANNEXES

Source: Own elaboration (2022)

Figure #1

First lesson plan:

PROJECT	LEARNING OUTCOMES.	LEARNING TOPICS
Describes characteristics of animals, objects or things with the main topic (The Alphabet) establishing comparisons between them. Requests and gives information related to the Alphabet.	-By the end of the class, learners will be able to identify the alphabet sound -By the end of the lesson students should be able to spell this names and different words - Students will be able to recite all the letters of the alphabet. - Students will be able to identify all the letters of the alphabet in non-alphabetical order.	- Spell your name and numbers - Review: numbers.

ACTIVITIES

WARM-UP	Materiales	Tiempo
Alphabet: The teacher will play a video about the alphabet pronunciation. The students will repeat the pronunciation of each letter.	https://www.youtube.com/watch?v=eegWzglBMh0	10 minutes
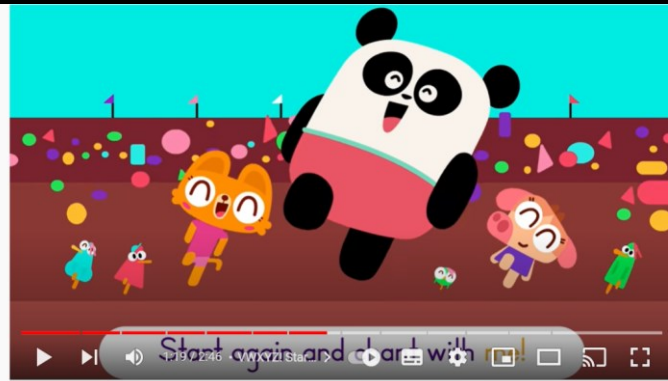
#ABCDLINGOKIDS #lingokids
CANCIÓN DEL ABECEDARIO EN INGLÉS 🎵 INGLÉS PARA NIÑOS | LINGOKIDS

Numbers: At the end of the class, Remind the writing, pronunciation and spelling of them (The numbers)		
CORE ACTIVITIES - The students will listen and then they have to write the letter that was mentioned on the audio. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_alphabet/Alphabet_(listening_practice)_jl2167203ve	● worksheets	-90 minutes

Listen, drag and drop.
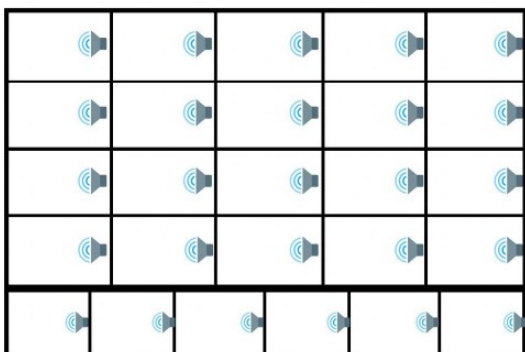
-The students will develop an activity about the alphabet. Matching the correct letter with the corresponding sound.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_alphabet/Abc_lg412477qn
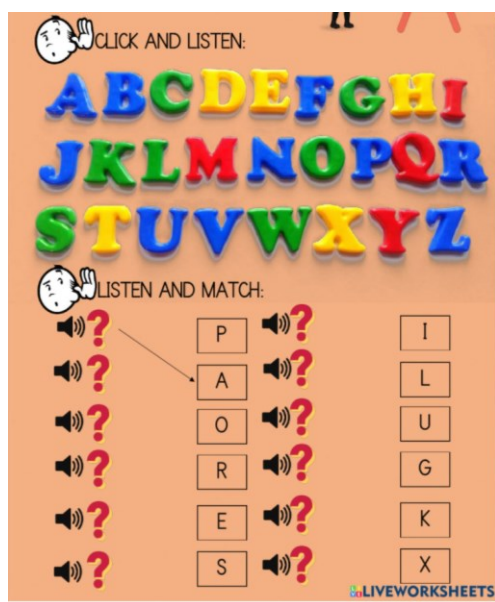
- The students will circle the correct letter they hear.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_alphabet/ABC_-_spelling_ag2458894if

Choose the right letter
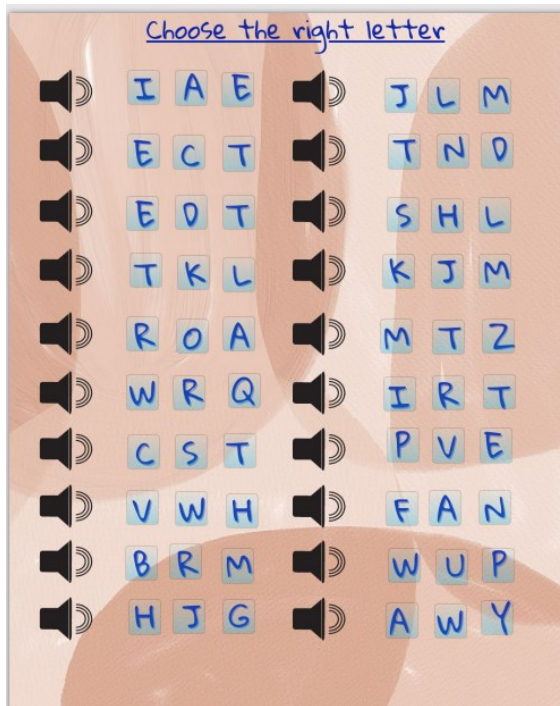
- The students will listen and circle the correct letter and then they have to write the letter they listen to.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_alphabet/The_alphabet_dq16836vk

1) Click on the letter to listen to the sound. Listen and repeat.

A B C D E F G H
I J K L M N O P
Q R S T U V W X
Y Z
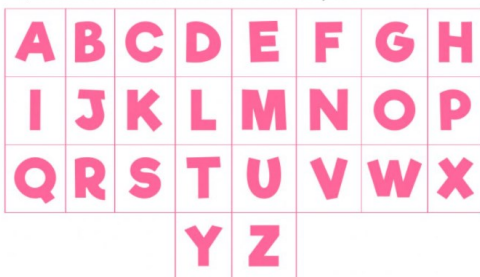
2) Listen and choose the correct letter.

A I E   C S Z   R X E
G J Y   H K Q   M N F
W V L   D B C   B V D

3) Listen to the letter and write it down.
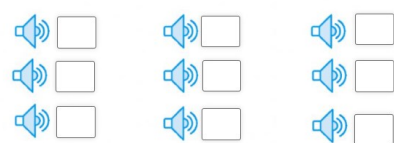
CLOSING ACTIVITIES		20 minutes

abc Alphabet Order

Use your alphabet line ………………

What is the 1st letter?   ……………………

What is the last letter?   ………………

Which letter is 4th?   ………………

Which letter is 10th?   ………………

What is the 20th letter?   …………… xyz

Closure activity about the numbers to review the topic.
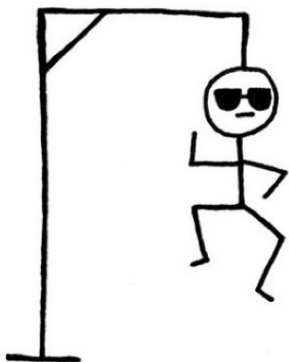
- The hangman: The teacher will draw a man and put some blank spaces on the board. The students have to guess the letters that are missing to complete the correct number. some letters will be given. For example: e__ l__ __ e__		

Figure #2

Second lesson plan:

PROJECT	LEARNING OUTCOMES.	LEARNING TOPICS
Share personal information and preferences; learn how to respect other's opinion.	-By the end of the class, learners will be able to express preferences about themselves and other -By the end of the lesson students should be able to accept the	Fruits & Vegetables likes and dislikes. Who I want to become when I grow up? Who am I? express your personal information and preferences

respect the differences of each other.	
- Students will be able to talk about their hobbies, likes and dislikes.	
-Student will express short ideas about their future.	

ACTIVITIES

WARM-UP	Materiales	Tiempo
Context: (Students watched at home a video, previously to the lesson, and will recognize vocabulary related to jobs and occupations to share their ideas of what they want to be in the future)	https://www.youtube.com/watch?v=x8tF2aQoukY	20 minutes
T will show a list of jobs & occupations.		
T will ask to students, ¿what of these do you like and do not like?		
Choose your favorite.		
What your favorite job? In the future, what do you want to do?		
Jobs and Occupations teacher soldier scientist waiter waitress worker painter policeman policewoman cleaner cook doctor driver engineer explorer farmer fireman footballer hairdresser housemaid judge lawyer musician news reporter nurse director photographer pilot politician postman receptionist repairman sailor tour guide		
CORE ACTIVITIES		-90 minutes

-T Write on the board "Who I am?"

-T will show a draft of dialogue on the board:

A: Student Personal Information	A: Student Personal Information Report
1. Name: Jesus Carvajal 2. Age: 25 3. Place of Birth: Monteria 4. Family Member(s): 4 Members 5. Favorite Color: Blue 6. Favorite Animal: Dog 7. Favorite fruit: Apple 8. Favorite Music or Song: Rock music 9. Hobby: Play video games 10. Dream job: Businessman.	1. What is his name? His name is Jesus Carvajal. 2. How old is he? He is Twenty-five years old. 3. Where is his place of birth? His place of birth is Monteria 4. How many members are in his family? There are four members. 5. What is his favorite color? His favorite color is Blue. 6. What is his favorite animal? His favorite animal is the Dog. 7. What is his favorite fruit? His favorite fruit is the apple. 8. What is his favorite kind of music? His favorite kind of music is Rock 9. What is his hobby? His Hobby is play video games. 10. What is his dream job? His dream job is to become a businessman.
Student A	**Student B**
1. Name: 2. Age: 3. Place of Birth: 4. Family Member(s): 5. Favorite Color: 6. Favorite Animal: 7. Favorite fruit: 8. Favorite Music or Song: 9. Hobby: 10. Dream job:	1. What is his name? 2. How old is he? 3. Where is his place of birth? 4. How many members are in his family? 5. What is his favorite color? 6. What is his favorite animal? 7. What is his favorite fruit? 8. What is his favorite kind of music? 9. What is his hobby? 10. What is his dream job?

Questions About Personal Information.

1. What is your name?
2. How old are you?
3. Where is your place of birth?
4. How many members are in your family?
5. What is your favorite color?
6. What is your favorite animal?
7. What is your favorite fruit?
8. What is your favorite kind of music?
9. What is your hobby?

T: will explain to students the activity by showing an example based on teacher personal information.

T: will ask St to write on their notebooks the Figure #2

St: Will work in pairs and ask questions such as:

1. **What is your name?**

2. **How old are you?**

3. **Where is your place of birth?**

4. **How many members are in your family?**

5. **What is your favorite color?**

6. **What is your favorite animal?**

7. **What is your favorite fruit?**

8. **What is your favorite kind of music?**

9.   **What is your hobby?**

10.   **What is your dream job?**

POSSIBLE ANSWERS:

My name is_____
I am _____
My place of birth is_____
There are____member in my family
My Favorite color is_____
My favorite animal is_____
My favorite fruit is_____
My favorite kind of music is_____
In my free time I like_____
In the future I want to be a_____

1. **What similitudes and differences did you find with you partner?**

T: will ask to students to stand up and make a circle.

T: Is going to explain the rules of the game: "Hot potato"

St: will rotate the ball and when the teacher says "STOP!" the las St will share his report with the class and so on.

Then, each student will answer the questions and make a report of the information collected of his partner in his notebook**.**

Finally, after all St share their information St have to go back to their chairs.

| CLOSING ACTIVITIES | | 60 minutes |

INTRODUCE YOURSELF

Complete the information about yourself.

Hello everyone. My name's _____. You can call me _____. I am _____ years old. I was born on _____. At the moment, I live in _____. I study at _____. There are _____ people in my family. Now, I would like to talk about my likes and dislikes. I like (colour) _____ but I hate _____. I love (fruit) _____ but I never eat _____. I also like (animal) _____ and I'm afraid of _____. I like listening to (music/song) _____. I enjoy watching (movie) _____. I am interested in (sports) _____ but I am bored with _____. In my free time, I _____. In the future, my dream job is _____ because _____.

That's all for now. I hope to learn more English. Goodbye!

INTRODUCE YOURSELF

Complete the information about yourself.

Hello everyone. My name's ___Jesus Carvajal Diaz___. You can call me ___David___. I am ___twenty four___ years old. I was born on ___Colombia___ At the moment, I live in ___Monteria___. I study at ___University of Cordoba___. There are ___three___ people in my family. Now, I would like to talk about my likes and dislikes. I like (colour) ___blue___ but I hate ___yellow___ I love (fruit) ___apple___ but I never eat ___carrot___ I also like (animal) ___Dogs___ and I'm afraid of ___Cows___. I like listening to (music/song) ___rock___. I enjoy watching (movie) ___action movies___. I am interested in (sports) ___fotball___ but I am bored with ___tennis___ In my free time, I ___play video games___. In the future, my dream job is ___teacher___ because ___I like it___

That's all for now. I hope to learn more English. Goodbye!

Finally, T will show an exercise using his personal information once again to show ST how to develop the following activity in which St have apply all the Knowlagent learnt in the class and in the whole course so far.

St will write his own version in the notebook and read it for everybody.

9. APPENDICES

Appendix #A

Example of evaluation of content learned on lesson plan (figure #1)

 Appendix #B

Content learned previous to the lesson plan (figure #1) (learning verb to be)

https://1drv.ms/v/s!AuDtzmaPeInboHkHBb-DbKTQBsqu?e=eqx9JG

https://1drv.ms/v/s!AuDtzmaPeInboHo005HSYrNjBlDg?e=IMg52N (gamification-learning number through technology)

Appendix #C

Content learned on lesson plan (figure #2) Activity: interview about personal information.

A: Student Personal Information

1. **Name:** Jesus Carvajal
2. **Age:** 25
3. **Place of Birth:** Monteria
4. **Family Member(s):** 4 Members
5. **Favorite Color:** Blue
6. **Favorite Animal:** Dog
7. **Favorite fruit:** Apple
8. **Favorite Music or Song:** Rock music
9. **Hobby:** Play video games
10. **Dream job:** Businessman.
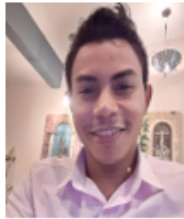
B: Student Personal Information Report

1. **What is his name?** His name is Jesus Carvajal.
2. **How old is he?** He is Twenty-five years old.
3. **Where is his place of birth?** His place of birth is Monteria
4. **How many members are in his family?** There are four members.
5. **What is his favorite color?** His favorite color is Blue.
6. **What is his favorite animal?** His favorite animal is the Dog.
7. **What is his favorite fruit?** His favorite fruit is the apple.
8. **What is his favorite kind of music?** His favorite kind of music is Rock
9. **What is his hobby?** His Hobby is play video games.
10. **What is his dream job?** His dream job is to become a businessman.

Student A

1. **Name:**
2. **Age:**
3. **Place of Birth:**
4. **Family Member(s):**
5. **Favorite Color:**
6. **Favorite Animal:**
7. **Favorite fruit:**
8. **Favorite Music or Song:**
9. **Hobby:**
10. **Dream job:**

Student B

1. **What is his name?**
2. **How old is he?**
3. **Where is his place of birth?**
4. **How many members are in his family?**
5. **What is his favorite color?**
6. **What is his favorite animal?**
7. **What is his favorite fruit?**
8. **What is his favorite kind of music?**
9. **What is his hobby?**
10. **What is his dream job?**

Appendix #D

Activity in progress (figure #2) interviewing a partner about personal information.

https://1drv.ms/v/s!AuDtzmaPeInboHjwGWE_PCx1k8Wz?e=TRsIdu (reporting personal information previously to the activity of "hot potato" *in figure #2)*

Appendix #E

Playing "hot pepato" game designed on figure #2 report of student's interview.

https://1drv.ms/v/s!AuDtzmaPeInboHfKfKS_GZAeo6nJ?e=aafobS (hot potato reporting personal information)

Appendix #H

Assessment for missing students "introduce yourself" activity

https://1drv.ms/v/s!AuDtzmaPeInboHa54MgnZ0BDKSAY?e=NAaBjq (elaborating an ID Card report your personal information)

Appendix #I

E-evaluation application- showing students' progress during the course. (Automatic grades assigned, time-counter while solving the activity and date control of the activity application)

☐ Number 1 to 20
por Mateo Vidal Colorado
18 Jun 2022 - 14:37
Tiempo empleado: 00:00:34
ingles - ingles
Nota: 10/10
✎ Editar 🗑 Eliminar
2 días restantes

☐ AM-IS-ARE and PERSONAL PROMOUNS
por Mateo Vidal Colorado
18 Jun 2022 - 14:35
Tiempo empleado: 00:02:50
ingles - ingles
Nota: 9/10
✎ Editar 🗑 Eliminar
2 días restantes

☐ Listening spelling alphabet
por Mateo Vidal Colorado
18 Jun 2022 - 14:30
Tiempo empleado: 00:13:30
ingles - ingles
Nota: 9.5/10
✎ Editar 🗑 Eliminar
2 días restantes

☐ Number 1 to 20
por Lauren camila Solarte orta
26 Jun 2022 - 12:12
Tiempo empleado: 00:00:39
Ingles - Ingles
Nota: 9/10
✎ Editar 🗑 Eliminar
10 días restantes

☐ AM-IS-ARE and PERSONAL PROMOUNS
por Lauren camila Solarte orta
26 Jun 2022 - 12:10
Tiempo empleado: 00:07:09
Ingles - Ingles
Nota: 7.7/10
✎ Editar 🗑 Eliminar
10 días restantes

☐ Listening spelling alphabet
por Lauren camila Solarte orta
19 Jun 2022 - 16:52
Tiempo empleado: 00:09:42
Ingles - Ingles
Nota: 9.3/10
✎ Editar 🗑 Eliminar
3 días restantes