

**INTERNSHIP AT INSTITUCION EDUCATIVA ANTONIA SANTOS,  
GAMIFICATION AS A PEDAGOGICAL STRATEGY TO TEACH ENGLISH  
VOCABULARY IN PRESCHOOL**

**FINAL INTERSHIP REPORT**

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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE  
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## ABSTRACT

In Colombia, the government has only been promoting English teaching, with main focus, from primary to secondary education, although preschool is also recently suggested in the national educational policies. Consequently, there is a gap in the teaching-learning of the second language from the foundations of schooling. Nevertheless, early childhood education promotes different dimensions of development and competencies through a comprehensive environment where soft skills and competencies such as language acquisition and interpersonal skills are fortified. Thus, this report describes my experience during my internship teaching preschool students at Antonia Santos School in Monteria, trying to address this gap and contribute to the student's communicative development in English as a foreign language. In this way, Gamification as an educational methodology was applied with the purpose of enhancing students' vocabulary acquisition. In addition, this document illustrates the findings and achievements related to my students' growth, personal improvements, and professional advancement.

**Keywords:** gamification, early childhood education, soft skills, dimensions of human development, vocabulary, chants.

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## 1. INTRODUCTION

Teaching English as a Second/Foreign Language in preschoolers is an emerging and current trend in the field of education; it has been developing fast and does not seem to cease. Thus, there is a constant seek for new teaching and learning strategies, which helps fulfilling this goal. In the Colombian context, for example, teaching English as a foreign language in early childhood and more specifically at the preschool level is appearing in public schools. Therefore, there are policies and programs that support this initiative. In this sense, the Law 115 of 1994, curricular guidelines, basic competency standards, and suggested curriculum for English, are used to describe the inclusion of English in preschool grades. Consequently, this vision of teaching the language implies more opportunities for children to improve their abilities, social skills, communicative dimension, physical competencies, emotional aspects, and soft skills. For those reasons, English implementation in early childhood empowers students to develop their personal, academic, and social life as future citizens.

Including English in preschool education should contribute to the child's integral development in accordance with the type of country, society, and citizen to be educated, therefore, the type of institutions, teachers, and methodologies need to match to make it possible. According to the Law 115 of 1994, in article 15, it is stated that preschool education corresponds to the integral development of the child, in the biological, cognitive, communicative, psychomotor, socio-affective, and spiritual dimensions. These aspects must be achieved as a result of educational and recreational socialization experiences (Gobierno de Colombia, 1994, p.3). The role of English should then correspond to these goals, which also implies using and adapting the methodology to this level and educational environment. This idea also implies that Early Childhood Education is based on specific objectives according to age and focused on future needs that will be necessary for proper adaptation to social contexts, in which children's main source of learning is the interaction they have in and outside the classroom.

The Law 115 of 1994 also reiterates in article 11, that transition is the first level of formal public education "The preschool that will include at least one compulsory grade" (para.5). Thus, it is understood preschool education as the foundation of the educational progress of each student, in which the abilities are establishing and continuously improving over the years. In addition, the same Law in Article 77 affirms "Within the limits set by this law and the institutional educational



project, formal education institutions have the autonomy to organize the fundamental areas of knowledge defined for each level, introduce optional subjects within the areas established in the law” (para.17). Therefore, institutions have the right and control of redesigning the curriculum if there exists any type of need; on the condition that the institution accomplishes to execute the objectives defined in the curriculum to enhance the human dimensions of development; a great chance to include English as a foreign language to reinforce the development of all children’s dimensions of the being.

In the Colombian context of public schools, teaching English has been a challenge since the implementation of all the bilingualism programs. The proposed goals are far away to be achieved; evidence of this is the poor results of students in the saber 11 exam when they finish all the school levels (el Tiempo, 2022). In preschool, the situation is even worse considering factors such as the lack of English teachers, the insufficient number of hours per week devoted to teaching English, and the lack of teaching and learning resources. This internship took place in the Antonia Santos Antonia School for four months. This institution is in the South of Monteria City, specifically in La Granja neighborhood. Even though, the Antonia Santos institution is in the south of the city, which is a sector, with social issues that also is reflected in the school through the students, the school is known as the second-best public institution in Montería. It offers formal education from preschool to secondary school in the morning and afternoon as well. Preschool (transition grade), level has a morning shift that works from 7:15 a.m. to 12:00 p.m. I had the opportunity to teach C and D groups that were composed by twenty-five students each. Both groups included an equivalent number of boys and girls who come from the neighborhoods near the school and belong to in most of the cases from low-income families. In preschool education, The Antonia Santos Educational Institution aims to prepare human beings, through quality teaching, based on the development of the intellect, labor field, and the practical exercise of rights. Adding up, preschooler teachers use tools given by the school such as, *Now You Can book* to plan and conduct English classes. It is important to remark and mention that there are not “English teachers” in this grade; the preschool teacher oversees all classes and subjects, therefore, they have lack of expertise and knowledge to proper guide pupils in the process of the language learning.

Based on the school context and students’ level, characteristics and needs, the purpose of my internship is to use gamification as a pedagogical strategy to teach English vocabulary in early

childhood in the public-school Antonia Santos, to contribute to pupils' development in all dimensions but especially, in the communicative one. In the same way, the curricula development resulted from the planning phases, will contribute as indicators and references for schoolteachers in the future. Finally, this experience will also enhance the continuous growth of my professional and personal skills.

This final report illustrates five chapters: pedagogies, methodology, experience, conclusions and recommendations, and limitations. Firstly, I explore the approaches, techniques, and theories that have been related to my internship. Secondly, I incorporate the strategies applied to create the classes and a description of my internship role. Thirdly, I define detailed the conclusions of my internship. Fourth, I conduct my knowledge as a teacher and extend some recommendations. In the last one, I illustrate some difficulties that surfaced during my internship process.

## **2. THEORIES AND PEDAGOGIES**

The continuous global progress needs citizens able to communicate in English; thus, schools over the last decades are trying to promote teaching and learning process at all levels including preschool. For this reason, creative pedagogies that encourage learning have emerged; being gamification one example of the best theories and pedagogical strategies to teach children. According to Acosta et al. (2020) the appearance of emerging technologies and approaches adjusted the idea of teaching, innovating in turn the pedagogical practices, developing flexibility, and promoting active learning through games contributing to the development of self-learning by students. Likewise, due to the young ages of preschoolers, the appropriate mechanism for the playing purpose are chants, and games, which create in paths a good learning environment. In this way, this chapter defines several pedagogies, methodologies, reference points, and teaching procedures, which were the foundations along the internship process. Approaches such as The Gamified Theory focusing on Gamification and Teaching Early Childhood students through Chants are references of concepts to deepen in this section. Those theories are essential to planning classes, giving a more general significance of the students' progress in vocabulary.

### **2.1 Second Language Learning in Early Childhood Education.**

The National Bilingualism Program established in Colombia in the Basic Standards of Competency in Foreign Language – English, the essential objective is “achieving citizens capable of communicating in English, in such a way that they can insert the country into the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards” (MEN, 2006, para.7). In order to fulfill the stated objectives, it is necessary to formulate a restructured strategy to accomplish the improvement of communicative skills throughout the educational system. Moreover, this document also stated, “Learning a foreign language is an invaluable opportunity for the student's social, cultural, and cognitive development due to heightening social interaction” (Fox et al., 2019). It also improves the ability to establish relationships with other people, unfold new situations, increase awareness of how they learn, and the metalinguistic awareness all at once. Nevertheless, the final objective is stopped by the lack of foundations of preschoolers in the idea of developing communicative skills in another language.

In addition, the teaching of English as a second language in Colombia preschooler classrooms is a currently applied idea that has gained strength within public institutions due to the

necessity to develop the cognitive, and psychosocial of students, and the necessary communicative level in English around the world. Consequently, the Colombian National Ministry of Education (CNME) included a structure for Transition in the suggested curriculum, which use as a reference the dimensions of development, using the learning experiences as crucial objectives for interaction and exploration with the students' surroundings (MEN, 2016).

### **2.1.1 Early Childhood Learning Dimensions**

Law 115 of 1994 in Article 11 establishes preschool education as the first level of formal education. Besides, resolution 2343 of 1996 in Article 9 establishes achievement indicators by grade groups emphasizes that “It constitutes a description of the desirable and expected indications or signs, depending on the aims and objectives of formal education and the dimensions of human development” (para.2). For this reason, in preschool education, these indicators are formulated from the dimensions of human development. Accordingly, the pedagogical guidelines for the preschool education level are based on the centralization of the students' pedagogical process. In this sense, the creation of the curriculum must be comprehensive, associating all the dimensions of development: ethical, aesthetic, corporal, cognitive, communicative, socio-affective, and spiritual.

Human development is constructed of two fundamental components: individualization and socialization. Amar et al. (2014), describes that individualization implies giving a particular meaning to the way of building, experiencing, valuing, and projecting the person's own existence. On the other hand, socialization constitutes the space in which the development of the human subject takes on its character of historicity and collective construction. Consequently, in the process of individualization-socialization, the dimensions of the integral development of the human being must be divided. The CNME in the document curricular guidelines for preschool education, establishes a seven-dimensional approach, with the aim that the entities involved in the teaching-learning process have a deep and integrated understanding of them; this process is oriented towards harmonious development (MEN, 2018). The adaptation proposal includes the following dimensions, which develop over time (from 2 to 5 years old) through interaction and connections with oneself, others, and their environment: socio-affective dimension, body dimension, cognitive dimension, communicative dimension, aesthetic dimension, spiritual dimension, and the ethical dimension. The same document (MEN, 2018) defines them as follows:

- Socio-affective dimension: socio-affective development in children plays a fundamental role in strengthening personality, self-image, self-concept, and autonomy, which are essential for the consolidation of subjectivity, as well as in the relationships established with parents, siblings, teachers, children, and close adults. In this way, it is possible to create a way of living, feeling, and expressing emotions and feelings towards objects, animals, and people in the world, disagree and judge their actions and others', as well as make decisions.
- Body dimension: this one corresponds to psychomotricity, a concept that arises in response to a conception that considers movement from a mechanical point of view, and the physical body with agility, strength, and dexterity. The expressiveness of the movement translates into the integral way in which the child acts and manifests themselves to the world through their bodies. Therefore, each child has a body of expressiveness that identifies them and must be respected where their actions have a reason for being.
- Cognitive dimension: to understand the preschooler's cognitive abilities, it is necessary to focus on prior knowledge and way of acting, relationship, and action with the objects of the world and the mediation exercised by people in their family, school, and community context for the achievement of knowledge in an interaction where one's own point of view and that of others is put into play, reaching sane, for which, languages are adapted, and the ascent towards new development zones is possible.
- Communicative dimension: the communicative dimension is when the child is aimed to expressing knowledge and ideas about things, events, and phenomena of reality, building possible worlds, establishing relationships to satisfy needs, forming affective bonds, and expressing emotions and feelings.
- Aesthetic dimension: In the aesthetic dimension, the child plays a fundamental role since it offers the possibility of building the deeply human capacity to feel, express, value, and transform the perceptions with respect to itself and the environment, unfolding all possibilities of action. The child, in this permanent interaction with itself, with parents and adults, especially with classmates, teachers express sensations, feelings, and emotions, develops imagination and aesthetic taste, guaranteeing climates of trust and respect, where languages and artistic expressions play a fundamental role in transforming what is contemplated into metaphors and harmonic representations in accordance with the meanings of the natural, social and cultural environment.

- Spiritual dimension: The development of this dimension in the child corresponds in the first instance to the family and later to the educational institution by establishing and maintaining the possibility of transcending as a characteristic of human nature, spirituality.
- Ethical dimension: Ethical and moral education in children is a task as important as it is complex, which consists in addressing the challenge of guiding their lives, how children will relate to the environment and with peers, the appreciation of society, and the role in it, summarizing, learning to live. Throughout, the first contact that children have with objects and people that are surrounding the socialization process begins and will place them culturally in a context of symbols and meanings that provides the necessary support to gradually build the sense of belonging to a given world and its identity elements.

## **2.2 The Use of Self-Determination Theory to Enhance Gamification**

The recent needs and continuous educational updating have brought current pedagogical methods, movements, and approaches; thus, the self-Determination Theory in concordance with Luria et al. (2021) refer to motivation as the main catalyst for primary sustainable learning behavior. Likewise, Ryan (1995) says humans' natural capability to be curious and interested in learning. Moreover, Gamification is the use of game-design elements in a non-game environment (Deterding et al., 2011). Therefore, the use of gamification focused on the self-determination theory on students, stimulating their motivation, adapting behavior, and solving problems based on previous knowledge through games.

### **2.2.1 Teacher and Student's Role in Gamification**

Ghavifekr et al. (2016) state the direct affinity among teachers and gamification should be confident. They also explain the educator must have competencies while using games in the classroom since the effectiveness of it on the teaching process outstanding outcomes. Besides, Ibrahim et al. (2011) claim learners' crucial interest and motivation in lessons give opportunities to play meaningful games as part of the learning experience. Thus, teachers encourage students through creativity and affinity of themes, interests, and activities that are sufficiently ludic, which generate self-determination in the learners to acquire knowledge and behave to aspire to be the best, creating motivation through competitiveness.

One of the most principal elements that construct gamification is the game foundation. According to Medica & Dumančić (2015), the game foundation is formed by crucial features. Initiating from the aspect of motivating students' interest, using rules established in the play, through it, interactivity, continuous feedback, and emotional freedom will appear. Moreover, esthetics is another important characteristic to grab learners' attention to the activity planned. Motivation provides energy, and guidelines and modifies behavior in a specific moment.

### **2.3. The Use of Chants to Enhance Vocabulary in Early Childhood Education**

The early childhood adaptation to language and continuously learning of it is an important aspect in preschool education. Children learn words based on the necessity of communicating their ideas, feelings, and emotions with their environment. Rohde & Tiefenthal (2000) explain children as they develop the need to talk about things and people in their daily lives, children acquire the linguistic signs for those referents in order to improve the communicative dimension during the first years of language acquisition: Children experience what is called a “vocabulary spurt”, that is, fast vocabulary growth in nouns referring to objects around them in company with surprising ability to learn words after having been exposed to minors only once, or what has been termed *fast mapping* (Carey et al., 1978, para.12).

The corporal dimension is strengthened through activities that are potentially engaging and funny that involve the association of words with actions. Whereby, there is a widely acknowledged resource that facilitates vocabulary gains in preschool children's chants (Cameron, 2001). Furthermore, Foster, (2006) estates “songs also offer multiple pedagogical benefits for language learning, since melody, rhythm, and intonation are thought to facilitate the development of children's pronunciation and the retention of new structures and vocabulary” (para.2). In this manner, early childhood education is targeted at enjoyable, interactive, and pleasant classrooms using repetition of popular chants to expand vocabulary, thus enhancing their self-learning determination.

### **2.4 Soft skills in Early Childhood Education**

The total human development of skills and boundaries are crucial for the purpose of active future citizens. Thereby, the concept of soft skills joined the global needs on the lookout for

humans capable in nowadays different citizenship essential branches. According to Diakiw (2016) who adds that soft skills include the ability to complete a task, self-regulation, self-awareness, developing and maintaining positive relationships, and positive and healthy interaction with peers and adults. Overall, soft skills are a broad set of skills that can be developed in early childhood, and it is a general concept that has not yet been given a defined structure in the pedagogical process in Colombia.

Soft skills in early childhood are new, and studies related to them are still emerging. In agreement with Succi (2015), soft skills are categorized into three fields: personal, social, and methodological. Firstly, personal soft skills are abilities that concern the individual alone, for instance, commitment and tolerance to stress. Secondly, social soft skills are abilities required to relate to another person, such as teamwork, leadership, and negotiation. Thirdly, methodological soft skills are techniques or procedures used to solve an issue, question, or situation. In this sense, soft skills can be easily adapted to methodologies or approaches in the educational process. Laureta (2019) declares the idea “Soft skills or learning dispositions are the best learned when children play” (para.2). That can be understood while children are playing, they are learning to share, and be responsible with others and the object surrounding them. She also claimed the perception of games modifying soft skills and behavior at the time when children wait for their turn to use the bike when they sit and listen and are quiet at story time, they are learning self-control in real situations that occur every day. Lastly, the development of soft skills in early childhood are meaningful for the behavior and context due to it is part of the daily experiences.



### 3. METHODOLOGY

This chapter presents the methods, strategies, approaches, and teaching guides that were the foundations for the students' vocabulary improvement and employed to create the activities that assisted the internship's success.

Considering the school context, students' needs, and the diagnostic sessions conducted during the first week, methodological decisions took place to strengthen the English vocabulary as a second language in preschool education. In addition, to improve students' vocabulary acquisition through the Gamification process it was necessary to use Chants and Self-Determination with the objective of learners' English development while singing, playing, and challenging themselves. In order to achieve the objective of the internship following the syllabus created by the interns and what the mentor teachers expected to accomplish, students were part of games in core activities. Contemporaneously, students usually worked on the English book (Now you Can), notebook, or a worksheet previously planned as a mentors' requirement.

To describe further and more specifically the execution of Gamification in preschool education, the activities designed, materials used, approaches, and strategies developed, the following chart includes the phases and steps during the entire internship and class process.

Table 1 Chart of duties

Phase of the internship	Goal	Description	People in charge	Evidence
<b>Introduction to the internship</b>	To establish the internship purposes and prerequisites.	The coordinator of the internship explained the requirements and purposes of it, as well as the calendar, deadlines, and important dates for the final report. Moreover, the final report objectives, aims, and guidelines were presented to the interns by the advisors in the first meeting.	<b>Internship directors:</b> Jaime Nieto & Paula Garcia. <b>Advisor:</b> Luis Martinez	<b>Appendix 1</b>
<b>Examination of the school context and students</b>	To analyze the school context, examine students' abilities and needs, and acclimatized with the mentor teachers at school.	In this phase, the methodology, resources, assessment type, and infrastructure designated for preschool classrooms were shared by mentor teachers. Likewise, class observations and short discussions with the mentor teacher took place.	<b>Intern:</b> María Paula Caicedo Rincón <b>Mentor teachers:</b> Miriam Contreras and Lucila Soter	<b>Appendix 2</b>
<b>Syllabus and class design and planning</b>	To set up the course sequence, the lesson plans creation, and perform the topics presented in the syllabus.	After the examination of the school context, the interns created the course syllabus at the beginning of the internship based on the learning rights, the suggested curriculum, the dimension of development, and the basic standards of competence in a foreign language. Moreover, the lesson plans and materials were created by the interns based on their approach but with the same themes.	<b>Interns:</b> Jesús Alvarado, Angie Alvarez & María Paula Caicedo	<b>Appendix 3</b>
<b>3Intern training to teach in preschool levels</b>	• To be trained to teach students using procedures, strategies and materials that help them develop	<b>The interns were trained by Gabriela Pugliese related to:</b> <ul style="list-style-type: none"> <li>• Material creation workshop.</li> <li>• Multiple intelligences workshop.</li> <li>• Dimension of development.</li> </ul>	<b>Interns:</b> Jesús Alvarado, Angie Alvarez & María Paula Caicedo <b>Assessor:</b> Gabriella Pugliese	<b>Appendix 4</b>

	<p>emotional, social, and cognitive skills.</p> <ul style="list-style-type: none"> <li>•To design proper materials and lesson plans according to their needs and dimensions of development.</li> <li>•To be familiar with managing students' needs inside and outside the classroom.</li> <li>• To have the notion of how work students' learning process</li> </ul>	<p><b>Interns attended two online courses on the Future Learn platform:</b></p> <ul style="list-style-type: none"> <li>• English in Early Childhood: Language Learning</li> <li>• Development. Teaching English: How to Plan a Great Lesson</li> </ul>		<p><b>Appendix 5</b></p> <p><b>Appendix 6</b></p>
<b>Teaching phase</b>	<ul style="list-style-type: none"> <li>•To expand students' vocabulary through chants.</li> <li>•To scaffold an integral education according to the dimension of development.</li> <li>•To develop soft skills while playing.</li> <li>• To enhance students' self-determination of English learning</li> </ul>	<p>To start the process, a class sequence was created at the beginning of the internship.</p> <p><b>Stages developed in each session:</b></p> <p><b>Warm-up:</b> First doing the morning prayer, second greeting song, and third check-list attendance, in order to acclimate the classroom to an English environment.</p> <p><b>Core activities:</b> Flashcards to contextualize students with the topic, singing chants to acquire vocabulary, and cooperative and individual games were used. As a final activity, the children completed worksheets and activities in the book or notebook (institution requirement).</p> <p><b>Closure:</b> Students used to present their work verbally and non-verbally</p>	<b>Intern:</b> María Paula Caicedo Rincón	<b>Appendix 7</b>

		<p>During all sessions and in all the stages presented previously, the teaching sequences aimed at preparing students to be ready for performing collaborative mini projects.</p> <p><b>Units developed:</b>  Unit 1: My body  Unit 2: My family  Unit 3: Beautiful animals</p> <p><b>Mini-project activities:</b>  •Animals and nature vocabulary  •Cattle vocabulary  • Movie time</p> <p><b>Note:</b> during the teaching phase the teacher also assigned homework, and organized and check students' work in worksheets, notebooks, and English books.</p>		
<b>Mini Project:</b> <b>Yoganimals</b> <b>June 10<sup>th</sup></b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>•To identify animals' vocabulary.</li> <li>•To represent animals with their bodies.</li> <li>•To recognize the importance of physical and mental control through yoga.</li> <li>•To recognize parts of the body.</li> </ul>	<p>This activity is the result of collaborative work among the intern teachers at the school.</p> <p><b>It integrated the following topics:</b>  •Animals and parts of the body.</p> <p><b>It integrated the following materials:</b>  • Handmade flashcards, music, candies, crafts (animals), and decorations (balloons, fake leaves, posters, cardboard letters, pennants).</p> <p><b>It promoted the growth around this dimension of development:</b>  • Psychomotor: corporal</p>	<b>Interns:</b> Jesus Alvarado Angie Alvarez Maria Paula Caicedo	<b>Appendix 8</b>

		<ul style="list-style-type: none"> <li>• Ethical, spiritual, and socio-affective</li> <li>• Communicative</li> <li>• Cognitive</li> </ul> <p><b>It promoted the growth around the following soft skills:</b></p> <ul style="list-style-type: none"> <li>• Commitment</li> </ul> <p><b>Activity stages</b></p> <p><b>•Warm-up</b> The activity began with the morning prayer and the greeting song. A brief explanation about what yoga is and its benefits were made by one of the interns.</p> <p><b>•Core activities:</b> Stretching was done to avoid injuries in the yoga session. Then, a session of relaxation and breathing with calming music was done. The yoga session was divided into three sections and each intern was in charge of one. The animals' vocabulary was introduced by handmade flashcards before each pose. To finish, one of the interns told a story about animals, while the other two did the poses with the children.</p> <p><b>•Closure:</b> To end the session, reinforcement was conducted. Also, stretching was done, and sweets were given to the children.</p>		
	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• To identify vocabulary related to the livestock fair.</li> </ul>	<p>This activity is the result of collaborative work among the intern teachers at the school.</p> <p><b>It integrated the following topics:</b></p> <ul style="list-style-type: none"> <li>• Livestock and parts of the bull.</li> </ul>	<p><b>Interns:</b> Jesus Alvarado Angie Alvarez Maria Paula Caicedo</p>	

<p><b>Mini Project:</b> <b>Livestock fair</b> <b>June 17<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>•To control and use the vocabulary learned in a realistic context.</li> <li>•To value the importance of livestock in Montería.</li> <li>•To value the importance of their region's tradition.</li> </ul>	<p><b>It integrated the following materials:</b></p> <ul style="list-style-type: none"> <li>• Music, flour-filled gloves, crafts (animals), and decorations (balloons, fake leaves, posters, cardboard letters, hats, pennants).</li> </ul> <p><b>It promoted the growth around this dimension of development:</b></p> <ul style="list-style-type: none"> <li>• Psychomotor: corporal</li> <li>• Ethical, spiritual, and socio-affective</li> <li>• Communicative</li> <li>• Cognitive</li> </ul> <p><b>It promoted the growth around the following soft skills:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Negotiation</li> <li>• Solve an issue</li> <li>• Negotiation</li> <li>• Commitment</li> </ul> <p><b>Activity stages</b></p> <p><b>•Warm-up</b></p> <p>This was an out-of-the-classroom activity. It began with the morning prayer and the greeting song.</p> <p><b>•Core activities:</b></p> <p><b>Setting</b></p> <p>Vocabulary was introduced through a song while some images were shown. A small discussion was made about why the Livestock Fair is celebrated in Montería and what animals are in it. A picture story was used to explain the reason why it is celebrated. Finally, the group was divided</p>		<p><b>Appendix 9</b></p>
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		<p>into small sections to carry out the following activities:</p> <ul style="list-style-type: none"> <li>• Milking</li> <li>• Pin the tail to the bull</li> <li>• Hobby horse racing</li> <li>• Do not get caught by the bull</li> </ul> <p>•<b>Closure:</b> To end the session, children and interns danced to the rhythm of the city's traditional music.</p>		
<p><b>Mini Project:</b> <b>Movie Time</b> <b>Time: July 12<sup>th</sup></b></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• To identify the closest people in their lives.</li> <li>• To name and point to the closest people in their lives.</li> <li>• To value the importance of the closest people in their lives.</li> </ul>	<p>This activity is the result of collaborative work among the intern teachers at the school.</p> <p><b>It integrated the following topic:</b></p> <ul style="list-style-type: none"> <li>• The closest people in my life are my mother, father, sister, brother, grandfather, grandmother, uncle, aunt, and baby.</li> </ul> <p><b>It integrated the following materials:</b></p> <ul style="list-style-type: none"> <li>• Movie, video beam, speaker, snack, and decorations (balloons and goodbye sign).</li> </ul> <p><b>It promoted the growth around this dimension of development:</b></p> <ul style="list-style-type: none"> <li>• Ethical, spiritual, and socio affective.</li> <li>• Communicative</li> <li>• Cognitive</li> </ul> <p><b>It promoted the growth around the following soft skills:</b></p> <ul style="list-style-type: none"> <li>• Tolerance to stress</li> </ul> <p><b>Activity stages</b></p> <p>•<b>Warm-up:</b></p>	<p><b>Interns:</b> Jesus Alvarado Angie Alvarez Maria Caicedo</p>	<p><b>Appendix 10</b></p>

		<p>The activity began with the morning prayer and the greeting song. Afterward, the students went to the designated ones to see the film.</p> <p><b>•Core activities:</b> Some clues were given for the children to guess which movie they would see. After the film was over, they were asked questions such as: What was your favorite part? What is your favorite character? why? What family members did you see?</p> <p><b>•Closure:</b> To end the session, a small picnic was done to say goodbye to the students while we talked about how they felt during this time with their English classes.</p>		
<b>Writing report and internship final presentation</b>	<ul style="list-style-type: none"> <li>•To lead and give suggestions to interns for the final report.</li> <li>•To prepare students for the final report presentation.</li> </ul>	<p><b>Interns attended two writing workshops:</b></p> <ul style="list-style-type: none"> <li>•First workshop on June 9th</li> <li>• Second workshop on June 28th</li> </ul> <p>The advisor guided the writing process during the internships in meetings whenever necessary, offering feedback, corrections, and suggestions on each chapter of the document.</p>	<p><b>Internship Coordinators</b> Jaime Nieto and Paula Garcia</p> <p><b>Advisor</b> Luis Martinez</p> <p><b>Intern</b> María Paula Caicedo</p>	<b>Appendix 11</b>



## 4. FINDINGS

This chapter is divided into three parts, all of which describe the outcomes of my internship process, focused on my experience teaching early childhood through Gamification Methodology at Antonia Santos School. The first section seeks to explain in detail my students' growth related to vocabulary acquisition and other crucial aspects such as English classes, the teacher's role, and their roles in the activities performed while developing their soft skills and human dimensions. The second section describes my professional growth concerning syllabus design and class planning, the designing of proper materials for students while working with others, and classroom management in early childhood. The third section analyzes my personal growth, for instance, creativity, how to deal with my emotions, and fears of being the teacher of the English subject with no mentor to be supported or guided.

### 4.1 Students' Growth

Being an early childhood teacher made me realize students' desires and interests in a second language. Even if they, at first, do not understand what was said or communicated, they start to inquire about what the educator did through their faces, body, and spoken expressions. Thus, enhancing their communicative dimension and soft skill as solving an issue while doing activities and team working. Moreover, the spontaneous reactions to what is new for them allowed me as the teacher to comprehend their domain over the topics. I could notice this progression in every class. This is also noticeable from the mentor teacher's perspective when she was asked about this at the end of the internship. This improvement is presented in interview transcript 1 (see appendix 12 for codes used), which illustrates a part of a session of questions in voice recording made to one of the mentor teachers.

**Transcript 1.** *A part of a session of questions in voice recording made to the preschool teacher C, Antonia Santos School, 2022-I*

I                    IT                    *Perfecto (2.0) segunda pregunta (2.0) ¿cuál considera que ha sido el mayor progreso de los estudiantes?*

In the second question the intern teacher asked the tutor teacher what she considered to have been the greatest progress of the students, to this the tutor teacher highlighted the progress of

- 2            *MT*            *El progreso de los estudiantes es (2.0) es haber aprendido el inglés correctamente por una docente preparada en esa área.*
- 3            *IT*            *Perfecto (2.0) tercera (2.0) ¿cree usted que los niños han desarrollado su dimensión comunicativa a través de las clases de inglés? sí no y por qué*
- 4            *MT*            *Sí (2.0) porque los niños saben (2.0) canciones de inglés (2.0) las oraciones de inglés que le ha enseñado la docente (2.0) y muchas actividades de los temas que tocaban (2.0) que ella les enseñó y correctamente ellos han aprendido lo que deben aprender en inglés.*
- 5            *IT*            *Cuarta pregunta (2.0) ¿cuál cree usted que es la percepción de los niños con respecto al idioma inglés?*
- 6            *MT*            *Bueno la percepción lo que yo he observado que los niños les gusta (2.0) la manera de como la docente hace las clases de inglés porque ella les (2.0) las hacen una forma creativa para que el niño pueda asimilar como es un niño de preescolar asimile todos los temas que ellos han dado.*  
**(Appendix 12)**

the students, which was having learned English correctly through the help of a teacher trained in that area.

In the third question the intern teacher asked the tutor teacher if she considered that the students developed the communicative dimension through English classes, to the question the tutor teacher remarked the students' domain of English songs, morning prayer, and other topics taught by the intern teacher in an appropriate way.

In the fourth question the intern teacher asked the tutor teacher what she thought was the children's perception regarding English as a second language, to this the tutor teacher highlighted that according to her English classes' observations, the students liked the way the teacher conducted the classes, since the classes were creative looking for the student's assimilation, something that she considered necessary to understand the given topics.

## 4.2 Professional Growth

The internship process contributes a bunch of important aspects to my professional growth that were enhanced, one of them is the creation of materials to support the English classes in Early Childhood Education. For instance, the designing of the English area syllabus according to the students' contexts, needs, and abilities to be developed were the foundations. This was an extensive work to be performed, based on that, cooperative work was crucial in this preparation material stage.

The syllabus design was an accurate decision of the Intern Teachers, to due to the lack of foundation and information in the previous syllabus. Therefore, the syllabus development was based on the following features, laws, and documents: students' context, the suggested curriculum, the basic standards of competencies, the basic learning rights, the dimensions of development, and the English curriculum proposed by the school. This syllabus has four units that include language functions, objectives, and teaching points that generalize the methodologies and approaches selected by the intern teachers. *Figure 1* shows one part of the final syllabus modules developed for preschool students to learn English. The final syllabus was given to the school as part of our area teaching work.

**Figure 1.**

*Collaborative Syllabus - 1<sup>st</sup> Module: Discovering who I am, Antonia Santos School, 2022-I*

<b>NOMBRE DEL MODULO:</b>	1° MODULO: Descubriendo quién soy						
<b>PREGUNTA PROBLEMATIZADORA</b>	¿Soy capaz de reconocer mi género, mis partes del cuerpo y mis gustos?						
<b>DIMENSIÓN</b>	<b>ASIGNATURA</b>	<b>COMPETENCIA</b>	<b>DESEMPEÑOS</b>	<b>DBA</b>	<b>OBJETOS DE APRENDIZAJE</b>	<b>CONTENIDO TEMÁTICO</b>	<b>EVALUACIÓN</b>
Cognitiva	Inglés	Comunicativa	Reconoce las expresiones más usuales de saludo en inglés.  Identifica los géneros masculino y femenino.  Identifica las partes principales de su cuerpo.  Identifica vocabulario relacionado con los juguetes.	Asocia imágenes con sonidos de palabras relacionadas con las partes de su cuerpo, su género y juguetes favoritos de manera no verbal.  Identifica, repite y utiliza palabras asociadas con su entorno inmediato.	Utilizar materiales visuales para el aprendizaje de vocabulario como flashcards, juegos de memoria, loterías, juegos didácticos, cajas sensoriales y encuentra la pareja.	<b>Greetings</b> Hello, how are you? Fine, thanks, hello teacher.  <b>Genders</b> Boy and girl.  <b>Parts of the body</b> Head, ear, eye, hair, mouth, nose, arm, hand, shoulders, leg, foot.  <b>Movements</b> Shake your arms, raise your arms, move your legs, jump, walk, open your mouth, close your	Observación directa, seguimiento del proceso, preguntas abiertas, pronunciación y desarrollo de actividades.

Figure number one illustrates a part of module one, whose final focus was to develop the acquisition of vocabulary in preschool students. In the upper part of the square, there are the name of the module, and the problem question, which allows to understand the general idea and purpose of the module. In the first box, in the left square can be found the dimensions of human development to enhance during the module, each unit enriches the seven human dimensions, through different activities based on the same core, and the second, general info about the subject. The third and four boxes explain the competencies and the teaching points to accomplish a starting point in learning. Likewise, the fifth and sixth boxes describe the basic learning rights and the learning objectives, which teachers used to understand the materials to use and the themes to be covered. Finally, the seventh box shows the evaluation, which helps to understand the different ways to recognize if students' English learning process was significant.

In this sense, I created lesson plans that supported the use of Gamified activities and chants for the enhancing the acquisition vocabulary in preschool students. Therefore, I show a lesson plan that highlights the most the final objective proposed during my internship process in terms of methodology and approaches, this the lesson plan number (13).

**Figure 2**

*Top section - The Closest People In my Life, Antonia Santos School, 2022-I*

TASK/PROYECTS/PROBLEM	TEACHING POINTS	LESSON TEACHING POINTS
Los niños identificarán y presentarán oralmente los miembros de su familia a través de una worksheet facilitada por la docente.	<ul style="list-style-type: none"> <li>Los estudiantes serán capaces de identificar los miembros de su familia.</li> <li>Los estudiantes nombrarán y señalarán los miembros de su familia.</li> <li>Los estudiantes valoran la importancia de su familia.</li> </ul>	<ul style="list-style-type: none"> <li>Members of the family: mother, father, sister, brother, grandfather, grandmother.</li> </ul>

The first box presents the final product obtained by the students after being part of a sequence of activities, such as chants and games, and motivation. The second explains the objectives that I proposed, they are focused on students' perception of the closest people to them. Finally, the third box shows the vocabulary I used to explain the topic, which students should be able to identify within their context by the end of the class.

To explain in detail my lesson plan, I will divide the lesson plan into three sections, first warm-up as the opening stage, second core activities as the middle-class stage, and third closure as the final stage, using them to explain my internship methodology focus.

**Figure 3**

*First Stage of my lesson plan - The Closest People In my Life, Antonia Santos School, 2022-I*

INSTRUCTIONAL ACTIVITIES		
Warm-up	Resources/Materials	Time
<ol style="list-style-type: none"> <li>Para iniciar la clase, el docente hará la oración con sus estudiantes.</li> <li>Luego, cantarán la canción de los saludos.</li> <li>Finalmente, el docente llamará a lista.</li> </ol>	<ul style="list-style-type: none"> <li>Celular</li> <li>Baffles</li> </ul>	10 Minutos.

The first stage is the warm-up to start the class, in this point connection tools were used, this means, tools that help to connect students with the English class, to let them know English class has started, I used to use the morning prayer, to promote the spiritual dimension. At this point students' closed their eyes and were attentive to repeat what I said. Continuously, I guided them

to start singing the greeting chant saying, “let's sing the hello teacher song, do you remember it?” then I counted to three with my fingers and voice “one, two, three” followed with my hands I started waving as saying hello and the chant started playing on my speakers (Appendix 13). The final objective of the chant was to students learn the song and understand the vocabulary of the song, and at the same time related it to their English classes, this moment was a time where students stand up and started moving their bodies, dancing, and smiling, I could notice they really like the chants due to the rhythm and the easy comprehension of it. Finally, I took the checklist attendance, this was school’ requirement, when I called each student, they answered “present” as we learn before, students were patiently waiting for their time to say present and get back a positive answer from me such as *amazing*, *well done*, or *perfect* (Appendix 14).

#### Figure 4

*Second Stage of my lesson plan - The Closest People In my Life, Antonia Santos School, 2022-I*

<p><b>Core-activities</b></p> <ol style="list-style-type: none"> <li>1. Para iniciar la clase, los niños cantaran la canción finger family y baby shark para refrescar el vocabulario después de vacaciones.</li> <li>2. Luego, la docente explicará los niños el vocabulario relacionado a la familia, con la ayuda de flashcards.</li> <li>3. Después, el docente dividirá al salón en dos equipos Team 1 y Team 2. Seguidamente pegara imágenes en el tablero alusivas a los miembros de la familia, le pedirá a un niño de cada grupo correr hacia la imagen correcta y señalarla una vez la docente la mencione el miembro de la familia, el que acierte en su intento ganará un punto para su team, al finalizar se contarán los puntos obtenidos y al grupo ganador se le dará a cada miembro un dulce y al grupo derrotado un sticker por miembro.</li> </ol>	<ul style="list-style-type: none"> <li>• Celular</li> <li>• Baffles</li> <li>• Flashcards</li> <li>• Cinta</li> </ul>	<p>20 minutos</p>
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The second stage is core activities. In this part, I used to continuously repeat words, actions, and chants for a better understanding of students because they used to relate what they were learning with what they already knew. For that reason, when students came from their vacation, I decided to start over again with the same chants I used to teach them the Family vocabulary, for instance, *Baby Shark* and *Finger Family* (Appendix 15) I noticed that chants motivated students to used their bodies and realized that English is interesting and funny to learn. Then, I showed 5

flashcards according to the following members of the family *mother, father, sister, brother, grandfather, and grandmother* (Appendix 16). I showed them the image and remembered them the correct pronunciation for they to repeat it, we repeated it three times with members.

The previous steps were necessary to continue with the following game established in the lesson plan. First, once I explained the vocabulary through chants and flashcards, I presented the rules of the game, once I named the member of the family the student had to run and touch the flashcard that had the image of what was mentioned, the five flashcards were pasted on the board, for this, I divided the whole class into two teams, each student had the opportunity to participate and win points for their teams. Students were strongly interested on playing to obtain the reward. Finally, team 2 won candies and team 1 won some stickers (Appendix 17).

### Figure 5

*Last Stage of my lesson plan - The Closest People In my Life, Antonia Santos School, 2022-*

*I*

<p><b>Closure</b></p> <p>Para finalizar, los estudiantes realizaran una worksheet en la cual mejorarán su motricidad fina enlazando puntos que completan la palabra cada miembro de la familia, a su vez colorearán a los miembros de la familia, con la finalidad de compartir enfrente del salón, nombrando a aquellos miembros que forman parte de su núcleo familiar con la ayuda del docente.</p>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Colores</li> <li>• Colbón</li> <li>• Tijeras</li> </ul>	<p>30 minutos</p>
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The final stage is closure. It is the moment when I gave the students a worksheet where they had to complete three activities (Appendix 18). In the first one, they worked on their fine motor skills by joining points to complete the name of the member. In the second one, students had to color the family members in the worksheet, according to their families and their imagination. In the next activity, I guided them to connect the name of the member with the correct image, for this I subdivided the elements from 1 to 5, with the idea of facilitating the activity (Appendix 19). Finally, when the students finished, I gave them candies and more stickers.

The internship process was surrounded by many characteristics, some of them were the designing of proper materials for students while working with others, and classroom management. Controlling early childhood attention focused during the learning phase is a challenge for teachers.

Then, the continuous use of tools that enhance not only the student's attention but also classroom management is an essential part of the internship goal. Owing to, the creativity and quantity of materials to be created the essential solution were to cooperative work with the other two interns.

### Figure 6

*Pictures A and B of the intern teachers to show collaborative materials creation to improve early childhood education, Antonia Santos School, 2022-I*



The interaction of the interns to create different materials (Picture A, B, and C in Figure 6). The materials shown in the three pictures were used as supporting tools in my classes or when extracurricular activities took place.

### Figure 7

*Pictures A, B, and C of the intern teachers to show collaborative materials creation to improve early childhood education during classes and extracurricular activities, Antonia Santos School, 2022-I*





I used material to explain vocabulary as Picture A in Figure 7 shows the inclusion of materials in my classes, creating interest in students and asking them to help me organize the body parts in the correct placement of each part since I understood that new elements in the classroom called the students' attention the most, helping me to manage the class due to natural children's curiosity. Moreover, Pictures B and C in Figure 7 demonstrate the different uses that material brought, in the one hand it is used to support main core activities in the classroom, and on the other hand, it promotes the focus of the class on the topic explanation.

### 4.3 Personal Growth

The internship process helped me in my personal growth. Before starting classes I used to be confident in explaining English behind a camera, due to the recent pandemic, everything around me, related to learning drastically changed, and as a result of it, I became comfortable with that. When I faced face-to-face classes and what that meant I was afraid of not knowing what to do or how to react, based also on the lack of being supported from an English teacher as such.

Moreover, my creativity skill raised up noticeably. Before my internship, I was not interested in making any kind of handicrafts, due to the nonuse of it in my online classes, and my zero ability to create them, based on students' needs for motivation, I was forced by myself to implement this in my classes, enhancing it while doing, that can be seen in all materials, lesson plans, activities, and classroom management I have shown in the previous chapters.

## 5. CONCLUSIONS, RECOMENDATIONS & LIMITATIONS

My internship process left positive aspects; one of them was enhancing my students' vocabulary and communicative dimension. This could not be possible obtained if their self-determination haven not been present during the process of learning. Moreover, the use of games and chants such as, greetings chant, family finger, baby shark and head shoulders knees and toes created a bigger motivation for students while chanting, playing, and having fun with others. Thus, students had the opportunity to develop their soft skills while participating in group games that allowed them to improve their social skills, such as teamwork, negotiation, and confidence, and their seven human dimensions took an important role in their English development as well.

Followed by my personal ethics improvement. Creativity, how to deal with my emotions, and fears of being the teacher of the area with no mentor support in the area, are some features that the internship allowed me to enhance. In the end, I could understand that being a teacher goes further, it is not only being prepared to teach, but also a full process where can be found strategies to improve your skills, and people that guided me to know what to do inside and outside the classroom.

Finally, I had significant professional growth during this internship. As it was, creation of syllabus and lesson plans, designing of material through collaborative working, and classroom management. To achieve vocabulary acquisition of students the intern team and I designed a syllabus in accordance with preschoolers' requirements specified by MEN. That foundation allowed me to create my lesson plans focused on the Gamification educational methodology. In addition, these teaching practices restructured my classroom management.

Despite the excellent results obtained, some limitations came out in the internship. Mainly the lack of knowledge by the interns' team about teaching in preschool and the requirements established by the MEN for it. Unfortunately, this degree does not emphasize early childhood education, which creates white space for future English teachers' preparation for a broader field of work, such as teaching preschool students. In that sense, one of the intern's advisor trained me, and to complete that necessity, I also took online courses that allowed me to face this problem to

carry out a better internship. Additionally, the school bank had few materials to perform fine motor activities (decorating, kneading, cutting, among others). For this reason, mentor teachers supported me by sharing materials, or asking the student's parents to buy it or I had to bring them to complete the worksheets, games and English book activities.

Contemplating the limitations presented in the internship; I want to give recommendations for future interns. First, research Colombian curricular guidelines for preschool education to have an idea of how to plan and instruct students around dimensions of development. Moreover, review in depth the suggested curriculum for transition grade and the basic standards of competence present in it. At last, I suggest the program should promote future interns to lead their internships with preschoolers to generate a crucial impact with those students on the language and prepare them for future English skill development in primary education.

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## 7. APPENDIX

### Appendix 1

#### Introduction to the internship


 Universidad de Córdoba  
**NURTURING EARLY LEARNERS**  
 Language and Literacy  
 A Curriculum for Kindergartens in Singapore  
**LISTENING AND SPEAKING**  
 Chapter I

Playing with their friends and interacting with the people around them provide real and meaningful contexts for children to use language.

In the process, they learn to listen and take turns to talk in conversations and discussions.

They develop understanding of intonation, gestures, facial expressions and body language that are necessary to help them make sense of the words being spoken.

**CHILDREN MAY GO THROUGH THE FOLLOWING PHASES AS THEY LEARN AND ACQUIRE LANGUAGE (HOLDAWAY, 1979):**

**Observation:** Children act as spectators and may not speak up in class. Instead, they are observing and learning.

**Participation:** Children take part in the play, conversation or discussion with guidance from the teacher.

**Practice:** Children practice using language through opportunities created by the teacher.

**Performance:** Children feel confident and are able to use language to communicate with others and express needs, wants and ideas.

**THE IMPORTANCE OF PHYSICAL BOOKS.**

Children need to understand concepts about books such as the title, author and illustrator of a book, the front and back of a book, knowing how to hold the book correctly, turning the pages one by one and from right to left as well as indicating where to begin reading.

Print awareness refers to the understanding that print carries meaning for the reader and can be read aloud.

**READING**  
Chapter I

**Pre-reading:** Children first become aware that print carries a message. They use visual cues to make sense of print in the environment.

**Initial reading:** As children begin to learn the names and sounds of letters, they use this knowledge to decode words and recognise some words by view.

**Fluent reading:** As children start to decode words faster and more efficiently, they will be able to read more effortlessly.

**WHY IS SO IMPORTANT LISTENING AND SPEAKING?**

Develop children's listening and speaking skills in the pre-school years as they lay the foundation for reading and writing.

**PHONOLOGICAL AWARENESS**

**Phoneme Level:** Blend individual sounds to form a word and segment a word into its individual sounds.

**Rhyme Level:** Identify words that rhyme.

**Syllable Level:** Segment a word into syllables and into onset and rime.

**Word Level:** Segment a sentence into words.

Hardest  
 Increasing Difficulty  
 Easiest

**WRITING**  
Chapter II

Before they learn to write conventionally, they need to develop their fine motor skills and eye-hand coordination so as to hold and use writing tools.

They should be given opportunities to engage in activities that strengthen their hand and finger muscles as well as develop their dexterity.

Examples of these activities include threading beads, tearing paper, cutting paper with a pair of scissors and modelling with play dough.

**WRITING**  
Chapter II

The first tools children should use are fat crayons, markers, jumbo chalk and fat pencils. They should be provided with opportunities to use these tools to draw and experiment with lines and patterns.

**CONCLUSION**

Listening and speaking skills that children acquire in the pre-school years lead the way for their reading and writing skills. Together, these help to build a strong foundation for language learning and reading and writing development in the later years.



## Appendix 2

*Examination of the school context with one of internship's advisor.*





## ICULARES

		mejora la motricidad fina. De esta forma las actividades de vocabulario con diferentes materiales y texturas.	Los niños y las niñas se relacionan con el espacio a través de su cuerpo en interacción con los objetos.	materiales y texturas	<b>Ejercicio el cuerpo</b> Dinámica (coordinación).	<b>Expresión corporal</b> (Ritmo - movimiento)	
Comunicativa	Ingles	Lingüística	Interpreta fallos de los verbos aprendidos.  Comprende con sus compañeros los saludos por medio de actividades aprendidas.  Nombra y saluda sus juguetes y ellos responden utilizando el vocabulario aprendido.  Entiende y expresa su gusto y de	Los niños y las niñas hacen comunican sus opiniones, sentimientos y deseos de manera verbal.  Flashcards. ¿Quié son las personas que se ven en las imágenes?	Canciones y videos sobre saludos, partes del cuerpo y partes del cuerpo.  Flashcards. ¿Quié son las personas que se ven en las imágenes?	<b>Vocabulario</b> (Greetings, Body and parts of body, and parts of the body)	Observación directa, seguimiento del proceso, reconocimientos y reconocimientos de vocabulario a través de flashcards de manera verbal y verbal.

[illegible][illegible][illegible][illegible][illegible]

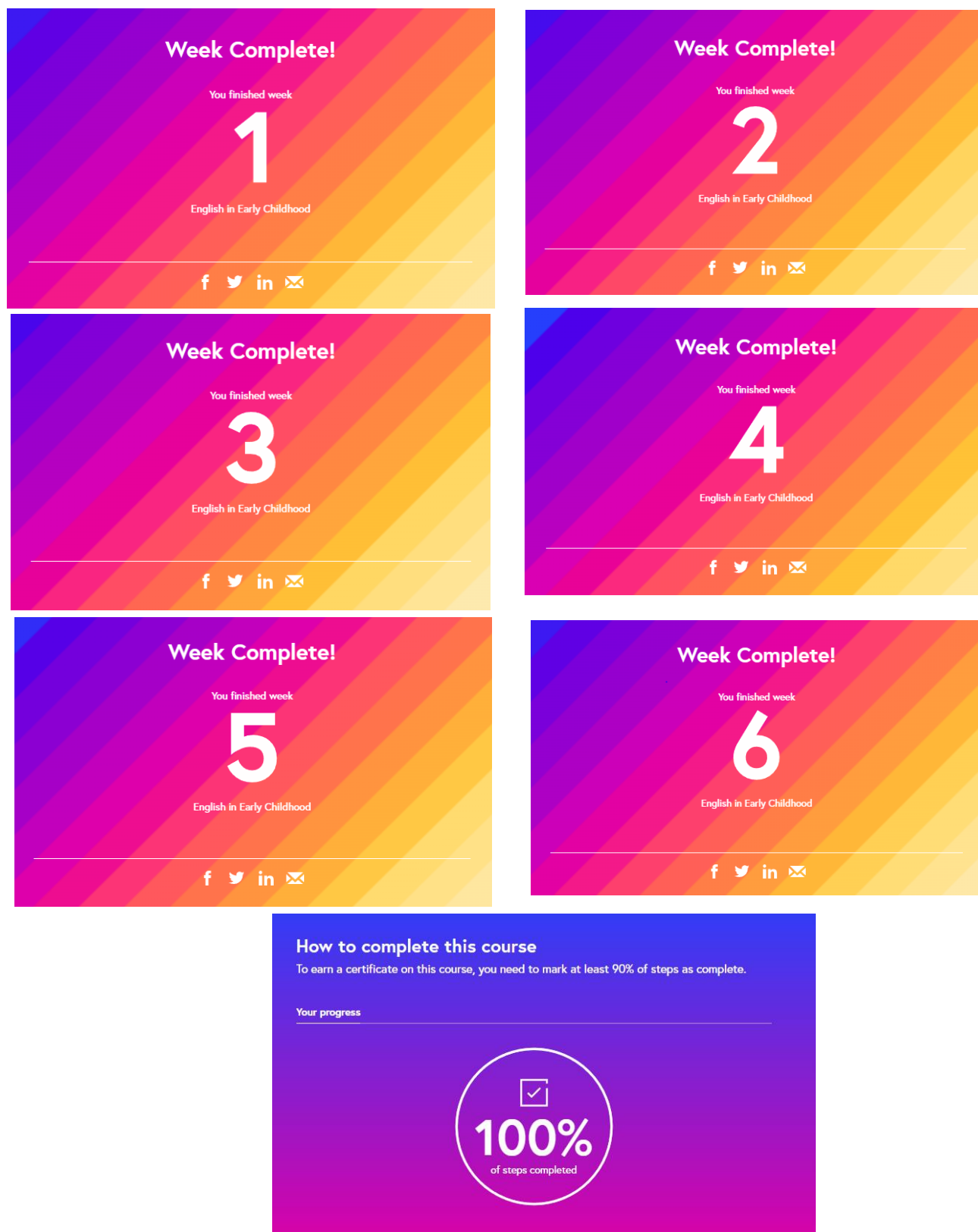
## Appendix 4

*First workshop with one of internship' advisor Gabriella Pugliese*



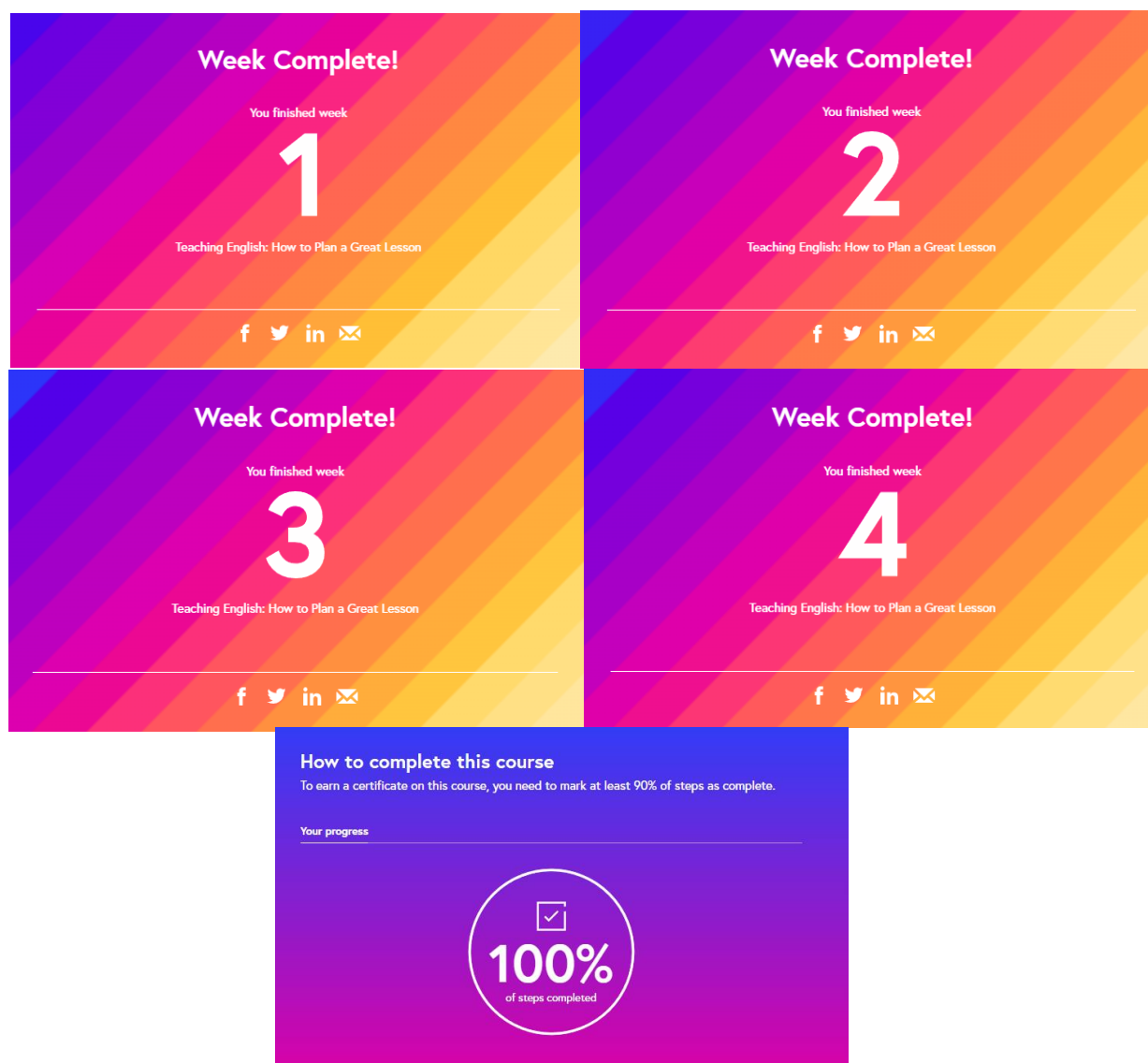
## Appendix 5

*English in early childhood education on the Future Learn platform.*



## Appendix 6

### *Teaching English How to plan a good lesson: on the Future Learn platform*





## Appendix 7

### Teaching Phase lesson planning

Compartido conmigo > Pasantías- 10 SEMESTRE > LESSON PLANS ▾



Archivos

Nombre ↑

Lesson plan 1- Diagno...

Lesson plan 2- Week 1...

Lesson plan 3 - Week 1...

Lesson plan 4 - Week 2...

Lesson plan 5 - Week 2...

Lesson plan 6 - Week 2...

Lesson plan 7 - Week 3...

Lesson plan 8 - Week 3...

Lesson plan 09 - Week ...

Lesson plan 10 - Week ...

Lesson plan 11 - Week ...

Lesson plan 12 - Week ...

Lesson plan 13 - Week ...

Lesson plan 14 - Week ...

Lesson plan 15 - Week ...

## Appendix 8

### *Yoganimals*





## Appendix 9

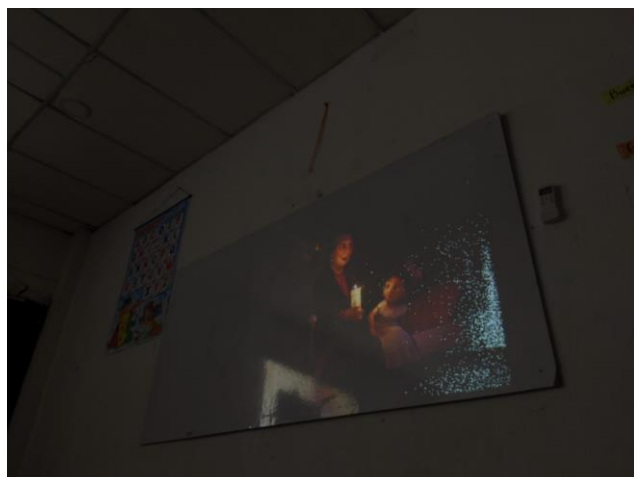
### *Livestock Fair*





## Appendix 10

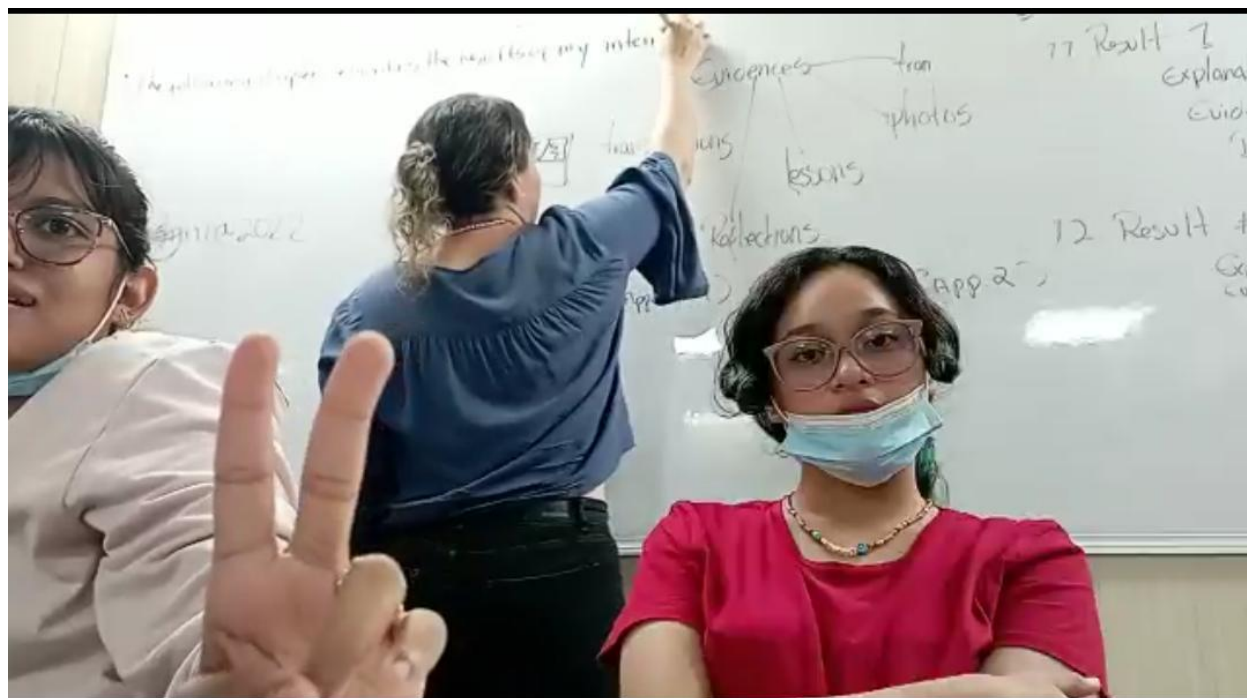
*Movie time.*





## Appendix 11

*Second workshop on June 28<sup>th</sup>.*



**Appendix 12*****Transcript code***

(( )) what someone does

Small print means (speak low)

T: teacher

number the order of things (2.0) seconds

= means (at the same time, interaction of the two parties) teacher and student

:: means prolonging the pronunciation

Capitalized word means when someone raises his or her voice

Underlining with a dash means emphasis.

**Appendix 13:**

*Warm-up The closest people in my life - lesson plan*



**Appendix 14**

*Check list attendance the closest people in my life - lesson plan*



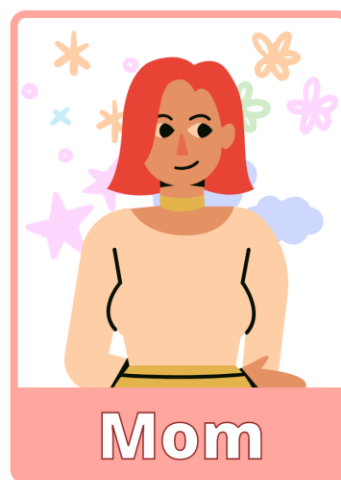
## Appendix 15

*Learning through chants Baby shark & Family finger the closest people in my life - lesson plan*



**Appendix 16**

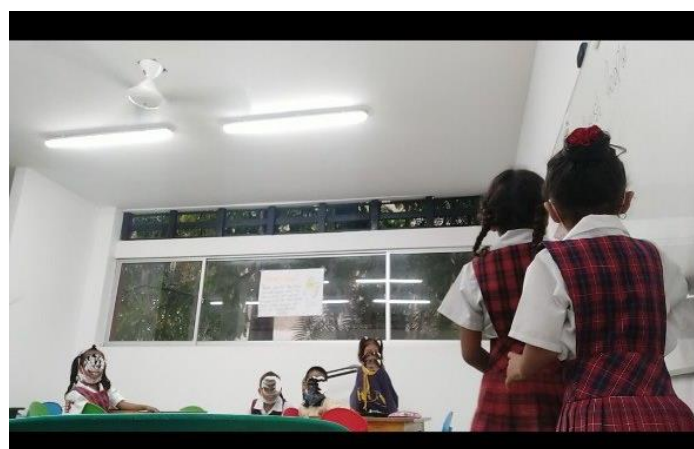
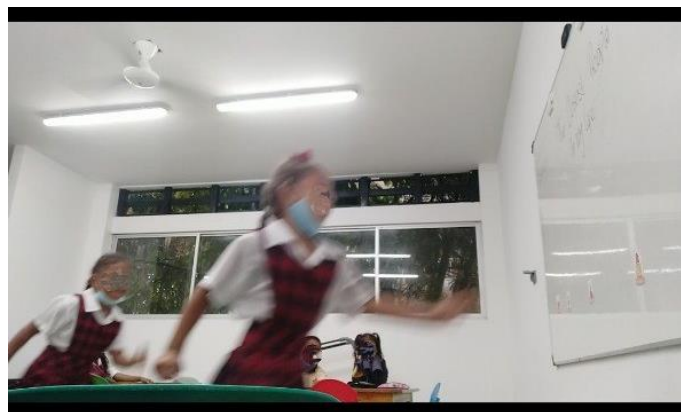
*Vocabulary flashcard the closest people in my life - lesson plan*





## Appendix 17


*Students' playing and winning candies & stickers the closest people in my life - lesson plan*

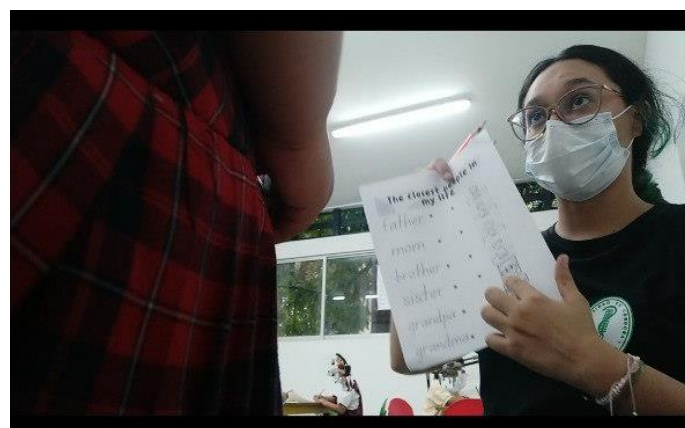
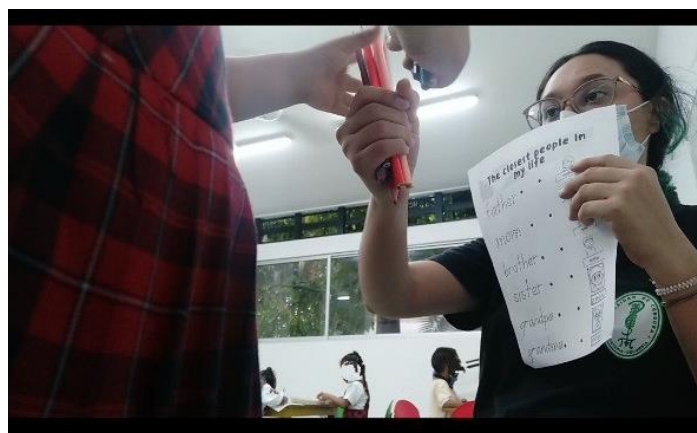


## Appendix 18

Worksheet and explanation the closest people in my life - lesson plan

### The closest people in my life

father • •	 mother
mom • •	 father
brother • •	 sister
sister • •	 brother
grandpa • •	 grandma
grandma • •	 grandpa





## Appendix 19

Students' worksheet results the closest people in my life - lesson plan

