INTERNSHIP AT “EL RECUERDO” CHILD CARE CENTER UNDER THE PROGRAM MY FIRST STEPS FROM UNICORDOBA

FINAL INTERNSHIP REPORT

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Internship report submitted in fulfillment of the requirements for the degree of English Teaching Program

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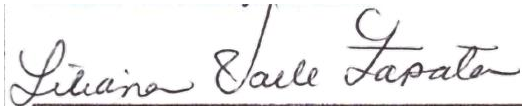

ADVISOR

JUROR 1

JUROR 2

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First and foremost, I would like to thank God for giving me the strength, knowledge, ability and opportunity to undertake this project to persevere and complete it satisfactorily. Without his blessings, this achievement would not have been possible.

I deeply thank to my mother, for their unconditional trust, timely encouragement, and endless patience. It was her love that raised me up again when I got weary. Words aren't enough to thank you.

ABSTRACT

The University of Córdoba offers the internship program as a selectable choice for students to attain a professional degree. *Córdoba Transformada* is a macro project elaborated by the university to create a positive impact in the Department of Córdoba. There are micro projects such as "*Mis primeros pasos*" and "*Speakers"* that are a part of the macro project. The latter project was the context in which the internship process was going to take place. However, the global pandemic prevented a traditional internship to be carried out, which limited interns to lesson planning.

This report describes the pedagogical strategies to be applied in "*El Recuerdo*" CCC (Child Care Center) once life returns to normal conditions. The main goal for the creation of the unit and the lessons was to bring out the best second language learning experience for children at an early age. To achieve this main objective, the implementation of approaches and strategies (Experiential Learning, Project-Based Learning, Hands-on activities and Gamification) is crucial.

My experience throughout this internship is described in this paper. Here I mention the obstacles that affected the activities I was required to perform, the personal and professional growth I acquired during the process, and the recommendations for further consideration. Besides, it is made evident how being part of this project contributed to my development and evolution in the educational field.

Keywords: Experiential learning, project-based learning, hands-on activities, gamification, teaching to early childhood, internship experience.

1. INTRODUCTION

The University of Cordoba offers the internship program as a selectable choice for students to attain their degree. In this program, students will be exposed to an environment where it will be necessary for them to develop a set of pedagogical skills gained during their professional development and apply them in real-life context. *Córdoba Transformada* is a project designed by the university to help the Department of Córdoba to be a better place. In this project, there is a micro project called "*Mis primeros pasos*" and *Speakers* is part of it.

This internship process was conducted at "*El Recuerdo*" CCC (Child Care Center), a public institution that has been offering childcare and nourishment since 2016. This center has proved to be of great impact in its target community, as it proposes infants the opportunity to potentiate their skills and enhance their integral development at an early age.

The CCC can accommodate around 500 children, as its infrastructure counts with enough rooms to divide them into groups of 20. This division is done according to children ages and specific needs, and all of them have the presence of a community mother who is always assisting and looking after each child. The center brings such services to the community on weekdays from 7:00 to 15:00.

According to the World Health Organization (WHO), institutions all along the world have taken measures for prevention in an attempt to lessen the impact the COVID-19 pandemic has had over the world. For that reason, "*El Recuerdo*" CCC has closed its doors by mandate of the current government and as a consequence this internship has been negatively affected, mainly because the most proposed and effective strategy for dealing with the pandemic has been the virtualization of the majority of educational processes. As a provisional measure for ensuring the internship completion, the function of the interns has been narrowed down to the design of units and lessons plans to be applied once we return to ordinary life.

In order to design these instructional materials, interns focused on an approach taken from the information gathered during observations (the only stage carried out before prevention measurements were implemented). It was observed that children could be exposed to certain activities that could help their language learning process based on a holistic approach called Experiential Learning (EXL).

The intended goal of this internship was to design a set of English materials under the framework of EXL and approaches such us : Hands-on activities and gamification and their eventual implementation in infants in *El Recuerdo* CCC. To that end, the present paper will provide the reader with detailed sections containing data in the following order: theoretical evidence for the strategies to be applied, learning and teaching methodology, intern's experience and contribution, drawbacks of the process and final conclusions of the project.

2. PEDAGOGICAL STRATEGIES

As noticed during the observation stage, the Child Care Center (CCC) offers a proper environment for introducing strategies to promote learning in kids through recreational and educational zones. The CCC counts with an internal playground where children can play on slides and swings, an audiovisual auditorium where children can watch educational movies and programs made for their age range, and different rooms equipped with mattresses, toys, chairs, cribs, strollers and other didactic materials. The materials previously mentioned ensures the use of pedagogical approaches, projects, strategies and activities for exposing children to an appropriate learning experience. In this section, the main pedagogies that support this internship project will be defined. Such concepts are presented in the following order: Experiential Learning (EXL), Project-Based Learning (PBL), Hands-On Activities and Gamification.

2.1 Experiential Learning (EXL)

Experiential Learning (EXL) according to Keeton and Tate (1978) is a type of learning where learners are in direct contact with the realities being studied. That is to say, learners are in constant interaction with realities to acquire real experiences to construct knowledge during the learning process. In addition, the authors explain that this type of learning makes its learners differ from those who only learn by reading, listening, talking or writing, without interacting with these realities or ever coming into contact with them.

Some other authors perceive experiential learning as “a key element of a discourse which constructs experience in a particular way, as something from which knowledge can be derived through abstraction and by use of methodological approaches such as observation and reflection” (Usher and Soloman, 1999, p. 99). Hence, highlighting the effect that experience has in learners’ learning process, by unconsciously advancing their way through life experiences while meaningful knowledge is being formed.

I could observe that this approach will take children to a scenario in which they will interact with the teaching environment that will surround them to get the most out of the learning experience. In my lessons, children will make use of their physical senses which will play a fundamental role in the learning process. On the other hand, I must consider and explore all elements included in the experiences that children will be exposed to, as the inappropriate exposure to certain experiences will affect toddlers’ development stage, therefore hindering their learning process.

2.2 Project-based learning (PBL)

Project-based learning (PBL), as stated by Wong et al., (2006) is an instructional technique that includes students in meaningful learning through project work. This strategy differs from the conventional teacher-centered classroom and provides learners with a student-centered experience that includes real-world problems and activities, typically carried out over a longer period of time. According to Kasran, S. (2019), PBL is built upon authentic learning activities that engage students’ interest and motivation. That is, PBL raises students’ motivation and interest through learning activities whose main intention is not to educate, as these activities emulate real life situations in order to answer questions regarding the world as it really is outside the controlled environment that classrooms are.

A series of stages are suggested by Kasran (2019), and for PBL to be carried out, he recommends to implement it in the following order: (i) *identifying a project idea* in which students will be engaged and motivated to solve daily-life problems while taking into account the balance between goals and standards. (ii) *Defining a plan* where students play an active role in decision making and the planning process, where a link is established with other subjects. (iii) *Determining a timeframe* that is flexible but organized, that will help student with time management. (iv) *Monitoring the project* by assisting students' understanding of the parameters by having them identify the objectives, tasks and products while ensuring their progression. (v) *Assessing the outcome* to evaluate the project's progress with students' feedback on the instructional materials while encouraging students to reflect on the value the project has for them. (vi) *Reflecting on the experience* by providing them with the proper environment to help them express what they obtained from the learning experience. The aforementioned stages and their proper completion offer a series of benefits attributable to successful learners' development.

Therefore, PBL brings many advantages for learners from all ages, including children because it encourages them to construct their own knowledge through active participation in life-like activities that will be easily found in the future. The above is supported by Wehrell, D (2018) as she states that PBL promotes students "to actively seek knowledge. This might entail them to interact with people in the community, environment and seek out other resources. This will encourage the children's ability to be independent, be motivated and increase their self-esteem." In that sense, making PBL an effective approach for children's language learning development in the Child Care Center (CCC).

2.3 Hands-on Activities

Hands-on in general terms means learning by living experiences as stated by Holstermann et al., (2009). Therefore, hands-on activities refer to those tasks that are implemented in the classroom where it is required for learners to interact with the environment. This type of activities allows learners to interact with the educational environment through their available sensorial capabilities, as there exists many forms in which these activities can be presented as said by Holstermann et al., (2009).

Franklin & Peat (2005) and Nott & Wellington (1996) concluded that using hands-on activities generates a better experience for learners, as it is perceived to be more realistic and exciting. Similarly, Bergin (1999) shares that "Practical work, or so-called hands-on experience, is one situational factor that is often assumed to evoke students' interest and motivation" (p. 91). This particular feature attributable to this specific type of activities suggest that the use and comprehension of knowledge will be better acquired by learners in a more effective way.

As pointed out by Hirsh-Pasek & Golinkoff (2003) hands-on activities and generally body movement along with experimentation contributes to a better understanding of the content that is delivered during the learning process, as it is supported by developmental psychology theory. Additionally, they state that playing and having fun, as fascinating as it is, can serve as a guiding and enhancing factor for children during a critical age for brain development. Therefore, it is notable that the correct implementation of hands-on activities in my design of lessons can result in an effective knowledge building experience for children at an early age.

2.4 Gamification

Gamification, as stated by Deterding et al., (2011) is generally understood as adjusting a game design perspective by using game techniques to promote a ludic-like player behavior to non-game purposes so as to make them more enjoyable and captivating. In other words, Gamification consists of using game features, in order to reach purposes apart from game-like goals.

According to Costa, C. J. (2019), Gamification presents 3 important elements to take into consideration, as they are effective and easy to apply. These elements are: points, badges and leaderboards. Points provide players with a sense of progress, badges are the visual representation of certain achievements, and leaderboards build a healthy competition among players. All these elements contribute to the usefulness of gamification as a strategy for enhancing any learning process that involves participation of young children.

Gamification offers benefits for building effective learning environments, as it enhances learners' motivation, engagement, involvement and problem-solving skills. For instance, Birch, H. (2013) points out that gamification drives students to increased performance through game practice. Bishop, J (2014) enforces the previously mentioned stating that gamification works as an approach to enhancing learning through intrinsic motivation and engagement in early age learners.

Gamification then, is a system that assesses and assures a proper learning process through game mechanics that result in clear motivation, problem solving, social interaction for language development, risk taking and overall improvement of the natural process of development for children at an early age.

To sum up, this strategy will prove to be of great use for my lesson. Specially because playing is natural for children at this age and it helps them to develop both cognitive and affective skills that are implemented through experimentation, along with the learning process they are involved in.

3. METHODOLOGY

The context in which this internship was carried out required from different methodologies to be properly developed. The description of every step and different implications that were utilized during the process of this internship will be shown with more details in the following paragraphs. The above mentioned, combined with the experiential learning approach explored in the previous section, made it possible for me to identify what the best strategies and tools will most likely prove to be effective for the internship process.

As a first step, the internship team developed a rubric that would assist interns on the decision-making process regarding aspects for the design of appropriate and effective activities. To do so, there were considered some aspects to evaluate children's openness to a second language. Such considered aspects were: motivation, response, socio-emotional development, interaction, and listening. Also, these aspects were classified depending on how frequent they would be evidenced on children's behavior. Then, a checklist based on the mentioned aspects was created and applied on children. (Appendix 1)

Having applied the aforementioned checklist during the observation stage on the CCC helped me identify children's weaknesses and strengths, as well as what activities to use

when it comes to teaching during their development process. Taking into account that diagnosis, some of those activities that could be used were: songs, painting, games, puppets show, circle time, and hands-on activities. The use of these activities in the lessons are likely to develop children's socio-cultural and motor skills, as well as help them with the completion of the unit's final goal, which is a short public presentation where children will display evidence of successful vocabulary learning through a song. It is noteworthy to say that according to Bright Horizons Foundation (2020) children's response to songs has been widely approved to stimulate their cognitive, motor and affective development as little ones express it by singing, repeating lyrics, clapping their hands and moving around with joy. (See appendix from 7 to 10 lessons designed)

An ordinary lesson would be divided into three parts: warm-up, core activity, and closure. The warm-up activity serves to let children know that they are about to learn English by using a puppet called "Floppy". This stage as well, will bring students an opportunity to start preparing for the next stages of the lesson. The core activity works as the part of the lesson where children learn the specific topic or skills the intern is trying to develop in them by implementing gamification and hands-on strategies. And the closing would help the intern with the assessing process that takes a formative approach.

Figure 1

Basic structure of a class (Warm Up, Core Activities and Closing)

Warm-up	**You will need**	**During**
The teacher will walk into the classroom with the English bag and will take out "floppy" and will greet students.	Puppet	10 mins

Core activities A rainbow poster with the primary colors will be glued on the wall, so the teacher will show students each color on the rainbow and a big cardboard shape of each color.The teacher will put three plates of paint in front (yellow, blue and red) and ask each student to come front and place his finger in each color and place it in the right color on the rainbow poster. Students will be taken to the yard and along with the teacher will carry out the experiment "fizzy rainbow". By filling up three cups with baking soda and adding few drops of food colouring of each color (yellow, blue and red). Then, the teacher will pour vinegar into each cup and we will watch the colors erupt. The baking soda and vinegar will react as they come into contact to create a fizzy rainbow eruption and students will feel the texture and identify each color	Rainbow poster Tape color paint (yellow, blue and red) plates cups Baking soda Vinegar Food colouring	15 mins 20 mins

It is worth mentioning that any lesson for the CCC will not take as much time as in an actual school or educational institution. Taking into account the age range we will work with, it is notable that the transition between stages should be as light as possible, so that children have fun and learn with the activities throughout the whole process.

Closing Before finishing, the song " What's your favorite color?" will be played and the teacher communicates the session is over and waves "bye" to them through Floppy in a joyful way and https://www.youtube.com/watch?v=zxIpA5nF_LY The assessment in this session relies on students' response to the sorting color on "the color hunt", the recognition of each color during the "fishing time"	Paperclips Fishing pole Magnet Speaker	

In this occasion, as the structure has been modified due to COVID-19, the activities are mildly different but they do have the same objective, that is, helping us develop useful lessons that will most likely be taken as effective tools and guides for the CCC to apply as soon as a proper implementation environment is available. Said activities are listed in the chart below:

Figure 3

Schedule of Activities for Internship 2020 -1

FACULTAD DE CIENCIAS HUMANAS

CRONOGRAMA DE ACTIVIDADES PROGRAMA "SPEAKERS" CÓRDOBA TRANSFORMADA

Estudiante:	Luisa Fernanda Vergara Álvarez		Fecha:
Asesor:	Liliana Valle Zapata		
SEMANAS			

Lunes	Martes	Miércoles	Jueves	Viernes
ONLINE COURSE (FUTURE LEARN) 2 HRS	LESSON PLANNING	WORSHOP BY THE SPEAKERS COORDINATORS (2 HRS)	ONLINE COURSE (FUTURE LEARN) 2 HRS	RESEARCH AND WRITING

As seen in the chart, online courses were made available for us by internship coordinators with the purpose of enhancing our pedagogical knowledge. Internship coordinators also scheduled 4 workshops in which they provided interns with key strategies to select and design children activities, teach children properly and illustrate writing techniques for our final report. Finally, it was added research sessions in order to get to know children's teaching approaches in a deeper manner.

4. EXPERIENCE AND CONTRIBUTIONS

Undoubtedly, my professional growth and experience has increased drastically in this internship program. It is such an improvement I had that it is hard to generalize it. So, I decided to express my experience and contributions through this process in the following order: Courses and workshops, Unit design And Lesson design experiences.

4.1 Courses and Workshops

This internship is an excellent opportunity for future professionals to develop new skills and experiences through their application in real-life context. One of the biggest contributions this internship program has offered me, is the implementation of courses aiming at teaching strategies for vocabulary, lesson planning, teaching English in early childhood, and professional development.

In the course called: "*An Introduction To Teaching Vocabulary*" by Babcok Education, I was able to discover new English teaching strategies and develop my ability to teach vocabulary. The first course had a length of four (4) weeks and I'm glad I took the time to do this course because It offered me an opportunity to challenge myself in terms of didactical knowledge. Vocabulary is one of the most important skills to develop for children's second language acquisition, and the fact that I could learn strategies to teach vocabulary helps me not only to become a better teacher, but also to be more willing to implement varied tools and didactic materials to the classroom. (Appendix 2)

The second course was titled "*Teaching English: How to plan a great lesson"* by the British Council. This course took four (4) weeks and there I was exposed to explore new English teaching methods and learn how to create an effective English lesson plan. Now I know that I should pay

attention to each little part of the lesson, as the information that is delivered should be as important to the children as it is for me. Moreover, there has to be a sequence in each lesson, so that children can experience and enjoy what learning is without having to worry about other things. Each lesson is a new chance to do your best and children will be happy to rely on such fun and experiential sessions. (Appendix 3)

The third course "*English in Early Childhood*" offered by The British Council helped me identify how very young children learn English as a second language and how I can help them success. There were six (6) weeks in which I reflected on the different strategies to take into consideration when dealing with little ones' English sessions. I initially thought it was an easy task to deal with children's language learning, but reality was that there are many external and internal elements that can affect children's English development. So, one has to be careful when dealing with children, because they are going through a critical period in their lives, and only the correct implementation of strategies will prove to be useful and effective for their current and future second language development. (Appendix 4)

The last course named "*Professional Development for Early Teachers*" offered by the University Of East Anglia (UEA) with a duration of five (5) weeks, was significant as it encouraged me to find out how to develop and improve my teaching abilities as I am starting my career as a teacher. This was by far my favorite, as I was instructed on how to get the most out of my current abilities. It gave me useful advice on how to continue building opportunities to start getting the valuable experience a good teacher needs. This course is for me the perfect start of a successful teaching career, and I'll try to use all of the information I learned during all these courses. (Appendix 5)

Additionally, I attended to varied workshops conducted by one of our internship advisors and Speakers' program coordinator, Gabriella Pugliese. These workshops assisted me in a valuable way, as I was given strategies and suggestions on how to properly design activities for children by making them engaging and instructive. These workshops also helped me with the proper steps and implications for choosing appropriate materials that would be suitable for the children. I was given tips and advices on what to take into account when instructing children. And last but not least, I was guided on how to accurately write a good internship report. (Appendix 6)

4.2 Unit design

One of the requirements from the internship was for all interns to work with a shared unit. This unit was designed by both interns and internship coordinators based on the Suggested Curriculum of English for Transition provided by the National Ministry of Education. For this unit's creation, it was taken into consideration the project-based approach to reach its objective. The result was a unit that prioritizes English learning through a project (PBL) where children still learn while interacting with their environment (Hands-on activities) as well as playing with other kids (Gamification) to build vocabulary through enjoyable experiences (EXL) as they go about in life. Moreover, the unit's main dimensions were directed to make little kids recognize simple rules, associate images with sounds of words, identify, repeat and use words associated with their immediate environment and lastly, understand and produce vocabulary orally, which I found really important for children's first steps into English language.

Figure 5

Unit designed by the internship team for children's English learning.

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):	**Module Goal:**	**Language functions:**	**Objectives:**
-Reconoce normas sencillas -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.	Los estudiantes siguen instrucciones de la dinámica de la clase de inglés al participar en juegos individuales y grupales.	**Greeting** **Saying goodbye** **Expressing likes** **(limited to the age, context and previous knowledge)**	Los estudiantes siguen normas en inglés Los estudiantes participan en juegos individuales y grupales. Los estudiantes siguen instrucciones sencillas

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 instrucciones aprendidas 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 Animals (limited vocabulary)	Hands-on activities: -Decoración figuras para identificar colores, animales y objetos. -Hacer uso de los sentidos para participar activamente de la clase. Outdoor and indoor games: -Realización de juegos y rondas para el reconocimiento de instrucciones -Escuchan cuentos (story telling) con el apoyo de titeres de dedos (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.

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 rúbrica 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.

As the main goal of the unit was to encourage children to make part of individual and group dynamics while learning English, all activities and projects had to work towards achieving that same goal. Consequently, I found that the unit counts with varied activities that will ultimately lead children to have a successful first encounter with English learning. One way the unit achieves this is by adding implications in linguistic, corporal, and physical development dimensions.

The unit is divided into four (4) lessons, with a total amount of eight (8) hours, and its respective main activities and assessment moments for one of the projects to be developed. The mentioned activities and assessment moments include hands-on activities, outdoor and indoor games, and listening activities.

4.3 Lesson design

There were some aspects that needed to be taken into account when designing lessons as well. It is worth mentioning that all the pedagogies discussed in this report shaped the lessons I wanted to design. As evidence of this pedagogical influence, I will describe one of these lessons in detail.

Lesson #2 is the best example of the implementation of the various pedagogies that have been shown throughout my internship report (*PBL*, *EXL*, *Hands-on activities*, and *Gamification*).

Figure 7

Lesson Plan #2 to be used in "El Recuerdo" CCC.

PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS

Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés

LESSON PLAN

TEACHER: Luisa Vergara **INSTITUTION:** CDI El Recuerdo **GROUP:**

HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:** **TIME:**

UNIT 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.	• Recognizes colors yellow and red • Follows simple instructions • Participate actively in the activities	• **primary colors:** Yellow and red

Warm-up	**You will need**	**During**
The teacher will walk into the classroom with the English bag and will take out "floppy" and will greet students.	Puppet	10 Min
Core activities The teacher will show two colored pieces of paper (yellow and red) and will place it on the floor. Then, the teacher will deliver six fish-shaped papers for coloring and two markers (yellow and red) and will ask students to color 3 of them yellow and the others red. She will place the colored fish papers in the yard and will explain that we are on a "Color hunt" around the school and she will ask students to find fish that match the color on the pieces of paper. Then, it will be "the fishing time". In this activity the teacher will use the colored pieces of paper again and will spread the colored fish (yellow and red) attach to paper clip on the floor. Each kid with a fishing pole with a magnet connected to the end will have the opportunity to catch some of the fish and place it in the right colored paper. At the end the students will be highlighted considering the performance they had in the activity by handing out some badges. **Closing** Before finishing, the song " What's your favorite color?" will be played and the teacher communicates the session is over and waves "bye" to them through Floppy in a joyful way and https://www.youtube.com/watch?v=zxIpA5nF_LY The assessment in this session relies on students' response to the sorting color on "the color hunt", the recognition of each color during the "fishing time"	Colored pieces of paper (yellow and red) toys Tape Colored pieces of paper (yellow and red) Small color shapes Paperclips Fishing pole Magnet Speaker	15 Min 25 mins
REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP		
OBSERVATIONS AND COMMENTS:		

Formative Supervisor's Signature

Advisor's Signature

The PBL approach is displayed in lesson #2 through the final product that connects all activities for a long period of time by making them contribute to the completion of a project work. The lesson is centered on students and how they can be motivated to cooperate and to achieve an evident goal through participation and involvement. It is remarkable to say that the PBL approach

has been used in "*El Recuerdo*" CCC since its opening, as that pedagogy has brought positive effects on children's general development.

A hands-on activity is presented in the first part of the core activity of lesson #2, there children will be asked to interact with the colors (vocabulary) to be learned. In this activity, students will grab some markers (yellow and red) so as to color a fish-shaped paper. This type of activity will enhance children's sensorial capabilities in a meaningful, realistic and fascinating experience, as little ones will permanently be interested and motivated while knowledge comprehension is developed in them.

In the second part of the core activity, a gamification strategy was featured as children had the opportunity to acquire vocabulary through a game-based activity. There children are asked to actively participate in the "color hunt" where they are connecting words with meaning while game techniques are being used. Children will be engaged in a healthy competition so as to receive badges that are the physical representation of their achievements. This type of strategy brings students together as they make use of problem-solving skills while being motivated, involved and captivated by the experience.

As it was mentioned in previous chapters, Experiential Learning (EXL) is a learning approach that seeks to explain the relationship between knowledge and experience. Therefore, throughout this lesson, EXL has been always present so as to bring the best of children in their learning through meaningful experiences. The above relates to what Kolb expressed regarding EXL, mentioning that this approach **"**must be inferred by a process of learning that questions preconceptions of direct experience, tempers the vividness and emotion of experience with critical reflection, and extracts the correct lessons from the consequences of action" (Kolb, 2015, p. 21)

That is, with EXL children will experience life-related situations with meaningful lessons from activities that take on this approach.

All in all, lesson #2 presents a fishing game where children replicate a real-life activity while acquiring valuable vocabulary when getting into contact with didactical materials. Learning from these types of activities will endure, and while It might be hard to generate a building experience for them, I have tried to do my best at designing a lesson that would emulate real life and ultimately become a reliable source of learning for early-aged children.

5. CONCLUSIONS AND RECOMMENDATIONS

After designing this set of lessons it is important to highlight that they might positively contribute to the improvement of English and explore students' abilities in a foreign language through a set of pedagogical strategies integrated with the purpose not only to learn English vocabulary, but also to work on fine and gross motor, language, cognitive and socio affective skills. It should be considered that each activity should be contain with high doses of creativity .Facilitators need to bear in mind the time of exposition during the class, the type of material and the type of activities and techniques we implement to carry out successful lessons so this way student will be able to spontaneously recall the vocabulary.

For that reason, my internship experience could be described as instructive because I was able not only to discover and improve a set of skills, but also to see children differently. I noticed an improvement on my lesson design abilities as I explored approaches and strategies that are of much help to develop the learning process of early-aged children in the context they are.

The field of education in early age is not as easy as the general public might perceive it, there is difficulty all along the way and I could note that through the design of lessons that would be both fun and informational for little ones. I could carry out a process of self-assessment that showed me how I would perform as a teacher. This self-evaluation made it clear for me that I initially had several aspects I could gradually fix with a higher effort, but I am genuinely grateful

because it was through this experience that I could identify my own flaws when it comes to teaching.

I would have loved implementing the lessons I designed for the CCC. I think that all the approaches, strategies and activities I learned throughout this process are useful to create a proper learning environment for the children. All the knowledge I acquired during this internship process is undoubtedly going be useful for my teaching career. This gained knowledge will provide me with enough critical thinking and dynamic decision making on how to overcome virtually any challenge. With all the strategies and resources learned, I was honestly eager to be tested with real children. But sadly, conditions were not propitious to evidence the effectiveness of said lessons.

Future interns should take this report into consideration for further application, as it will be stored in the CCC files for them to get guidance from. Additionally, it is expected from them to have enough ability to understand and implement all the valuable knowledge regarding the use of important approaches, strategies and activities to teach children English based on a reliable source of research that is addressed in this report.

6. LIMITATIONS

The limitations for the accomplishment of this internship were the consequences the pandemic *COVID-19* had in our nation. Here, I express the main inconveniences due to the virus spread in terms of the availability of "*El Recuerdo*" CCC, the access to virtual tools and the social distancing effects for the development of the internship.

One evident obstacle was the closure of all the regional CCCs, this was determining for the adjustment of a new form to maintain the normal course of the internship program. This situation resulted in the virtualization of all the processes, and along with them, new virtual-related issues emerged. In other words, there were difficulties concerning connectivity to a proper internet connection to obtain needed information, sudden blackouts that would prevent virtually any internship-related activity to take place, and general dependence on technological devices which were not in excellent conditions.

Social distancing was a limitation as well. Mainly because we could not carry out a traditional internship where we spend time with the children. Basically, we lacked an internship where we would learn from this interaction as much as kids learned from us. A process where we had to blindly design lessons based on the mental image we got from the children when we observed them so long ago. There were many limitations in this internship, considering that I initially chose this option hoping that I could live a wonderful experience where the children I worked with stayed on my mind, but I dare say that I learned even more

with this internship than what I would have with a traditional one. Which is ultimately better, as one of my purposes is to become a true professional on the educational field ready to overcome challenges.

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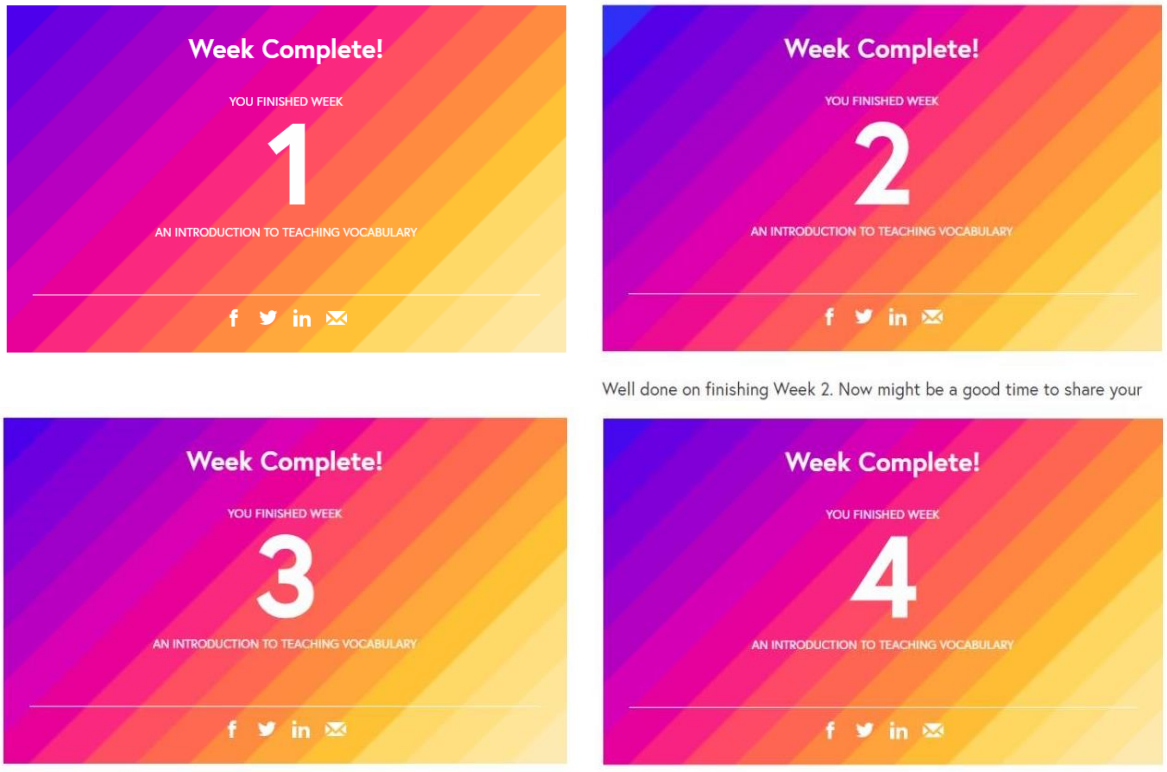
APPENDIX

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 applied during the observation stage.*

ONLINE COURSES PROGRESSION



APPENDIX 2. *Course: "An introduction to teaching vocabulary" by Babcock Education*

Well done on finishing Week 1. Now might be a good time to share your achievement with family, friends or colleagues.

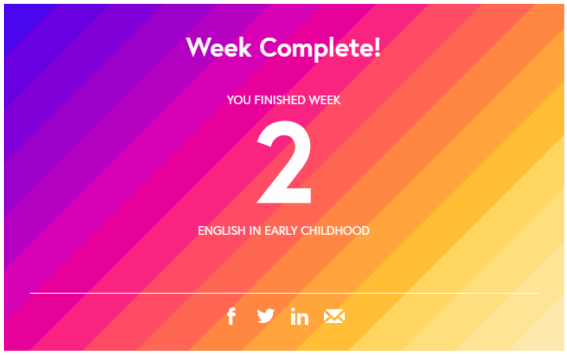
Well done on finishing Week 2. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 3. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 4. Now might be a good time to share your achievement with family, friends or colleagues.

APPENDIX 3. *Course: "Teaching English: How to plan a great lesson" by British Council*

Well done on finishing Week 1. Now might be a good time to share your achievement with family, friends or colleagues.



Well done on finishing Week 2. Now might be a good time to share your achievement with family, friends or colleagues.

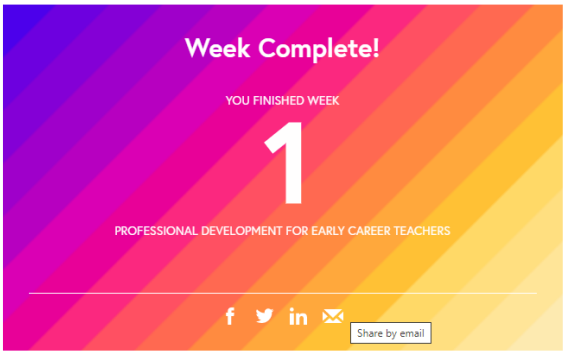
Well done on finishing Week 3. Now might be a good time to share your

Well done on finishing Week 4. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 5. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 6. Now might be a good time to share your achievement with family, friends or colleagues.

APPENDIX 4. *Course: "English in early childhood" By British Council*



Well done on finishing Week 1. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 2. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 3. Now might be a good time to share your achievement with family, friends or colleagues.

Well done on finishing Week 5. Now might be a good time to share your achievement with family, friends or colleagues.

APPENDIX 5. *Course: "Professional Development for Early career Teachers" by the University of East Anglia.*

WORKSHOPS

Workshop Session	Coordinator	Description
Designing children activities	Ms. Gabriella Pugliese	Activities according children' age
Writing elements	Ms. Gabriella Pugliese	Examples and suggestions on how to reference someone else's' work
Framing resources for kids	Ms. Gabriella Pugliese	Selecting suitable materials to use with children
Useful ideas for teaching children	Ms. Gabriella Pugliese	Aid to decide what pedagogies and strategies to use for teaching kids

APPENDIX 6*. Workshops offered to interns by the "Speakers" program coordinator, Gabriella Pugliese.*

PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

TEACHER: Luisa Vergara **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:** **TIME:**

UNIT 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.	• Recognize basic Greetings • Recognize the beginning of English class	• **Greetings:** Hello – goodbye

Warm-up	**You will need**	**During**
The teacher will walk into classroom with a bag decorated with things allusive to English, she will ask to students to come closer and she will take out a puppet named "floppy" and let them know that "floppy" will be there each English class.	Puppet	10 mins
Core activities Students will be sitting on circle around the teacher and she will take out two finger puppet and hold them up and have them greet each other. Then a green and red cardboard hand will be given to each student. The green will represent "hello" and the red "goodbye". The teacher will start saying the word "hello" or "goodbye" in any order and students must show their hand puppet in the correct color as they hear the word. Finally the greeting song will be played and students will show the correct puppet when they hear the learned words. https://www.youtube.com/watch?v=svS0UikccrY **Closing** After finishing, the teacher communicates the session is over and the greeting song will be played and students will show the correct puppet when they hear the learned words.https://www.youtube.com/watch?v=svS0UikccrY	Finger puppet Green and red cardboard hands Speaker	10 mins 15 min 10 mins

The assessment in this session relies on students' response and the associations of the words with the song and the cardboard hands .		

***APPENDIX 7**: Lesson Plan #1 to be used in "El Recuerdo" CCC.*

PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

TEACHER: Luisa Vergara **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:** **TIME:**

UNIT PROJECT	**Objectives**	**Lesson Teaching Points**
Los estudiantes trabajarán en conjunto para presentar una canción, juego y/o dinámica propias de su edad para demostrar el vocabulario y el conocimiento de la lengua aprendido durante las sesiones del proyecto.	• Recognizes colors yellow and red • Follows simple instructions • Participate actively in the activities	• **primary colors:** Yellow and red

Warm-up	**You will need**	**During**
The teacher will walk into the classroom with the English bag and will take out "floppy" and will greet students.	Puppet	10 Min
Core activities The teacher will show two colored pieces of paper (yellow and red) and will place it on the floor. Then, the teacher will deliver six fish-shaped papers for coloring and two markers (yellow and red) and will ask students to color 3 of them yellow and the others red. She will place the colored fish papers in the yard and will explain that we are on a "Color hunt" around the school and she will ask students to find fish that match the color on the pieces of paper. Then, it will be "the fishing time". In this activity the teacher will use the colored pieces of paper again and will spread the colored fish (yellow and red) attach to paper clip on the floor. Each kid with a fishing pole with a magnet connected to the end will have the opportunity to catch some of the fish and place it in the right colored paper. At the end the students will be highlighted considering the performance they had in the activity by handing out some badges. **Closing**	Colored pieces of paper (yellow and red) toys Tape Colored pieces of paper (yellow and red) Small color shapes Paperclips Fishing pole	15 Min 25 mins

Before finishing, the song " What's your favorite color?" will be played and the teacher communicates the session is over and waves "bye" to them through Floppy in a joyful way and https://www.youtube.com/watch?v=zxIpA5nF_LY The assessment in this session relies on students' response to the sorting color on "the color hunt", the recognition of each color during the "fishing time"	Magnet Speaker	

***APPENDIX 8**: Lesson Plan #2 to be used in "El Recuerdo" CCC.*

PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

TEACHER: Luisa Vergara **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:** **TIME:**

UNIT 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.	• Recognizes the primary colors. • Follows simple instructions • Participate actively in the activities	• **Primary colors**: Yellow, Blue and red

Warm-up	**You will need**	**During**
The teacher will walk into the classroom with the English bag and will take out "floppy" and will greet students.	Puppet	10 mins
Core activities A rainbow poster with the primary colors will be glued on the wall, so the teacher will show students each color on the rainbow and a big cardboard shape of each color.The teacher will put three plates of paint in front (yellow, blue and red) and ask each student to come front and place his finger in each color and place it in the right color on the rainbow poster. Students will be taken to the yard and along with the teacher will carry out the experiment "fizzy rainbow". By filling up three cups with baking soda and adding few drops of food colouring of each color (yellow, blue and red). Then, the teacher will pour vinegar into each cup and we will watch the colors erupt. The baking soda and vinegar will react as they come into contact to create a fizzy rainbow eruption and students will feel the texture and identify each color **Closing** Before finishing, the song " What's your favorite color?" will be played and the teacher communicates the session is over and waves "bye" to them through Floppy in a joyful way and	Rainbow poster Tape color paint (yellow, blue and red) plates cups Baking soda Vinegar Food colouring	15 mins 20 mins

https://www.youtube.com/watch?v=zxIpA5nF_LY The assessment in this session relies on students' response to the sorting color on the rainbow poster, the recognition of each color during the experiment and student's response to the song.	Speaker	

***APPENDIX 9**: Lesson Plan #3 to be used in "El Recuerdo" CCC.*

PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

TEACHER: Luisa Vergara **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:** **TIME:**

UNIT 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.	• Understands and responds to teacher's greetings: "Hello/bye". • Understands vocabulary related to colors. • Sings and dance to "What's your favorite color?" song.	• **Colors:** Yellow, red and blue

Warm-up	**You will need**	**During**
The teacher will walk into the classroom with the English bag and will take out "floppy" and will play the greeting song.the teacher will she organize the children in two lines, after that, with help from the community mother, they will take the kids to the room when the act will be held and make them sit on the floor.	Puppet	10 Min

Core activities After the kids are organized in the room, each group gets ready for its presentation previously practiced in the sessions. - Singing and dancing to (Clap your hands/Sit down, Stand down) - Camila Parra - Play musical chairs / Simon says - Ivón - Singing (What's your favorite color?) - Luisa Vergara - Singing and dancing "Song of the numbers" - Isaías Acosta - The song of the colors - Melissa Zapata **Closing** In this final part of the project presentation, toddlers together with teachers sit on the floor in a big circle and share something. special moment to say goodbye. In this opportunity teachers must reward children with any special gift (candies and presents) Goodbye songs and pictures together	Video, video beam and speakers Gifts	35 min 15 mins

***APPENDIX 10**: Lesson Plan #4 to be used in "El Recuerdo" CCC.*