

Final internship report at the Language Center located in Universidad de Córdoba.

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Internship report submitted in fulfillment of the requirements for the degree cursed.

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Acknowledgments

In the first place, I would like to express my deepest gratitude to God and my family because without them, this degree wouldn't have been possible. Also, to my classmates, to all my teachers and my advisor, whom played a special role in my academic formation and in the pinnacle of my internship, which made possible the creation of this report.

Last but not least, I would like to express a big thankful to the Language Center, the teachers and the director Delia De la Rosa for all the support gave during this internship path.

Abstract

This report aims to investigate the effectiveness and impact of Project-Based Learning (PBL) on the holistic development of children from ages 7 to 8. PBL is an innovative educational approach that engages students in authentic, hands-on projects to develop critical thinking, problem-solving skills, collaboration, and creativity. The report examines various dimensions of children's growth, including cognitive, social, emotional, and physical aspects. Key findings highlight that PBL positively influences children's cognitive abilities by fostering curiosity, self-directed learning, and knowledge application in real-world scenarios. The collaborative nature of PBL enhances social skills, including communication, teamwork, and leadership. Additionally, emotional intelligence and self-confidence are bolstered as children face challenges, receive constructive feedback, and experience the satisfaction of project completion.

Keywords: Project-Based Learning, children, holistic development, speaking skills, social skills, emotional intelligence, oral production.

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1. Introduction

The University of Cordoba provides the possibility of performing an internship as a degree option for their Foreign Language teaching students. I chose this option due to the big opportunity that is having the experience and provisioning my resumé with such a fulfilling teaching experience. Taking into account that the University's intention is not only to train good professionals, but forming excellent human beings as well, the purpose of this internship is to furnish its students with meaningful and practical work that will not only sum up as a professional learning experience, but will give us, as future in-service teachers to be, the opportunity for career exploration and development in order to learn new skills.

This paper presents and discusses my teaching experience as a 10th semester student carrying out an internship at the “Centro de Idiomas”, located at Universidad de Córdoba (Montería) in the “Early birds” level. The center offers the community courses with different foreign languages, including a program for children, a program for young people and for adolescents - adults, giving the opportunity to learn either English, French or Portuguese courses. This is to say that the center's main goal is to contribute to their student's communication needs and intercultural exchange. I was given the opportunity to do teaching work on Saturdays as well as administrative work during the weeks. The center offers different levels and programs, from in person to remote schedules.

“Early birds” is a newly born level, that has around 20 to 25 students (morning and afternoon), created to awake curiosity on the language in kids. The students' ages vary from six and a half to seven or eight. It can be said that the students belong to a good socioeconomic level, since their families can afford the different activities and resources that the center provides. The course is developed with a main book guide from Cambridge – called kids box 1- and a stablished unit course plan based on it. In addition to this, the

workbook from the same book is used, complementary worksheets are constantly used as well, plus integrated skill activities that vary between oral presentations (puppets and performances) and festivities celebrations (Valentine's Day, Easter, etc.)

Also, as a part of my duties at the center, I perform about 12 hours of administrative work weekly in an office setting. Mostly, this administrative work includes filling grades and data information, managing the office and its supplies, answering and directing phone calls, writing and answering emails and scheduling appointments regarding the center's courses, inscriptions, schedules, web site, prices and academic calendar.

It has been observed that students from "Early birds" program present difficulties regarding speaking skill and oral production ability, this is to say that the difference among the level of speaking proficiency between private-school and public-school students is noticeable at the moment of executing class activities. Since students on this level are very young, they are very visual, so the main focus is speaking rather than writing skills. Thus, repetition and realia strategies are commonly used as well to strengthen and improve the understanding through associations between words for common objects. Project Based Learning strategy is used to plan all the activities carried out during the semester; for example, a family tree was made to practice and evaluate speaking during the family member's unit. As another example, students worked on a puppet project used to evaluate and practice "my name is and presentation" unit.

The following chapters unveil the progress of the internship, the theoretical framework of the paper, pedagogies and methodological strategies, followed by the professional and personal growth process as a teacher. Finally, the findings, conclusions, results and last but not least the limitations that were encountered during the teaching experience.

2. Conceptual framework and pedagogies

Language is perceived as the way through which individuals understand the surroundings, and when it comes to language, the main purpose of it is to communicate. According to (Giffin & Patten, 1976) communication is the process of giving meaning as well as sense to our speech. It is the interchange of ideas among each community to another. Communication is used in every single aspect of our lives, being used at work, school and among our family context. As defined by Worth (2004) communication is a vital part of our daily routines. We sit in the school and listen to teachers. We read books and magazines. We talk to friends, watch television and communicate over the internet.

Since communication is fundamental in human life, the educational system should focus on fostering oral skills as well as writing and reading. Effective communicators experience more success in school and in other areas of their lives.

2.1. Theoretical framework

This segment presents and discusses the theoretical foundations that support the ongoing internship report. Thus, Project Based learning was chosen as a way to foster speaking ability and oral production in children. These theoretical foundations include: speaking skills, oral production and Project based learning approach.

2.1.1. Speaking skill.

According to Puspitasari (2011), the definition of speaking skill can never be separated from the definition of speaking itself. Puspitasari also claimed that speaking is a productive aural/oral skill related to producing systematic verbal utterances to convey meaning. In other words, speaking skill allow people to communicate effectively by providing the ability to convey information verbally and in a way that the listener can understand. Moreover, according to (Rahimy & Safarpour, 2012) speaking is the process of

building and sharing meaning through the use of verbal and non-verbal symbols which is important in language learning and teaching. Therefore, it is safe to say that speaking is probably the language skill that most language learners wish to improve as soon as possible.

Speaking is one of the four English as a foreign language skills to be learned by students. Thus, by learning speaking students can improve their ability to give their opinions or ideas. It can be said that speaking is the productive skill in the oral mode (Kayi, 2006).

One of the difficulties that learners encounter is converting their thoughts into a speech. Developing speaking competency is one of the most important topics being discussed right now, and academics have looked at issues with all facets of the speaking process. As claimed by (Celce & Murica, 2001) speaking well requires a lot of practice, and students should also engage in brief conversations involving questions and answers. Therefore, it is preferable if the students are young since studies have shown that children are the most receptive to communication.

Evidence shows that speaking should incorporate activities in a group work, because according to many theories and studies, speaking skill can be improved by activities such as games, role plays, etc., as expressed by Oradee (2012). Also, there are some types of speaking approaches that can help students improve speaking skills as claimed by Brown (2007). For that reason, projects and Project Based Learning approach is useful to foster speaking skill.

Furthermore, is important to mention how the relevance of willingness to communicate has increasingly been emphasized in language learning pedagogy due to the popularity of learning foreign languages and utilizing them meaningfully, because

developing effective speaking skill is crucial for effective communication and expressing oneself confidently in various contexts.

Substantially, since developing strong speaking skill is essential for children's social, academic, and personal growth, is important to foster speaking skill in children. In order to do this, is essential to provide ample opportunities for them to engage in meaningful conversations, participate in discussions, role-play activities, storytelling, and presentations. Regular practice and exposure to a rich language environment both at home and in educational settings greatly contribute to the development of speaking skills in children.

2.1.2. Oral production.

As it has been stated before, students are expected to master speaking skills well to use as a system of communication in order to obtain and share information with others, so, it is very important as teachers to foster the development of oral production.

There are several definitions of oral production; Hymes (1972) defines oral skill as “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes” (p.13). Thus, oral production consists of the creation of a speech for a particular audience; this process can be shown in many different ways; reading aloud, performing a song, speaking spontaneously or improvising. This is to say, oral production is basically the capability to show your own ideas within a specific context. In the case of this paper, the outcomes are to help students develop the level of proficiency to express their thoughts and beliefs using the target language, which is the main objective of an English class. In addition, Hernández (2018) stated that oral production is an important and essential part of the communication process. To be part of a society, it is necessary to express our points of view, likes, thoughts, emotions, beliefs etc., according to the context

in which we are. That being the case, oral production plays a vital role in the development of speech accuracy, it leads to the precision of learner's words, which allows them to have more confidence and perform in a better way when it comes to producing utterances in the target language.

With that being said, (Richards & Renandya, 2002) stated that spoken language typically serves two purposes: interactional and transactional. The primary aim of interactional language is to maintain social connections, while transactional language focuses on conveying information and ideas. Given that a significant portion of our everyday communication involves interaction, it is crucial to possess effective interaction skills. Consequently, it is important for language instructors to create opportunities for learners to engage in meaningful conversations on relevant subjects, because the key to teaching communicative language lies in promoting interaction between learners and fostering learner-learner interaction.

All in all, oral production is not only used in formal contexts, instead it is also seen in the way people interact with the language on a daily life basis. Thus, oral production also refers to the speakers' spontaneity when it comes to interacting with the language and offering immediate answers without struggling.

2.1.3. Project Based Learning.

Speaking as a skill needs much exercise and practice, otherwise the students' speaking cannot be improved. Hence, Project Based Learning approach can be used to engage the learner in purposeful communication to complete authentic activities.

In accordance with Greeno (2006) Project-Based Learning is a type of contextual learning that is founded on the constructivist theory that students learn more deeply when they actively create their understanding by interacting with and applying concepts. In

project-based learning, students work on pertinent, real-world issues. Thus, students can research issues, put forth theories and explanations, engage in discussions about their ideas, refute those of others, and test out novel concepts in a project-based learning environment. Put differently, projects should have real-world connections, addressing authentic problems or scenarios that students can relate to. Hence, this helps students see the practical application of their learning and foster motivation.

Additionally, as claimed by Condliffe (2017) Project Based Learning is a student-centered approach in which students learn about a subject by engaging in problem-solving activities. Also, as uttered by Condliffe, in project-based learning, students collaborate in groups to find solutions to complex issues that are grounded in the curriculum and frequently cross disciplinary. Learners choose what activities to engage in and how to tackle a challenge. They collect data from many sources, synthesize it, examine it, and draw knowledge from it. In other words, Project-based learning (PBL) is an instructional approach that involves student working on complex, real-world projects to gain knowledge and skills through active exploration and problem-solving. PBL focuses on promoting student engagement, critical thinking, collaboration, and self-directed learning. Ergo, PBL encourages students to apply what they have learned in meaningful ways and develop a deeper understanding of the content.

An alternative viewpoint is presented by (Markham et al., 2003) who suggest that project-based learning (PBL) is a structured instructional approach that engages students in an extended inquiry process. So, in project-based learning, students typically work in teams or individually to investigate and solve a problem, create a product, or explore a specific topic of interest.

In agreement with Fauziati (2014), the implementation of project-based learning (PBL) involves several stages, including initiating the project, developing it, presenting the project to the class, and assessing the project. Similarly, Bell (2010) also outlines four stages in the implementation of PBL: speculation, project design, project execution, and evaluation.

Furthermore, as claimed by Barrows (2001), PBL aims to support students in acquiring flexible knowledge, effective problem-solving techniques, self-directed learning strategies, collaborative abilities that are successful, and intrinsic motivation. Barrows also claimed that Project based learning is a form of activity learning. By way of explanation, Project Based Learning is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a challenge. This is to say that PBL requires critical thinking, problem solving, collaboration, and various forms of communication.

2.1.3.1. Advantages of using Project based learning on an EFL class.

Additionally, several researchers (Kucharski et al., 2005) and Papastergiou (2005) have highlighted the significant impact of project-based learning on enhancing students' motivation. Project-based learning not only boosts students' motivation but also enhances academic performance, offers positive learning experiences, and provides authentic opportunities for problem-solving (Gulbahar & Tinmaz, 2006). As a consequence, numerous studies in the literature have investigated the effects of project-based teaching and traditional learning activities on students' achievement and attitudes. These researches endeavors consistently underscore the value of project-based science teaching as an effective pedagogical approach that enables students to enhance meaningful learning and establish connections between their real-life experiences and new knowledge. According to

Tamir (1998), the teaching style significantly influences both students' academic performance and their attitudes towards English.

To boot, Fragoulis (2009) and Bell (2010) suggest that incorporating Project-Based Learning (PBL) into the instruction of English as a Foreign Language (EFL) offers numerous advantages. These include:

1. PBL provides students with learning that is both contextual and meaningful.
2. PBL facilitates the creation of an ideal environment for English speaking practice.
3. PBL encourages active participation and engagement in project-based learning among students.
4. PBL boosts students' interest, motivation, engagement, and enjoyment.
5. PBL fosters social learning, thereby enhancing collaborative skills.
6. PBL presents an excellent opportunity for students to enhance their language skills.

To rephrase it, the journey towards completing project work provides learners with opportunities to enhance their confidence and independence. Also, students develop higher levels of self-esteem, cultivate positive attitudes towards learning, as well as they improve their social and cooperative skills, as well as the overall cohesion within their groups.

For the most part, Project based learning in this course is implemented in children to provide a dynamic and engaging learning experience that promotes holistic development and prepares them for success in the future. Therefore, children emphasize hands-on, experiential learning through the completion of projects, which is the main goal of the course by equipping children with skills that are valuable in the real world, such as problem-solving, critical thinking, teamwork, time management, and presentation skills. Additionally, PBL promotes a deeper understanding of concepts and subjects by allowing children to apply knowledge and skills in real-world contexts. Because applying the second

language in a real-life situation is the main purpose of learning it, PBL allow students to develop critical thinking, problem-solving, and decision-making abilities.

2.1.3.2. In Project Based Learning, creating a context in language instruction is meaningful and crucial to motivate second language learners.

As it has been stated before, Project Based Learning approach provides deep insight of how the language can be used in real life contexts, because the aim of PBL is to build a bridge between real problems in life and education. Thus, is key for the educator and the learner to know the importance that revolves around stablishing a meaningful context, in which can be applied what has been learned. In order to establish a meaningful and purposeful context in foreign language instruction, it is crucial for teachers to understand the distinction between content and context. Glisan and Donato (2021) explain that content refers to the specific information being communicated, while context serves as the framework surrounding that content. The context provides additional details and background information about the communication, enabling a proper understanding of the speech event. It addresses questions such as the topic of discussion, the participants involved, the purpose of the conversation, and the manner in which it takes place. Without a well-defined context, understanding or interpreting the content can often be challenging. This is to say that having a meaningful context is important in education because it motivates students by offering clearly defined reasons and goals for communicating in cultural contexts. Their purpose is to clarify that context is defined by many different factors, context is crucial for understanding and establishing meaning in a new language, thus it must be comprehensive and include all elements, not just grammar. It is important for educators to understand that context includes any space or place; as classrooms and outside them too, in which a communication occurs, making the communicative moment

even more understandable. In addition, context helps learners achieve all the language function and goals made; all of this, leads to learners using context to promote meaningful use of the target language in their daily lives and spaces, which is the main purpose of understanding, applying and taking into account different contexts.

Overall, establishing a meaningful and purposeful context for language instruction is essential for effective language learning. When learners can connect the language, they are learning to real-life situations and meaningful contexts, it enhances their motivation, engagement, and retention of the language learned.

3. Methodology

The primary purpose of a teacher is to facilitate the learning process. Teachers create a positive and supportive classroom environment where students can acquire knowledge, develop skills, and expand their understanding. In order to accomplish this, as teachers and educators, having a defined methodology in your classes is crucial for the goal's achievement, especially in an English as a foreign language class; due to this, creativity is a fundamental part of my classes.

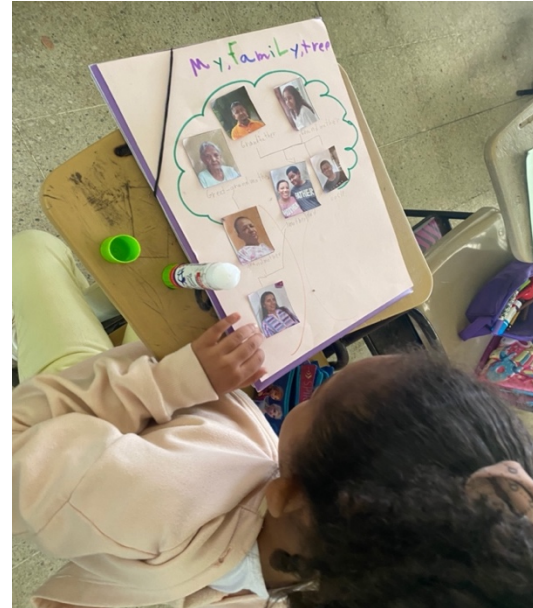
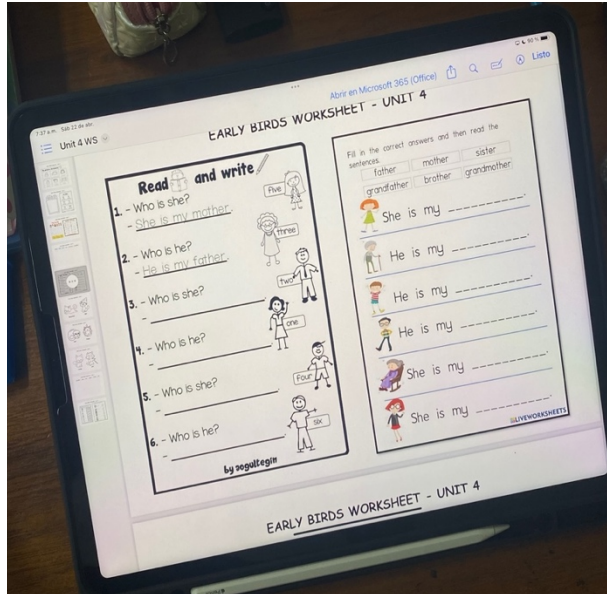
My main goal is to make connections with my students, the best teachers are capable of maximizing the learning potential of each student in their class. A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities. I have always thought that first days and first impressions are very important; for example, things such as introducing yourself, setting the tone and learning your students' names can set good expectations of the class. With kids, being patient is a must, remember that teaching comes both ways, you can teach and learn from your students. As a future teacher, my philosophy is based on a big didactic question: Why to teach? Teaching is done with the intention of promoting the holistic development of the

child, aiming to transform them into a citizen capable of working collaboratively and worthy of belonging to a community.

The classes at the “Centro de Idiomas” are developed in a face to face/in person modality class. Since we are dealing with kids that are in a very young stage, having them occupied and constantly working is essential. Therefore, to plan my lessons I like to use a **backward design plan**. In the first place, we start with a warm-up activity that sets them in a good mood and disposition for the class; for example, they like to play “Simon says” or listen to songs such as “the alphabet song” while singing it. After this, we work on the textbook and the workbook as the core activity, as it was said before, the center works and base all the classes in a Cambridge text and workbook according to the level and course in which we are. In this case, “early birds” use -Kids box 1- as the main book, the same one is divided into units such as family, the face, some adjectives etc. After this, complementary worksheets are done as closure activities, because as I have said before, kids tend to finish things very quickly, so having complementary worksheets is very useful for each class, in the closure we socialize the worksheets that have been done during the class in the board together, since children are very enthusiastic, they like to participate a lot.

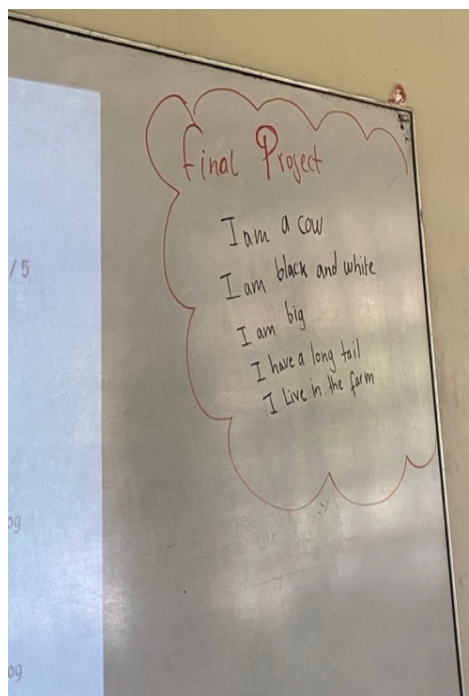

Since we are using a project-based learning approach, at the end of each unit we try to make a mini project regarding the unit itself, also, to integrate all the units and topics seen in class, we ended the course with a macro – project that was evaluated with an oral presentation. Sometimes the book suggests a micro-project that is related towards the Unit that we are working on or I planned a different mini – project; for example, during the unit 1: “Hi!” that included greetings and presenting myself, we did a puppet during class, later, I asked questions and the students answered with the puppet as a speaking/oral evaluation. As another example, during the unit 4: “family”, we did a family tree with all the family

members in class, the kids had to bring photos of their family and present their relatives in an oral exam.



As the final main project, we did a *concept integrated macro – project* that included all the vocabulary seen in class during the semester. For this, students had to choose an

animal and present it during an oral presentation that included adjectives, animals, colors and the use of “I am” and “I have” to give characteristics. The classroom was decorated as if we were in a farm and the children were the animals. I tried to prepare them as much as possible so I gave them many examples of what they had to do and how they had to do it. This oral presentation was evaluated having into account a rubric that I designed with certain parameters that they must follow, such as content, as much use of the vocabulary, fluency, voice tone, etc. Also, to motivate students, the best presentations will be exhibited in a “farm stand” with different judges, parents, other presentations from other courses and students.







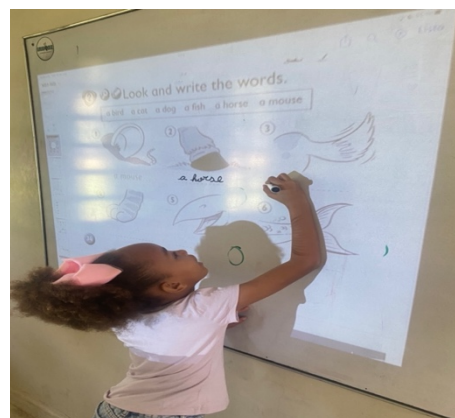
**EARLY BIRDS
FINAL PROJECT RUBRIC**

Name:

| | Excellent | Proficient | Needs Improvement |
|--------------------------|-----------|------------|-------------------|
| Content | | | |
| Structure & Organization | | | |
| Time & Pacing | | | |
| Posture | | | |
| Eye Contact | | | |
| Clear & Audible Voice | | | |
| Creativity | | | |

EARLY BIRDS WORKSHEET - FARM ANIMALS

| | | |
|--|--|---|
|  <p>Cat</p> |  <p>Dog</p> |  <p>Rabbit</p> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



The methodology that is adopted at the Language Center is based on the principles of the Communicative Approach to Languages, particularly considering the Common European Framework of Reference for Languages: learning, teaching, assessment. It also incorporates Content and Language Integrated Learning (CLIL) and recognizes the importance of promoting opportunities for interaction in the target language for language acquisition and learning. Nevertheless, I implemented a more focused PBL approach to my classes.

According to the Communicative Approach to Languages, the main objective is to enable students to use the language studied through interaction, which is considered both the means and the purpose of learning. Thus, the learning of the foreign language is assessed based on how the student develops their Communicative Competence.

Duties chart:

| HORARIO/PLAN DE TRABAJO VANESA BUSTAMANTE | | | | | | |
|---|-----------------------|----------------------------------|----------------------------------|---|----------------------------------|--------------------------------|
| PASANTÍAS EN EL CENTRO DE IDIOMAS UNICOR | | | | | | |
| HORA | LUNES | MARTES | MIÉRCOLES | JUEVES | VIERNES | SÁBADO |
| 7:00 - 11:00 AM | Planeaciones y demás. | Trabajo académico-administrativo | Trabajo académico-administrativo | | Trabajo académico-administrativo | Clase en programa EARLY BIRDS. |
| 11:00 - 1:00 PM | | | | | | |
| 1:00 - 2:00 PM | | | | | | Clase en programa EARLY BIRDS. |
| 2:00 - 3:00 PM | | | | | | Clase en programa EARLY BIRDS. |
| 3:00 - 4:00 PM | | | | Reunión de asesoría con tutor trabajo de grado. | | Clase en programa EARLY BIRDS. |
| 4:00 - 5:00 PM | | | | Reunión de asesoría con tutor trabajo de grado. | | Clase en programa EARLY BIRDS. |

4. Internship findings and results

4.1. Personal growth.

While growing up and during these years of study, it was impossible to visualize a future in which I enjoy teaching to make it my way of life; nevertheless, today I can say that I wouldn't mind being a teacher if I have to. This experience has changed completely the way how I viewed teaching as a practice. Working with children has been one of the most rewarding experiences that I have ever encountered in my life, because children value teachers as a role model to be. At the beginning of the semester, I told them that all the activities had to be in the portfolio, because I would be checking them, I like this kind of organizational activities for children, because at this age, children are shaping their values and priorities. Thus, these activities teach them discipline and organizational skills, which was one of my main goals, besides teaching them English.

Years ago, while teaching at schools during my practicum experience, I experimented it all, from the poor kid that has not been given many opportunities but is very intelligent and likes to work, to the one that has everything but have bad behavior and doesn't like to study; which I did appreciate. However, it was very refreshing to work at an English center that counts with all the resources and possibilities to give a proficient and diverse class. I realized that children go there because they have the willingness to learn and participate, which makes the environment so much appropriate for learning. Also, since the majority of these kids count with every single opportunity and luxury, they have the eagerness to participate in all the fun activities that the course had. This is to say that although I don't enjoy teaching, I don't mind doing it because is very fun to have the power

to influence in the youth of our country. A teacher is the one who holds the power of shaping the future generations, which is a heavy responsibility.

4.2. Professional growth.

From a professional perspective I learned a lot of classroom management, children need to maintain their hands occupied all the time. Besides, working with their classmates is very enjoyable to them, because they have clear knowledge about values such as friendship and kindness. I tried to include as much mini realia exercises as I could; I love association because when you make students print an image in their head, it is more possible for them to remember that, which is why I projected the book or the workbook while doing it and then sharing the answers all together.

A lesson children taught me during this experience was not to underestimate them. During my practicum and internship experience, day by day, my students never failed to amaze me, because whenever I think they don't know something or they can't do something, they prove me wrong and give me so much more than I expected them to. Children have a remarkable capacity to learn and absorb information, because they are naturally curious and have a strong desire to explore and learn about the world around them. They are constantly asking numerous questions, seeking new experiences, and engaging in hands-on learning.

I have learned to be more empathic as well, because kids at this age are very sensible, they like when you compliment them and they get very sad when you don't. Therefore, you must be very careful with your words and fill them of love and hugs as much as they want. As a fun experience example, I had a very good student who did very well every class, so I complimented her all the time, but she didn't do as well as I expected during the final project. Later, the mom told me that she had cried because the teacher

didn't say she did excellent, so I proceeded to talk to her and gave as many compliments as I could.

Teachers have the opportunity to make a positive impact on their students' lives. They have the power to inspire, motivate, and shape young minds. Seeing students grow, learn, and succeed can be incredibly rewarding and fulfilling. Teachers often develop strong connections with their students. They have the chance to build meaningful relationships based on trust, respect, and support. Being a mentor and guiding students through challenges can be incredibly fulfilling. Seeing students confide in teachers, seek advice, and grow personally and academically can be gratifying. We have the unique privilege of leaving a lasting impact on future generations. The influence of a dedicated teacher can extend far beyond the classroom, shaping the trajectory of students' lives and contributing to their long-term success. Knowing that you have played a role in shaping a student's future can be incredibly gratifying.

The following images contain the general objectives that I planned to achieve during the lessons, the UNIT PLAN for the course and the book appendix that was developed during class.

| GENERAL INFORMATION | | |
|---|---|---|
| Area: English Language Level A1 | | Target group (s): EARLY BIRDS (2) |
| COMMUNICATIVE COMPETENCE OBJECTIVES | | |
| By the end of the year students will be able to: | | |
| Linguistic Component | Sociolinguistic Component | Pragmatic Component |
| <ul style="list-style-type: none"> Identify and use pre-reading and reading as well as listening strategies to make words comprehensible and meaningful. Read, gather, view, listen to, organize, and interpret new pronunciation, rhythm, and intonation. Recognize and use phonemes and sounds according to level. | <ul style="list-style-type: none"> Use a variety of oral, print, and electronic forms for social communication and for writing to or for self. Describe, read about, participate in, or recommend a favorite activity, book, song, story, or character. Recognize and communicate personal information and points of view. | <ul style="list-style-type: none"> Develop and present clear interpretations of new words and ideas. Explain what they see visual context and transmit information of personal use. Be able to use numbers, family, body parts, animals and name of activities demonstrating an understanding of cultural and language patterns and norms in American English. |



UNIVERSIDAD DE CÓRDOBA

Centro De Idiomas

Licencia de funcionamiento No 0805 del 17 de julio de 2009 con
 Registro Académico de sus programas según resoluciones No 0401 del 20 de febrero de 2015,
 1917 del 28 de septiembre de 2016, y 2173 del 03 de noviembre de 2016 de la Secretaría de Educación de Montería

Formato Plan de Curso

Course Identification

| | |
|-------------------------------------|---------------------------------|
| ✓ Level: Early Birds 1 | ✓ Text Book: kid's box 1 |
| ✓ Pages: 47 | ✓ Total classes: 19 |
| ✓ Schedule: Saturdays AM/PM | ✓ Term: 1-2023-1 |
| ✓ Teacher: Vanesa Bustamante | ✓ Room: B44-01 |

Evaluation Plan

| Follow Up 1 (30%) | | | |
|--------------------|---|------------|----------------|
| Criteria | Type of Task | Percentage | Date |
| Entry Test | Diagnostic activities | 0% | February 4th |
| Exam 1 | Test unit 1 | 20% | February 25th |
| Exam 2 | Test unit 2 | 20% | March 11th |
| Homework | Workbook, worksheets and Cambridge CLMS | 15% | Every Saturday |
| Attendance | Attendance and punctuality | 10% | Every Saturday |
| Classwork | Workbook, worksheets and integrated Skills activities | 20% | Every Saturday |
| Project 1 | Oral presentation | 15% | March 25th |
| Midterm Exam (20%) | | | |
| Midterm | Integrated skills exam from units 1 to 3 | 20% | April 1st |
| Follow Up 2 (30%) | | | |
| Exam 3 | Test unit 4 | 20% | April 29th |
| Exam 4 | Test unit 5 | 20% | May 13th |
| Homework | Workbook, worksheets and Cambridge CLMS | 15% | Every Saturday |
| Attendance | Attendance and punctuality | 10% | Every Saturday |
| Classwork | Workbook, worksheets and integrated Skills activities | 20% | Every Saturday |
| Project 2 | Oral presentation | 15% | June 3rd |
| Mock Test | ... | 0% | June 3rd |
| Final Exam (20%) | | | |
| Final test | Integrated skills exam from units 4 to 6 | 20% | June 10th |



UNIVERSIDAD DE CÓRDOBA

Centro De Idiomas

Licencia de funcionamiento No 0805 del 17 de julio de 2009 con
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 1917 del 28 de septiembre de 2016, y 2173 del 03 de noviembre de 2016 de la Secretaría de Educación de Montería

Course Plan

| Date | Unit/Pages | Content |
|---------------|---------------------------------------|---|
| 1. Feb 4th | Entry test (diagnostic activities) | Previous knowledge |
| 2. Feb 11th | Unit 1 Hi!/pages 4-6 | Greetings: Hi, I'm (Sally), Goodbye. What's your name? Character names: Mr. Star, Mrs. Star, Sally, Scott, Suzy, Marie, Maskman, Monty, Eva First parents meeting (course introduction) |
| 3. Feb 18th | Unit 1 Hi!/pages 7-9 | How old are you? I'm (seven). What color's (the pencil)? It's (red). Numbers: 1-10 Colors: red, yellow, pink, green, orange, purple, blue, rainbow |
| 4. Feb 25th | Unit 2 My school/pages 10-13 | Who's that? He's (Alex). She's Eva. Who's hers? School objects: book, chair, eraser, pen, pencil, table Test unit 1 |
| 5. March 4th | Unit 2 My school/pages 14-17 | How old is she? He/She is (six). How are you? I'm fine, thank you. Character names: Alex, Robert |
| 6. March 11th | Unit 3 Favorite toys/pages 18-20 | What's your favorite toy? My favorite toy is (a train). Toys: ball, bike, car, computer, doll, train Test unit 2 |
| 7. March 18th | Unit 3 Favorite toys/pages 21-23 | Where's (your bag)? Is (your bag) under (your chair)? Prepositions: in, next to, on, under Colors: black, brown, gray, white |

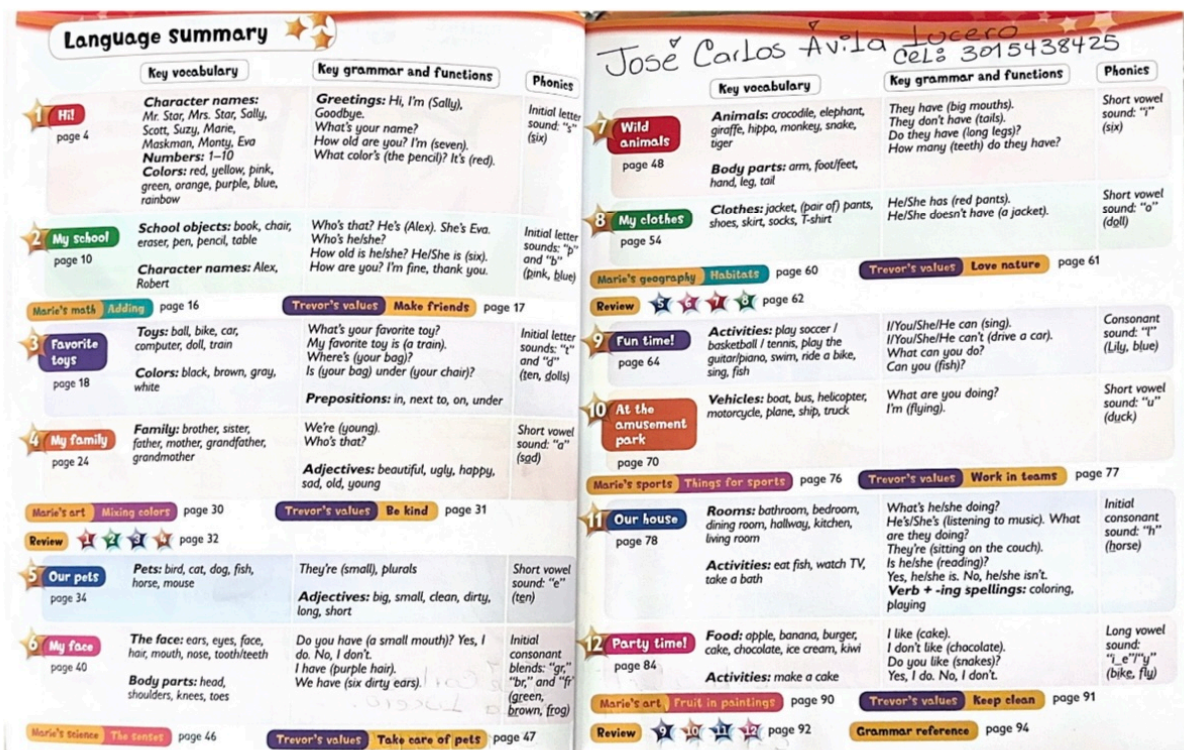


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| | | |
|----------------|------------------------------|--|
| 8. March 25th | Units 1 to 3 review | Integrated skills activities (Mock test) Project 1 |
| 9. April 1st | Units 1 to 3 review | Integrated skills activities Midterm |
| 10. April 15th | Unit 4 My family/pages 24-27 | We're (young). Who's that? Second parents meeting (first follow up report) |
| 11. April 22nd | Unit 4 My family/pages 28-31 | Adjectives: beautiful, ugly, happy, sad, old, young Family: brother, sister, father, mother, grandfather, grandmother |
| 12. April 29th | Unit 5 Our pets/pages 34-37 | They're (small), plurals Adjectives: big, small, clean, dirty, long, short Unit 4 test |
| 13. May 6th | Unit 5 Our pets/pages 37-39 | Pets: bird, cat, dog, fish, horse, mouse |
| 14. May 13th | Unit 6 My face/pages 40-43 | Do you have (a small mouth)? Yes, I do. No, I don't. I have (curly hair). We have (six dirty ears). Unit 5 test |
| 15. May 20th | Unit 6 My face/pages 44-47 | The face: ears, eyes, face, hair, mouth, nose, tooth/teeth Body parts: head, shoulders, knees, toes |
| 16. May 27th | Unit 4 to 6 review | Integrated skills activities |
| 17. June 3rd | Unit 4 to 6 review | Integrated skills activities Mock test Project 2 |
| 18. June 10th | ... | Final test |
| 19. June 17th | ... | Third parents meeting (final report) |



4.3. Impact on students and institution.

As a result of the micro projects and the macro project that integrated skills done in class, we were able to observe how students were able to portray excellent oral production and speaking skill ability at the end of the semester, which boosted their confidence and motivation to continue learning a second language further on. It is important to say that every single aspect of the activities that was done during the course were meant to help students improve their speaking skill ability, so that they could accomplish good results at the final project presentation. Thus, it is safe to say that the outcomes were successful and our main goal was reached.

The center's vision is to contribute to the integral education of our students through the teaching of foreign languages that facilitate communication, cultural exchange, and

professional development for the benefit of academic, professional, and cultural opportunities in the globalized world, within the country and the region, using the highest quality standards. This is all done, so that they can apply everything that they learned into a real-life situation. The course is made to train our community and the general public, which in this case are kids from 6 to 7 years, for the comprehensive development of skills in foreign languages, aimed at strengthening academic and cultural processes in the region, and to provide the community with services related to mastering a foreign language that enable them to engage in academic, professional, and cultural activities according to their needs.

This Foreign Language Training Program is aligned with the standards described in the Common European Framework of Reference for Languages, which establishes the minimum performance requirements on a scale of six levels. Therefore, our program determines that the level of communicative competence that the student achieves as a result of completing the “Early birds” course is (Nivel A1 MCER). Taking into account the final main project results, it has been observed that at the end on the course, students were able to not only introduce themselves but choose an animal of their interest, describe their colors and talk about some characteristics including adjectives studied in class with the appropriate use of grammar structures.

In this line of thought, the Early Birds 1 and 2 levels lead the child towards the achievement of the competencies described by the European Parliament, which serve as a guide for language learning in Colombia:

CL - Linguistic communication.

CMCT - Mathematical competence and basic competencies in science and technology.

CD - Digital competence.

AA - Learning to learn.

CSC - Social and civic competences.

SIEE - Sense of initiative and entrepreneurial spirit.

CEC - Cultural awareness and expression.

The development of these competencies will be comprehensive and always focused on meaningful learning for children, which is lifelong, as learning a foreign language, in this case English at the Language Center of the Universidad de Córdoba, is for life. Because this program aims to enable students to develop all dimensions of language proficiency and communicative competence, it is safe to say that students at the end of this course, were able to improve in several aspects that include both the language learned and the expression of it.

4.4. Evidences.

The following link contains some final project videos:

https://drive.google.com/drive/folders/1RHQkNd2L7hXQAvVFRB47eBDppu2DW_J9?usp=sharing



6. Conclusions

This internship represents the culmination of a formation process, in which we are shaped not only to teach a second language, but to leave a print on your students.

Experiences like this help us to remind why we teach or educate children and kids as a member of our society, how teaching is a fundamental aspect of human society and plays a crucial role in the development and progress of individuals and communities. Through teaching, both, us teachers and students can expand their understanding, acquire new skills, and develop critical thinking abilities. We as educators find teaching to be a fulfilling and satisfying profession. Considering that the act of helping others learn, witnessing their growth, their success and making a positive impact on their lives can be immensely rewarding.

This internship provided me with an opportunity to directly experience teaching in the authentic setting of Colombian education. Through this experience, I had the chance to immerse myself in the actual working conditions faced by Colombian teachers in public institutions. While studying at the University, I acquired theoretical knowledge about teaching, including theories, methodologies, strategies, didactic and approaches for creating and executing lesson plans. However, this teaching experience gave to me the opportunity to put into practice everything that I have learned throughout all these years of studies.

This particular program, Early Birds for children aged 7-8, is exclusively designed for primary school children. In addition to the stated objectives, the program is designed to encourage children to explore, learn, sing, and develop their communication skills in a pleasant and high-quality environment. The goal is for every child to eagerly look forward to being at the Language Center each day while developing age-appropriate competencies. The levels that are part of the EARLY BIRDS program are developed on Saturdays at two

different times: from 7:30 a.m. to 12:00 p.m. and from 1:30 p.m. to 6:00 p.m. Students can choose one of the offered schedules according to their availability.

My lesson planning during this process was aimed towards a Project Based Learning approach that could enhance students' motivation and expression, in order to reach a good speaking skill and oral production ability. I intended to choose a compelling question or problem that will serve as the driving force behind the project. This question should motivate students to explore and investigate the topic further. Due to this, I was able to determine the scope and parameters of the final main project. This was how I decided on the products that students needed to create and to demonstrate their understanding. Also, I tried to incorporate opportunities for peer collaboration, research, critical thinking, and problem-solving. As a consequence, I found a way to reduce the difference among the level of speaking proficiency between private-school and public-school students which was very noticeable at the moment of executing class activities through group collaboration in the classroom.

In general, education is a powerful tool for empowering individuals and communities. It equips people with the knowledge and skills necessary to make informed decisions, participate actively in society, and improve their quality of life.

7. Limitations and recommendations

As teachers, we can encounter many limitations throughout our teaching experience that can influence in a great way how we perceive our students and how they perceive us. For this reason, teachers must be prepared to come across and overcome all kind of obstacles. Thus, I have to highlight all the resources and the great contribution of the administration that the Center counts with. The Language Center is a well-structured and organized institution that provides teachers and students with the best technology and

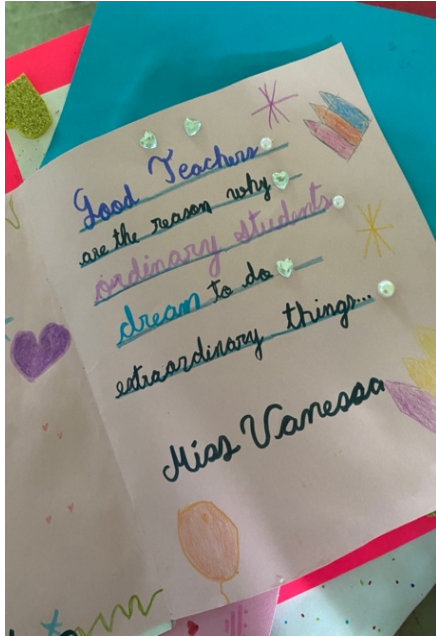
facilities that we can hope for. Among the materials and didactic resources available for program development, there are two multimedia laboratories, Tv equipment, recorders, video beams, computers, adequate classrooms with air conditioner, a partnership with Cambridge for students and it even counts with a library full of specialized material for English teaching: Textbook kits with audio, organized in series or independently (teacher's book, student's book). This is all to demonstrate how the Language Center of the Universidad de Córdoba has contributed to the development of bilingualism in Monteria and the Department of Córdoba, by educating children, youth, and adults in the development of their communicative skills in foreign languages.

With this said, I have no complaint regarding the center and the resources we have as teachers. Nevertheless, if I had to think of one limitation I came up across with during my practicum process, was the reduced amount of time we had to complete our internship hours and how this affected our report. However, this couldn't be avoided because of the academic calendar that was established.

My recommendation for future interns is to remember the importance of auto evaluating yourselves and your process as teachers, but specially how it changed or influenced the way your students learn. In addition to this, I recommend every future graduated to choose internship as a degree option because practicing is the only way in which you will be able to show all these years of hard work, sacrifices and studies.

Appendix







Videos:

<https://drive.google.com/file/d/1g99iqMMvu65a4TExJVq9qochTbqNwfqV/view?usp=sharing>

<https://drive.google.com/file/d/1pNiu-B-iTnje5X0sccK8hz9cODA9C5xI/view?usp=sharing>

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