

INTERNSHIP AT UNIVERSITY OF CORDOBA

INTERNSHIP FINAL REPORT

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LICENCIATURA EN HUMANIDADES: INGLÉS

MONTERÍA-CÓRDOBA

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ACCEPTATION PAGE

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ACKNOWLEDGEMENTS

ABSTRACT

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ABSTRACT

This internship program is held by the Universidad de Córdoba in Montería - Colombia. The purpose of this educational process is to enhance, strengthen, motivate and get experience of teaching English and help me to improve my English and teaching skills.

I developed the following internship in the educational institution Villa Margarita, which is located in the south area of Monteria – Cordoba with 6th graders students. In addition, this internship was a privilege for me, due to the pandemic issues, most of my partners from last semester did not and could not enjoy this privilege. Although it was a successful experience that shows positive results. I cannot deny that it was hard for them and for me to come back with all those new protocols of health security but I am sure we all enjoyed this rewarding experience.

ACKNOWLEDGEMENTS

First, I want to begin by thanking my incredible father for enabling me to complete this chapter in life. I also want to express a special thanks to the University of Cordoba and the Faculty of Education and Human sciences for making it possible for me to do this internship. I would like to express my sincere gratitude to my professors Jaime Nieto, Rene Cueto and to all the teachers that helped me in the process to finish this internship. In addition, I also want to thanks to my closer friends, Maria, Yurleidys, Angie and Jacque for helping each other during all these academic years.

I am particularly thankful to my partner for supporting me all these years, guiding me and helping me during the preparation and accomplishment of this report. And last but not least, to myself for believing in me and motivating myself to achieve my goals.

1. INTRODUCTION

Teaching has been the most popular way to transmit knowledge across centuries, despite nowadays being a profession that is not well paid or grateful in some cases. We all are surrounded by teachers all the time, first since we are at school, high school and until we finish college and more. It does not matter if you have never been in an educational environment, I am sure you have met more than one teacher in your life.

In this internship report, I show my experience at Educational Institution Villa Margarita regarding the teaching process. The main objective was to promote and motivate students to learn English in an innovative way for them, due to this year, they just were working with guides and just filling blank spaces without any other help because of the connection troubles. This internship has been one of the most important and regarding part of my career since it is my first experience at teaching in a high school environment.

Our Days have changed because of the Covid-19 pandemic, the way we live, the way we learn, the way we teach, the way we work, everything has changed, but as humans we always find a way to survive and do the things we love. The educational field was the most affected by this pandemic, students could not go to the school, could not see their friends and could not get their knowledge right. Thanks to technology we find a way to solve that problem by using video conferences, but even though for many that was an easy way to return to their classes some students did not have the opportunity to come back. Especially my students from Villa Margarita where most of the students have no access to a computer, cellphone or WIFI connection. Sadly, our country provides little support for education, and ICT's (The technologies of the information and communication) that was supposed to help public schools to overcome the pandemic catastrophes, the money was stolen.

2. PEDAGOGIES

The following sections describe the most important concepts, teaching approaches, and pedagogies that I took into account and design courses, guides, materials, and tests during my internship.

While I was working in my internship, I analyzed the environment needs and what my students needed most, to achieve an excellent teaching method and motivate them to learn a second language. I researched different teaching methods and strategies to find out which would fit best for my students' needs. In this section, I will highlight some of these pedagogies that I took into account while I was teaching at Villa Margarita's school.

2.1 ICEBREAKING

When arriving at the classroom it is very important how the teacher breaks the ice to start the session, students might be speaking with each other and you feel the tension and saturation of it. In addition, if you are a new teacher, students tend to be shy or afraid to speak, that is why we use ice breakers as a warm-up. Therefore, by breaking the ice before learning, it is expected that students can focus in a better way in the process of learning. According to Solihat (2020) "The term ice breaker comes from two foreign words, namely ice which means ice has a rigid, cold, and hard nature, while the breaker means solving. Meaning literally an ice-breaker is an "ice breaker". (p. 2) So this can be understood or interpreted as how the teacher breaks the student's tension when starting the teaching process. Solihat also said that "the preliminary activities the teacher only greets, checks the attendance and then progresses to the core activities. In this case, many students are not ready to accept the material provided by the teacher, thus reducing students' motivation and interest" (p.1) Furthermore, if we start our class in this way students will not be motivated, and this will generate an environment of boredom.

To conclude, there are different ways icebreakers can be done in various activities like games, using short quotes, stories, guessing, some teachers use famous quotes to analyze, some of them ask the students to bring reflections and many other methods. Particularly, I break the ice by telling them a story, or a famous quote, and then they have to express their opinion about it, and all this happens in just 10 or 5 minutes of the class. after that, I check the list because in the school is necessary and then I start to introduce the topic by showing a video or some pictures

2.2 MOTIVATION

The effectiveness of learning behavior is influenced by 4 things, namely the existence of motivation, attention and knowing the goals, efforts, and evaluation of the use of results. (Dollard & Miller, 1981). Nowadays motivation is one of the main tools to keep our student's attention because in this way the students are more likely to learn and receive the outcomes without feeling. Bornstein (1987) & Budiawan (2008) claimed that “motivation is a form of encourage from the inside (inner drive), and also encouragement that can move a person to do certain activities” this means that motivation can be an extra and powerful help at learning a new language, sport or a skill; this because the students will not feel that is an obligation and will do the activities by their own and with passion.

Despite the importance of motivation in the classroom when learning a second language, I could notice that the students in general but especially in sixth grade, show a lack of motivation to study or to complete their tasks. Speaking with other teachers from different areas, this lack of motivation can be because of the location where they live, or maybe because they do not have their parent’s support in terms of studying. I have this as a conclusion because when I arrived at the school, students did not feel comfortable or just did not want to participate, even though they

already knew the answers. So, I have to implement new methods where we all could share our ideas.

2.3 ORAL PRODUCTION

Chastain (1998, p. 330) claimed that “speaking is a productive skill and it involves many components; it is more than making the right sounds, choosing the right word or getting the constructions grammatically correct”. Moreover, speaking is also a way to use and transmit background and linguistic knowledge to create a message that will be meaningful to the audience (Chastain 1988). This chapter focuses on the development of the communication skills of young learners at the Villa Margarita’s school, in order to activate and improve their oral productions in the classroom. Being that, this pandemic year had been very difficult for the students at the moment of using the foreign language. Concerning the educational issues, connection problems, poverty and without the proper accompaniment of parents, it is important to start polishing this skill right from the start.

Following that line, according to Cameron (2001, p. 52), the communication language ability is a real challenge for young learners due to, first their grammatical knowledge is still growing owing to the limited exposure to the language and second young learners are still developing an awareness of what others understand from what they are saying, and how to ask for clarification. Certainly, this happens in our country, because students are exposed to Spanish all the time and hardly four hours per week to the foreign language, even more, because we are not considered a bilingual country and not even close. In agreement with Bygate (1987 p.5) he points out that speaking carries out two different types of skills, the lower-level motor-perceptual skills, which is responsible for how to generate phonemes or use irregular verb forms and what to do if problems arise to negotiate meaning.

As we have seen, it is a combination of skills, motivation and background knowledge; imperfection is inevitable but easily correctable because of their age. If we use and practice the pronunciation/speaking approaches in the classroom they will easily develop this skill at the moment or presenting or reading out loud. To wrap it all up, Bygate (1978 p.3), said that “the very act of pronouncing, not just the words we transmit, is an essential part of what we communicate about ourselves as people”.

2.4 Game-based learning

This final chapter evidences the effectiveness of game-based learning by calling the attention and motivating the 6th grader's students to use the foreign language in a more enjoyable way. According to Pivec, (2003) “When using computer games, and games in general, for educational purposes several aspects of the learning process are supported: learners are encouraged to combine knowledge from different areas to choose a solution or to make a decision at a certain point”. Moreover, she also said, “learners are encouraged to contact other team members and discuss and negotiate subsequent steps, thus improving, among other things, their social skills”. Pivec (2003). not only are we working with the speaking skills, but we also improve their social skills and keep them in a comfortable environment where they feel free to move, speak and even laugh while learning.

Apart from calling the student's attention, using game-based learning, it helps the students to enhance the cognitive process because they enjoy solving the tasks and achieve the curricular objectives. Pivec (2003) also suggests that “The game should be motivating, so the learner repeats cycles within a game context. While repeating e.g., playing a game, the learner is expected to elicit desirable behaviors based on emotional or cognitive reactions”. Finally, I implemented interactive games methods like hangout games, cutting and pasting images,

guessing the sport by drawing the clues on the board or trying to move similar, this to improve the multisensory approach of learning by touching, drawing or imitating, so they can learn not just reaping how to pronounce, instead of living it and recreating the actions like real life situations. Game-based learning is widely adequate for children's learning and for teenagers. Nevertheless, games could also work with adults but changing the rules and the games into something that calls their attention at the moment.

An additional approach that I conducted for this internship was the learner-centered approach, which is focus on the performance, guidance and production of the students. To justify this written, you will find more detailed information in the next chapter.

3. METHODOLOGY

The purpose of this chapter is to provide details on the decision-making process of the approach I implemented during my internship.

As a teacher, I care about the learning of my students and how they feel with me while learning, that is why I am always looking for ideas and methods of teaching where they feel confident to speak and express their ideas as if they were speaking in their native language. My aim is to encourage students to achieve their learning goals but at the same time to have fun while doing it. I like to make them feel that they are learning in a striking way by putting away the guides they have been working on, and bringing them new learning and interactive materials, methods and approaches, taking into account the needs and weaknesses of the students.

I worked with 4 different 6th graders students in the morning and in the evening, they are very different from each other, in their ideas, interests and ages. Some of them are even older for that grade. In that sense, a diagnostic test is given to each group of students to get a clear picture of the student's English level so I could create the lessons and materials based on the results. Furthermore, I also checked the pronunciation skills so I could focus on one main difficulty.

It is worth taking into consideration that not all the students possess the same English proficiency level which became more evident with the effects of Covid19 lockdowns. Bearing in mind that, I have to focus on the gaps, give extra work and extra attention to those students that have some background issues in grammar and speaking skills.

So, to support and carry out this internship I mainly focus and use the learner-centered approach, this to create students' critical thinkers, where they have the opportunity to participate during the class activities, think, express their thoughts and make them understand and use the

language in an easier way. According to Weimer (2002),” Being learner-centered focuses attention squarely on learning: what the student is learning, how the student is learning, the conditions under which the student is learning” (p, 16). Everything is about the students' needs and processes, converting this into the most important part of the teaching process. Weimer (2002) also states that when teaching with LC, teachers become a guide, facilitators and designers of the learning process. The teacher is no longer the main performer of the classroom. (p, 18). The teacher starts to do some low-profile roles at the moment of developing the class due the students have the highlight of the activities in which they have to create, think, share, explain and transmit their knowledge. Conversely, the teacher gives the best experience at the moment of creating the assignments and giving the instructions.

Likewise, if we want to use the learner-centered teaching approach, we must guide our students all the time and we must teach them how to learn in this new environment. All things considered, this paper explained how good and efficient it is to use this approach when we want to develop the oral production of young learners. In brief, (Altan, M. Z., & Trombly, C. 2001). found that success means slowly implementing new technologies that align students with lesson goals and objectives. (p, 8). Moreover, I applied the student-centered approach since for me this will have positive results in the teaching-learning process, as they are the most important part of this process. This because I want to expand the student knowledge and make them love to learn a second language and at the same time achieve all the curricular goals.

4. RESULTS

This internship taught me a great deal of new knowledge and values that are hard to come by elsewhere. First and foremost, I could say that this was an unforgettable and very rewarding experience not only in the academic aspect but also in the personal, social and emotional. indeed, has been a whole new experience in my life no matter how hard it is because of the obstacles and the pandemic limitations.

This whole internship is a priceless privilege that gave us the university of Cordoba and that I am very grateful to be part of. Besides, this internship has taught me how to teach, how to plan the classes, how to manage my classroom, time and last but not least I have learned what it is like to be a professional teacher out there. I am conscious of the big change I have had from the very beginning until now. I have definitely improved my abilities of teaching, my points of view, and the way I see children.

I can state that the outcomes and incomes were as I planned. I am lucky to have these tutors around me all the time, advising me and encouraging me to do a better job. Nonetheless, teaching face to face after a year or more of synchronous sessions or even just using learning guides, was hard for them, due to the vulnerability of the zone where most of them live, they talk about not having an internet connection or insufficient smart devices to connect or send their homework.

In regards to my personal growth, it was a fulfilling experience to do this internship face to face with my students. It is not the same as talking to a computer that watching them doing their activities, motivating them to learn, correcting their mistakes and sharing with their partners.

To be honest, at the beginning of this degree I did not want to be an English teacher, I just wanted to learn English. but through the process, I realized that this is a job that deserves a lot of

respect and has to be done with a lot of passion. particularly I consider myself a shy person, I hate to speak in front of a great amount of people and I thought I could not handle teaching to children, but thanks to this career I have been working on that, I cannot deny that has been a huge challenge for me, but I am trying my best for me and for the people who believe in me.

5. CONCLUSIONS AND LIMITATIONS

This internship has been a priceless experience for me during this pandemic, it has helped me to enhance my teaching skills and improve my experience at face-to-face teaching. To be honest, I thought it was going to be a challenge, in fact, it was a real challenge! but the main targets were completed. Personally, I consider that if we achieve 80% of our goals, it is already a win. 99% of the people might think you are an excellent teacher, but there will always be one person that is not going to like the way you teach, the way you talk, or just you as a person, but it is completely normal. not all the activities work for everybody, so if the main part of your class learns with your method, consider it as a victory.

Did I have any problems during this internship? Not really, the closest unconformity I had was a little girl from 6th grade at the Villa Margarita School, who tends to be very shy and quiet in the classroom, but she completed all the writing tasks I gave her. Therefore, I wanted to improve all their speaking skills step by step. Consequently, I realized that she was afraid of talking or participating because every time she said something or did something there was two or 3 boys that annoy her all the time, so I had to stop them all the time, and go to her seat and give her the confidence to say or write the answer. I would like to have more time to help her work on that problem, but I hope other teachers can do something for her.

I had never taught English before, and less in a high school environment. Thanks to the seminar subject, I am able to write, fulfill and explain my experience as a pre-service teacher. In addition, thanks to the carried-out investigation I did before with teacher Paula Garcia, which was about multisensory approach, I could use that background knowledge to understand my students and how to create innovative activities for them to enjoy while learning.

In brief, after more than a year of living with the COVID-19 pandemic, the educational field could recover progressively from this health emergency. Owing to this, classes were just returning to normal “face to face”, when I started to work on my internship. For that reason, I am more than grateful to complete this preservice teacher journey. Afterward, I am very grateful and delighted to have the opportunity to visit this school and moreover to get to know these children.

6. REFERENCES

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Inggris Siswaa SMA Ase-Bandar Lampung Tesiss

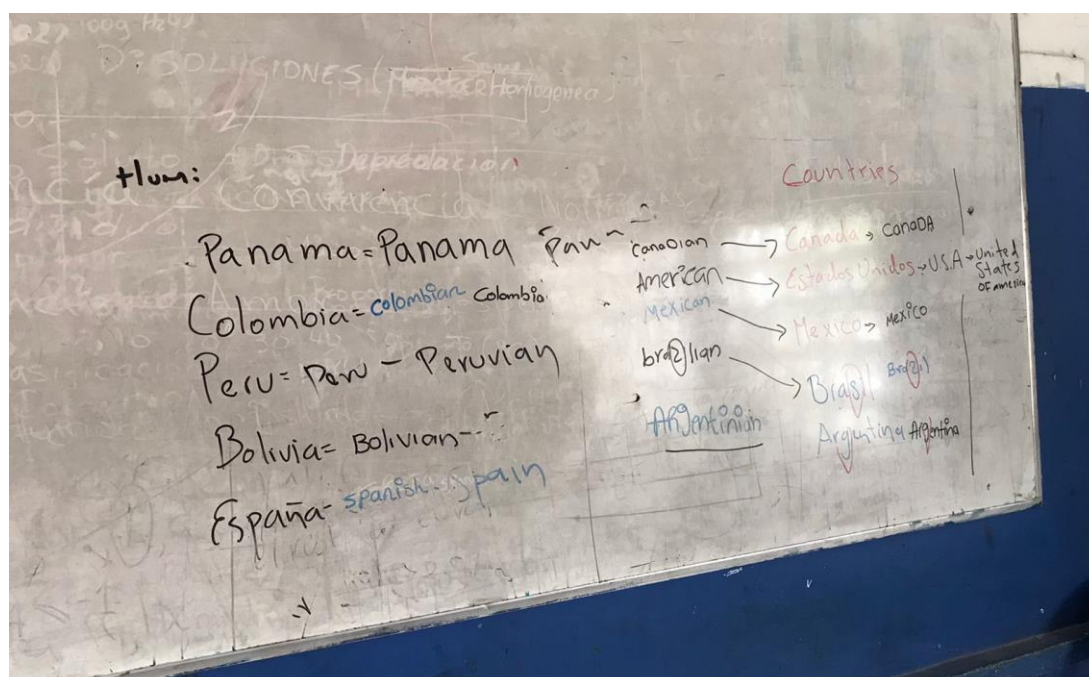
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Solihat, A. (2020, March 17). THE INFLUENCE OF ICE BREAKER TO STUDENTS' MOTIVATION IN TEACHING ENGLISH | Solihat | PROJECT (Professional

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7. EVIDENCES

| Flag | Country | Nationality |
|---|-----------|-------------|
|  | Brazil | |
|  | | Italian |
|  | | German |
|  | Mexico | |
|  | Portugal | |
|  | | English |
|  | Spain | |
|  | France | |
|  | Australia | |
|  | Argentina | |
|  | | Japanese |



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

STUDENT TEACHER: DANIELA MENDOZA CAUSIL SCHOOL: VILLA MARGARITA GRADE: 6 HOURS/WEEK: 6

UNIT TITLE: COUNTRIES / NATIONALITIES

LESSON DATE: Nov 25, 2021

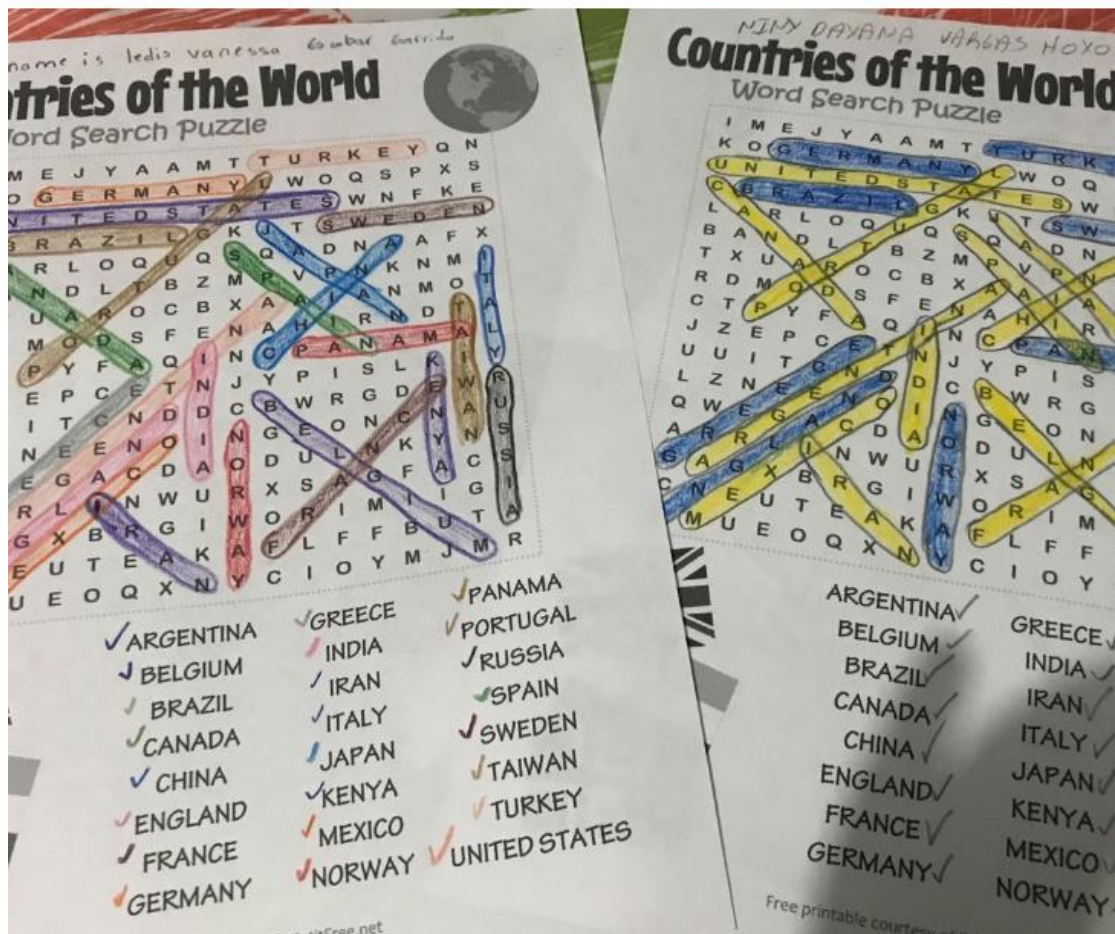
TIME: 2 HOURS

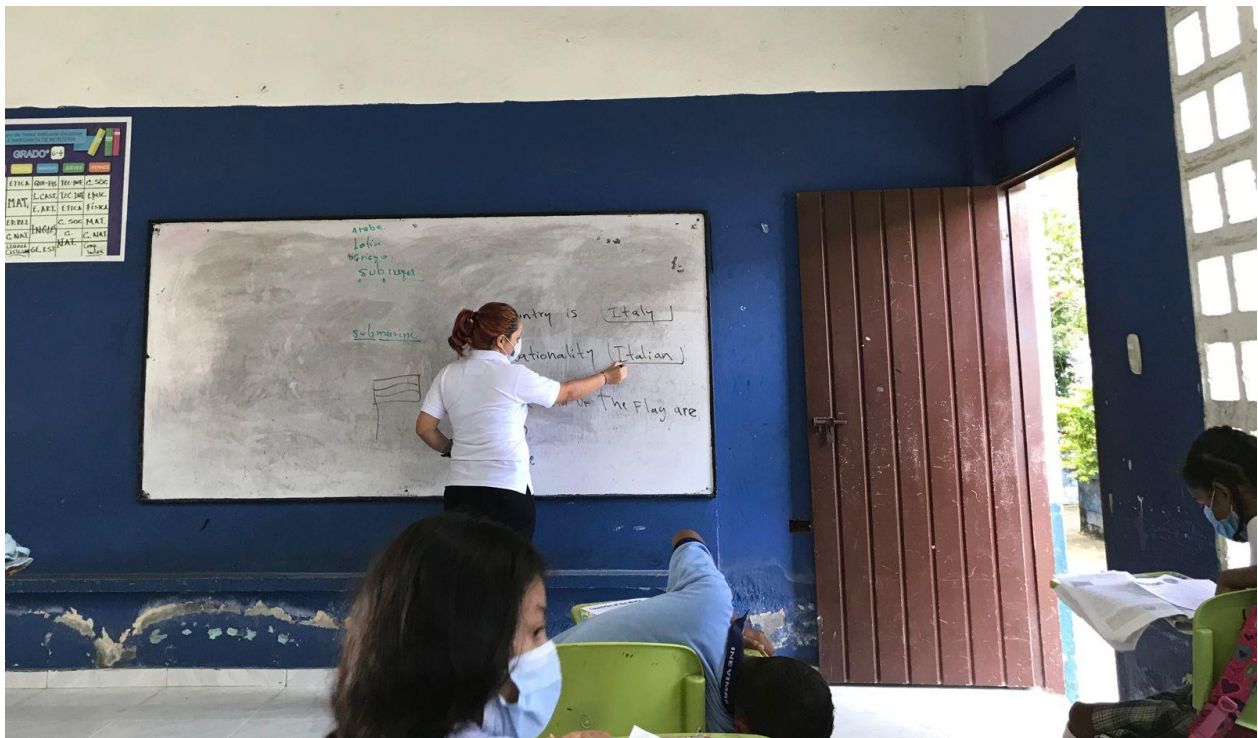
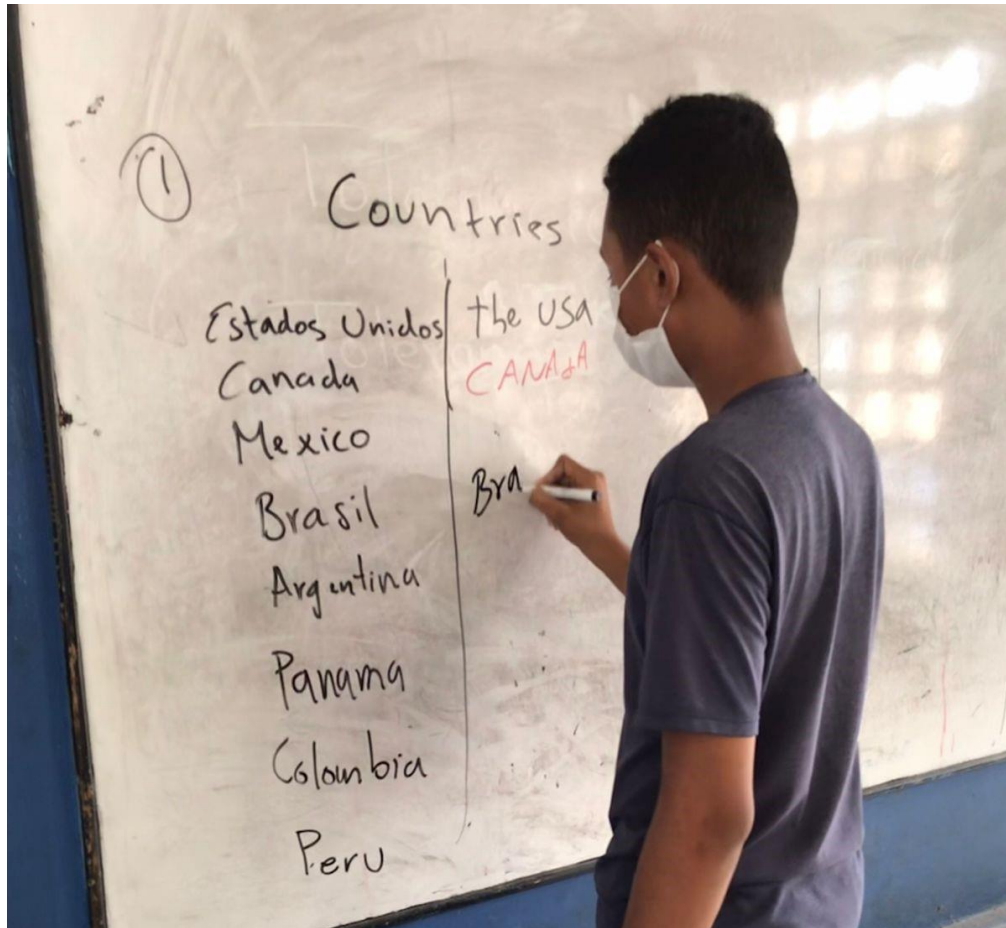
| TASK/PROJECT/PROBLEM | Learning objectives for a lesson | Lesson Teaching Points |
|--|--|--|
| Learning the countries, nationalities and color of the flags | <ul style="list-style-type: none"> Students will identify the nationality of each country Individually the ss will express orally some countries | <ul style="list-style-type: none"> I'm from... She is from... I'm Colombian... The colors of the flag are... |

INSTRUCTIONAL ACTIVITIES & PROCEDURES

| Warm-up | Resources/Materials | Time |
|---|--|----------------|
| <ul style="list-style-type: none"> Students will say what they did before the class and the weekend. Teacher will pick some sports and ask their favorites ones and which one will they like to practice | Small imagens Guide book Markers | 10 mins |
| Core activities. <ul style="list-style-type: none"> Using the guide, the teacher will secretly select a sport for each of them, and then they will mimic or draw something relative to the sport, so the others can guest. After guesting they must write down in a column the name of the sport. Ss will create their own daily routine and the must include one of the sports <ol style="list-style-type: none"> What time do you usually wake up? What time do you usually do the homework? What do you do the weekends? <p>Students will think and answer. For example: I wake up at 5am / 5 o'clock At 3 o'clock I study English. I clean the house the weekends.</p> | | 40 mins |

| | |
|---|----------------|
| Closure | 10 mins |
| <ul style="list-style-type: none"> Teacher will quickly introduce the difference and uses of Can and Can't to express Abilities. After explaining some examples, the ss will write 5 sentences using can and can't including the sports vocabulary. | |
| Assignment: Oral activities and practicing papers will be left, for the ss to practice at home (writing activities will be check according to teacher's criterion and quizzes will be applied weekly). | |





Grado: 6^B

TEST DIAGNOSTICO

NOMBRE/NAME: NINY DAYANA VABBAS HOYO3

CONECTA LOS COLORES

| | |
|----------|----------|
| AMARILLO | WHITE ✓ |
| AZUL | BLACK ✓ |
| ROJO | GREEN ✓ |
| VERDE | RED ✓ |
| NEGRO | BLUE ✓ |
| BLANCO | YELLOW ✓ |

ESCRIBE EL NUMERO EN LA CASILLA CORRECTA

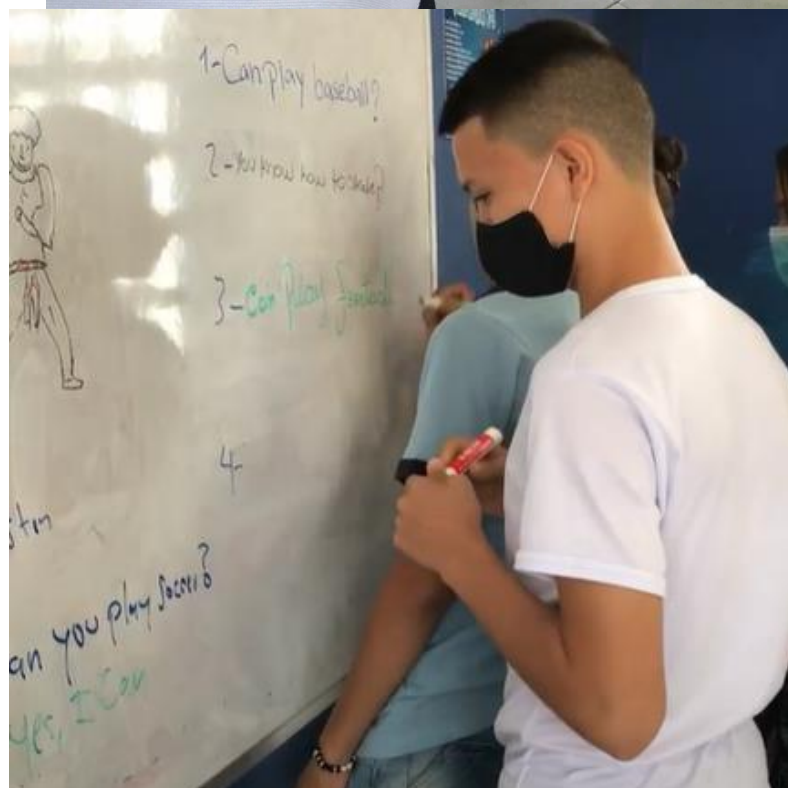
| | |
|------|------------|
| FIVE | <u>5</u> ✓ |
| TEN | <u>7</u> ✓ |
| SIX | <u>6</u> ✓ |
| TWO | <u>2</u> ✓ |
| NINE | <u>9</u> ✓ |

CONECTA EL VERBO TO-BE

| | |
|-----|-------|
| TU | SHE ✗ |
| O | WE ✗ |
| | I ✓ |
| ROS | HE ✓ |

4,9









TEST DIAGNOSTICO

Grado: 6 -

NOMBRE/NAME:

CONECTA LOS COLORES

AMARILLO

WHITE

AZUL

BLACK

ROJO

GREEN

VERDE

RED

NEGRO

BLUE

BLANCO

YELLOW

1

ESCRIBE EL NUMERO EN LA CASILLA CORRECTA

FIVE

TEN

SIX

TWO

NINE

CONECTA EL VERBO TO-BE

TU

SHE

YO

WE

EL

1

ELLA

HE

NOSOTROS.

THEY

| 6-6 grade | ASISTENCIA | | | | | | NOTAS | | | | | |
|-----------------------------------|------------|--------|--------|--------|--------|--------|--------------|-----------|----------|--------|--------|----------|
| STUDENT'S NAME | ##### | nov-09 | nov-10 | nov-18 | nov-29 | dic-02 | DIAGNOSTIC 1 | DIAGNOS 2 | SPEAKING | POINTS | TALLER | ENTREGAS |
| TALIANA MONTESINO CAPACHERO | X | X | X | | X | X | 3,4 | 4 | | | 5 | |
| LUIS MARIANO | X | X | X | X | X | | 1,5 | 4 | 5 | 5 | 4,9 | |
| KAROL DAYANA TEHERAN PEINADO | X | X | X | X | X | | 2,8 | 4,9 | | 5 | 5 | |
| VALENTINA CALDERON ZAMORRA | X | X | X | X | X | | 4,1 | 4,9 | 5 | | 5 | |
| NAHUM MORENO SIERRA | X | X | X | | X | | 3,4 | 5 | | | 5 | |
| KARLA LOPEZ CHIRINOS | X | X | X | X | X | | 3,5 | 5 | 5 | 5 | 5 | |
| VALEPIA MARTINEZ COGOLLO | X | X | X | | X | | 3,7 | 4,8 | | | 4,8 | |
| MARIANA ZUMAQUE ALMANZA | X | X | X | | X | | 2,9 | 4,9 | | | 4,8 | |
| KAROL SADITH ESTRADA | X | X | X | X | X | X | 1,8 | 4,8 | 5 | 5 | 5 | |
| ANA CAROLINA A | X | X | X | X | | X | 1,8 | | 5 | 5 | | |
| JOSEPH ANDRES ASPRILLA DE HOYOS | X | | X | X | X | | 3 | 4,8 | 5 | 5 | 4,5 | |
| CRISTIANO RONALDO JULIO RODRIGUEZ | X | | X | X | | | 3 | | 5 | 5 | | |
| MANUELA CAUSIL PADILLA | | | | X | X | X | 4,8 | 5 | | | 4,9 | |
| ANDI JAVIER COGOLLO GALINDO | | | | X | X | | 5 | 5 | | | 4,9 | |
| KAME COGOLLO | | | | X | X | X | 5 | 4,5 | | | 5 | |
| ESTEBAN MANCHEGO HERRERA | | | | X | X | | 4,4 | 4,5 | | | 4,5 | |
| STEVEN JOSE BAÑOS HERNANDEZ | | | | X | X | X | 4 | 4,5 | 5 | | 5 | |
| EDGAR RAMOS | | | | | X | X | | 4,8 | | | 4,8 | GUIA 4TO |
| YULIANA VENEGOS | | | | | X | | | 5 | | | 4,9 | |
| LUISA PEINADO | | | | | X | X | | 5 | | | 5 | |
| AXEL RUIZ | | | | | X | | | 5 | | | 5 | |









