USING MULTISENSORY TEACHING STRATEGIES TO IMPROVE STUDENTS
READING DIFFICULTIES AND THEIR SOCIO-EMOTIONAL HEALTH

INTERNSHIP FINAL REPORT

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF ENGLISH TEACHER

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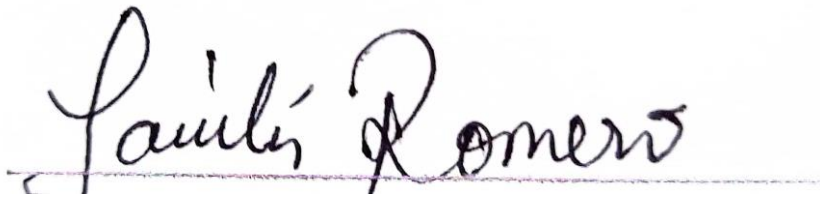
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ABSTRACT

This report describes my internship experience in the Bilingualism for Peace program carried out at the Cristobal Colon School, located in the southern area of the city of Monteria. This process was conducted at the beginners' level. The objective of these practices was to help students with reading skills problems through planned lessons based on multisensory strategies and social-emotional learning. Providing students with different types of ways to learn comfortably and effectively by being exposed to activities where the different human senses are used. This allows for an enriching environment to learn more easily. Finally, this report describes the methodologies, results, conclusions, recommendations, and limitations of the whole internship process.

Keywords: Multisensory teaching strategies, Social-emotional learning (SEL), Reading difficulties, Beginners students, Bilingualism for peace.

Palabras claves: Estrategias multisensoriales de enseñanza, aprendizaje socio-emocional, dificultades lectoras, estudiantes principiantes, Bilinguismo por la paz.

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1. INTRODUCTION

The English language has become very significant in Colombia due to the great number of opportunities that students have access to when learning this second language. As a result, the teaching of English has been increasingly promoted as the Guia 22, Currículo Sugerido, and Derechos Basicos de Aprendizaje that the Colombian Ministry of Education has created to help teachers when planning classes.

Programs have also been designed to provide bilingual education for vulnerable students. A clear example of this is the Bilingualism for Peace program created by the Universidad de Cordoba for low-income children in areas of social inequality in the city of Monteria. This educational initiative provides an Integral English Language Education that encompasses aspects of a language and values. The latter also seeks to enhance self-confidence, peace, and optimism.

The Bilingualism for Peace Program benefits five different educational institutions. It offers seven levels, which go from the lowest level, called "beginners," to the highest level, known as "conversation." Instructors are student-teachers who are part of the degree in foreign languages with an emphasis in English to have the opportunity to carry out their internships.

One of the schools is called Cristobal Colon School, where English classes are offered to 170 students at risk from the south of the city to foster the enhancement of communicative skills in English.

This paper reports the internship experience carried out with 16 beginner-level students from second to eighth grade, ranging in age from 8 to 13 years old. The family groups of these

students are very diverse. Some live with both parents and siblings, while others live with grandparents, cousins, or in mono-parental families. The majority of these students have displayed a very poor level of English. The characteristics and the multilevel of the population led the student teacher to observe the dynamics of the class, and it was observed that some students presented difficulties in reading and understanding written text even in very basic language.

Identified students showed difficulties when reading. For instance, some of them were not able to read aloud, others did not understand questions related to what was read, and some others omitted words. Most of them had trouble recognizing some words, and they could not make sense of general ideas in the texts even after reading. In contrast, only a few of them had little comprehension of the main ideas in basic texts. This situation also generated socio-emotional problems, since students displayed attitudes of frustration and embarrassment when they attempted to read or answer questions in class. Indeed, some of them were reluctant to participate, and if the teacher called his/her out, they nodded their heads to not participate.

In some cases, some students did not even want to participate due to the fear of making mistakes, leading to an aversion to reading and stagnation in their reading development, a factor that affected their perception of themselves a low self-esteem.

This scenario becomes an obstacle to learning because reading has an important function in the early academic years of students, hence the emphasis on the development of this skill in the educational environment. This is because reading is a multifaceted process that encompasses word recognition, comprehension through evaluation of text content, and critical analysis (Leipzig, 2001). Nevertheless, the reality faced by students about the process of acquiring reading skills is the opposite of what is expected.

Due to the above mentioned, this paper reports my experience during the development of the internship at the beginners' level within the Bilingualism for Peace program, carried out at the Cristobal Colon Educational Institution. As well as the response to the design of materials and lesson plans according to this strategy and its development in students with reading difficulties. The purpose of this internship is to improve reading skills and socio-emotional health through multisensory teaching strategies for beginner students at Cristobal Colon School in Monteria, Cordoba.

2. PEDAGOGIES

This chapter addresses the most significant theories that support and serve as the foundation for the development of this internship. Some remarkable concepts that will be defined are Social-emotional learning (SEL), and Multisensory teaching strategies, and Reading Difficulties.

2.1 Multisensory Teaching Strategies (MTS)

Teaching English requires several aspects for effective language learning; one of those aspects is the method, which, according to Al-Rawi (2013), is the mechanism employed by educators to structure and execute various educational tools and activities, aiming to accomplish specific objectives. This internship has the purpose of using the multisensory approach, which is based on the simultaneous use of multiple senses, to enhance learning opportunities, especially for students facing difficulties in their educational process. This teaching method is based on the idea that students perform better when they have an immersive learning experience that involves multiple senses (Palencia, 2020). The participation of multiple senses during instruction is considered beneficial because it improves comprehension and memory retention. This approach is beneficial for students who have difficulties in their learning because it helps them overcome challenges and comprehend content more effectively.

In multisensory learning, exploration and experimentation by students are encouraged, aiming to build a more solid and profound understanding. This is supported by the assertions of Cazorla and Bruñay (2023), who state that the multisensory approach to learning allows students to explore information from various perspectives and find the methodology that is most effective for them, making it advantageous for learners with difficulties in reading and writing skills. The

incorporation of multiple senses increases the likelihood that the student will comprehend and retain the information.

According to Sabariah et al. (2020), the multisensory method aims to implement various activities to provide information to the child and nurture their exploratory spirit by allowing them to experience through different senses what they are being taught. This is beneficial because children have diverse learning styles. Learning styles refer to the preferred way an individual processes information (Cardenas, 2016). Different students have varied learning preferences; some grasp concepts more effectively through visual aids, while others excel with auditory or kinesthetic approaches. For this reason, understanding how children process and assimilate new information is crucial. Cardenas (2016) suggests that considering students' diverse learning styles, multisensory activities can be designed to offer a variety of options that cater to these different learning preferences.

2.1.1   VARK MODEL

The VARK model developed by Neil Fleming emphasizes the importance of understanding the learning style preferences of students in order that these can be fully leveraged in the academic process and students learn more effectively (Sabariah et al., 2020). The name of this model is an acronym for the four main ways in which people learn information: visual, auditory, reading/writing, and kinesthetic learning preferences (Fleming, 2001, as cited in Subagja & Rubin, 2023). These four main types of learning modalities will be explained below:

- **Visual:** Learners with the visual learning style demonstrate a high level of comprehension through visual elements such as images, diagrams, and maps.

- **Auditory:** People who prefer this learning style enjoy learning through discussions, verbal explanations, and audio recordings, among others.

- **Reading/Writing:** People who prefer this type of learning style acquire new knowledge more effectively and easily through reading and writing. In other words, these learners achieve optimal performance when information is presented in the form of text. They enjoy reading books, articles, and other written resources. In addition, they tend to reflect on information through writing, using written expression as a means of organizing and understanding concepts.

- **Kinesthetic:** Learners who prefer the kinesthetic learning style assimilate and accommodate new information more successfully through physical practice and experimentation.

2.2 Socio-Emotional Learning

The emotions of students are pivotal in shaping their learning journey, profoundly impacting how they interact with and absorb information. These emotions constitute intricate emotional states that trigger physical and psychological changes with a direct impact on cognitive processes and behavior (MSEd, 2023). Additionally, socio-emotions are feelings influenced by cultural components, contributing to the formation of social interactions and relationships (Papakitsou, 2020). These emotional factors have a significant role in both educational and personal development.

In the academic context, students who do not develop their socio-emotional skills may encounter challenges in learning and achieving their goals (Wirajaya et al., 2019). For instance,

students who struggle to regulate their emotions may face difficulties focusing on tasks, engaging in class discussions, and collaborating in teams. This can lead to a decrease in academic achievement.

Similarly, the absence of emotional management skills can indeed give rise to emotional and mental health issues, such as anxiety, feelings of low self-esteem, and depression (Accariya & Khalil, 2016). Students may feel overwhelmed by the pressure and stress associated with their reading difficulties.

Taking into account the above, it is crucial to provide strategies that address the socio-emotional needs of students with reading difficulties, helping them develop social and educational skills to overcome these reading challenges. These practices create supportive environments that foster positive relationships among students and with teachers, subsequently boosting students' confidence and resilience as learners (Suparmi et al., 2017).

In this vein, engaging students and fostering emotional intelligence and social skills can largely be achieved through the use of multimodal strategies to support socio-emotional learning (SEL). It has been demonstrated that SEL techniques promote cognitive development, increase student motivation and concentration, improve teacher-student interactions, and enhance student achievement (Simion, 2023).

2.3 Reading Difficulties

Reading is considered a receptive skill, "where learners or users of a language receive linguistic input" (Setiorini et al., 2022). When people read, they receive a series of data that they subsequently have to decode to understand the content of the text. It is also a way of obtaining information, transmitting knowledge, and exchanging ideas and feelings.

According to Santiago et al. (2007), reading is also considered a dynamic process, where an active receptor conducts a set of cognitive operations aimed at interpreting and reconstructing the meaning of a text. In other words, reading is not a passive process of decoding, but it also allows the reader to actively construct the meaning of the text through abstraction, analysis, and inference. For this purpose, students use their prior knowledge and interests with the contents of the text.

According to Meng (2009), having good reading skills contributes to school success, boosts self-confidence, and promotes personal growth. Nevertheless, if the reading ability of students is poor, they will probably have trouble achieving academic progress. This is because the lack of this communicative skill affects the access to information and the assimilation of knowledge on diverse subjects, which influences low academic performance. In addition, having reading problems affects the socioemotional part of the learners, since they feel insecurity and fear of reading.

For the aforementioned reasons, people through reading can acquire knowledge, expand their vocabulary and understanding of the world, and improve their ability to communicate more effectively, among many other benefits it provides. For this motive, everyone must have good reading skills as it will help them in their academic, personal, and social life.

2.3.1 Stages of the reading process

Reading has 3 stages that take place during this process of decoding, analysis, and synthesis of texts. Each of them has particular characteristics, but they are related to each other. According to Igbaria (2002), when these stages are performed, the reader understands in a better way the text he has been exposed to. This is also beneficial because learners become active and conscious actors in their learning process.

These stages are known as pre-reading, during-reading, and post-reading. They are characterized by being important to achieve a more complete and effective reading since they promote the development of reading comprehension in a second language. They also provide readers with the confidence that even if they do not understand all the words in a text, they can still understand the main idea that the passage wants to convey based on the known vocabulary while learning the vocabulary they do not know.

2.3.1.1 Pre-reading

Pre-reading is the stage that seeks to activate prior knowledge and experiences, to establish connections between the concepts and ideas that the learners have and the text they will interact with (Igbaria, 2002). Guerrero (2015) states that the use of prior ideas as a source for designing more appropriate didactic situations can be a useful instrument for directing the cognitive and socio-affective formation of students.

Typical activities during this phase include making predictions based on words/phrases, analyzing the title/first sentences/key illustrations, generating questions, and exchanging existing knowledge (Wahjudi, 2010).

Based on these ideas, the importance of this stage lies in the fact that it allows to generate confidence and security in the learners since it will be easier for them to understand the reading. Pre-reading is also beneficial because it stimulates the interest of readers, encourages learners to explore any new content that is unfamiliar to them, and promotes their motivation.

2.3.1.2 While Reading

During this stage, there is a more direct and deep interaction between the reader and the content of the text. Students take an active role in the reading process, maintaining attention and creating a stronger connection with the reading material. As they begin to establish new links between their prior knowledge and the information in the text, this allows them to create new meanings. In this phase, students improve their reading comprehension and the structure of the language used in the text. It also promotes the inference skills of the reader and highlights the importance of vocabulary to obtain contextual clues about the content they are reading (Saricoban, 2002).

The typical actions during this period include skimming-scanning, re-reading, taking pauses, anticipating, formulating and answering questions, summarizing, and performing readings aloud, either by the teacher or through a recording (Wahjudi, 2010).

2.3.1.3 Post- Reading

The final stage of the reading process, denominated "post-reading", is characterized by reinforcing what was learned during reading. According to Saricoban (2002), the purpose of post-reading is to encourage the application of the knowledge acquired and to facilitate the integration of the reading skill with other communicative skills, such as listening, speaking, and writing. Thus,

activities are carried out here to consolidate the new ideas and meanings that students have constructed through appropriate tasks that are adjusted to their level.

3. METHODOLOGIES

As a teacher, it is important to be aware of the difficulties that students present in the classroom. The purpose of knowing those obstacles in the learning process is to look for strategies and methods that serve as foundations to plan classes that help to overcome any problem within the educational environment.

Based on this statement, I would like to say that the internship was a wonderful process where I was in charge of a group of 16 students at the beginner level. In the first two classes, I could identify problems of shyness and fear of reading aloud, as well as difficulties in understanding texts through the activities performed in class. It was significant to me to provide students with the methods, strategies, and an environment in which they felt they had chances to achieve new knowledge in an appropriate and meaningful way, and also help them cope with any academic and emotional difficulties that impeded a correct development in their education process.

Under this premise, during my internship, one of the pedagogies I used was the implementation of multisensory strategies that allowed me to adapt to the different learning styles of the learner. For this reason, class activities were very varied and aimed to offer a wide range of options for the construction of new knowledge through the different senses of the body.

Students were exposed to different ways of learning about specific topics developed in classes, enabling them to assimilate new information and build new meanings more easily. Therefore, activities were designed based on the VARK Model, where the 4 learning modalities known as Visual, Auditory, Reading/Writing, and Kinesthetic were worked on.

Socio-emotional learning also played an important role in the classes to provide the learner with the confidence to overcome any fear of participating in reading aloud. During the teaching of new topics, the importance of values such as respect for the ideas of their peers was always promoted, giving students the courage to express themselves without fear of being criticized or judged.

A proposal called " The Emotion Tree" was developed, in which the students placed faces according to the emotions they were feeling at the beginning of the class on a tree made of foamy. In this way, it was possible to identify the emotions felt by the students in each class.

The participation of the children was promoted through the awarding of positive points that they accumulated to win small surprise gifts that were delivered at the end of the course. This functioned as a stimulus that motivated them to play an active role and to put aside their fear of getting involved in the educational process that takes place together in the classroom. It also served to control discipline in the classroom, since points could be reduced for misbehavior. It should be added that participation was controlled through the use of commands such as "raise your hand".

The texts used in class took into account the 3 stages of reading. Through the first stage called the pre-reading process, the objective was to create an environment in which the prior knowledge and experiences of the students were involved. This would allow students to feel more confident when interacting with the texts worked on in class. After that, students made inferences about the text from the images, titles, and keywords of the reading, which were socialized before reading the text in a more detailed way.

In the while-reading stage, students highlighted keywords or ideas from the readings that helped them focus on the essential points of the text, facilitating comprehension and retention of

relevant information. They also read aloud as a group and asked and answered questions. In the post-reading stage, students carried out activities that consolidated the knowledge they had acquired in class.

This experience has allowed me to understand the importance of being an observer and researcher as a teacher. Also, it has helped me to realize that the educational process is composed of different strategies that contribute positively to the school life of the student. In other words, it is a holistic procedure that encompasses different didactics to give students the best educational opportunity.

Similarly, it has enriched my personal life in a great way since I have been able to understand how essential it is to know that we are all different, but that this is not an obstacle in our lives, instead it is an opportunity to learn from others and grow together from our life experiences.

My lesson plans were divided into 3 sections. The first one was the warm-up, where I would greet the students, ask the students about how they were feeling that day, and introduce the new topic through games or questions related to their experiences or lives. Then, the core activities section was developed, where students interacted with different multisensory activities such as listening activities, online games, readings, use of flashcards, finding treasures, creating characters with play dough, etc. Finally, the closure section summarized the lesson and consolidated learning through reflection activities on what was learned, final questions to review key concepts, and summaries of the class by the students, among others.

3.1 Duties Chart

My internship started on September 2 until November 24, 2023, at the Cristobal Colon School in the P5 neighborhood, located in the south of Monteria. During this internship, I was in charge of two groups of students of different levels within the Bilingualism for Peace program. One of them was the first level known as beginners and the other was the penultimate level known as Upper-intermediate. The classes were carried out on Saturdays and each group had a total of 4 hours of class time.

One Saturday classes could not be given because the students had a week of vacation established by the school calendar. This week started from October 9th to October 15th. However, I took advantage of this time to prepare for the exam that took place on October 21st where all the necessary communicative skills to speak a second language and the topics taught to the students until that moment in class were evaluated.

Contrary to other schools that are part of this educational initiative, the Cristobal Colon institution developed its classes as usual on October 28th, since it was not a voting site for the mayoral elections of the city. Also, there was a meeting with parents that day to inform them about the academic and behavioral processes of the students.

I used administrative time to plan activities and create the materials that I would use during the explanation of the new topics. I also planned events that were included in the schedule of the Bilingualism for Peace program, such as Peace Day, Love and Friendship Day, Professions and Hobbies Day, Sports Day, and Closure of the course. I also had administrative responsibilities such as updating class units, meeting with university interns, and collecting lists and documents.

The following table illustrates the duties implied by these practices in an organized and detailed manner:

WEEKLY SCHEDULE

NAME: ASHLEY ARROYO DURANGO

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00: a. m.						
6:30: a. m.						
7:00: a. m.			Research and Writing			
7:30: a. m.	Lesson Planning					Class
8:00: a. m.						
8:30: a. m.	Upper-intermediate Level				Activities organization and creation of materials	
9:00: a. m.				Lesson Planning		
9:30: a. m.						
10:00: a. m.	My house			Beginner Level		
10:30: a. m.						
11:00: a. m.				My house	My house	
11:30: a. m.						Cristobal Colon School
12:00: p. m.			My house			
12:30: p. m.						
1:00: p. m.						
1:30: p. m.		Research and Writing				
2:00: p. m.						
2:30: p. m.						Class
3:00: p. m.		University of Cordoba	Advisory			
3:30: p. m.			Antonia Santos School			
4:00: p. m.						
4:30: p. m.						Cristobal Colon School
5:00: p. m.						
5:30: p. m.						
6:00: p. m.						
6:30: p. m.						
7:00: p. m.						

OTHER ADMINISTRATIVE FUNCTIONS

- Meeting with other interns
- Collection of documents, lists and program payment receipts.
- Organization of cultural events schedule and their respective developments.
- Creation and actualization of class units.

4. RESULTS

The following chapter contains the results of my experience during my internship in the Bilingualism for Peace Program. In this section, I will describe the changes and improvements observed in the students after the application of multisensory strategies and social-emotional learning to help learners with reading difficulties. It will also present how this process has helped me grow as a person and progress as a future teacher.

This internship has been an experience full of wonderful things as well as unexpected and challenging situations. During this time, I have been able to understand that sometimes what we plan does not turn out the way we expect it to happen. Therefore, in some cases, it can affect our emotional state since we feel that maybe we are not doing an appropriate job. Nevertheless, these events have allowed me to realize that it is my responsibility as a professional not to give up, but to look for tools and strategies that can be useful to overcome the problems that arise in the educational process.

Teachers are those people who serve as guides for students, for this reason, we must always give the best of ourselves and encourage our students to try things no matter how complicated they may seem.

Taking into account the above, the first time I identified that the group of students I was in charge of had reading difficulties after conducting a diagnostic test and through the activities carried out in classes, it was my obligation to find a way in which I could help them to improve this aspect of their learning process.

For this purpose, I focused on working on the emotional condition of my students who were shy to read aloud through socio-emotional learning. Therefore, I realized that the first thing I had to do was to bring them a space where they felt safe and confident to participate.

This environment was built from the very beginning of the class, as it always started after I greeted them and asked them how they were feeling that day. Afterward, I asked them questions about the topic to be discussed in class about their previous knowledge and experiences. In this part the students had to listen respectfully to their classmates, creating a favorable environment to share their ideas and contribute without any shame. In the same lesson plan, it can be also observed how values such as respect and the importance of taking care of our bodies are promoted.

Figure 1. Lesson #5 – Body Parts

WARM UP	Greetings **Icebreaker:** Students will answer questions related to body parts so that they begin to have contact with the topic through their thoughts and prior knowledge. For example: - What is your favorite part of your body? why? - Why is it important to value and take care of our body?	RESOURCES / MATERIAL	TIME 10 minutes

I also used a proposal called "The Tree of Emotions". In this tree, the students placed pins of faces reflecting different moods. They selected a pin and put it on the tree. This allowed me to identify how my students felt before and after being in contact with the activities in the classroom.

I could see that most of the students who arrived sad or discouraged felt happy after the classes. During the development of the activities, I also noticed a change from a negative attitude to a positive one. The students tended to participate more in class and showed a desire to continue with the activities, even though the stipulated class time was over.

Figure 2. The Tree of Emotions

To increase the confidence of the students to participate, not only a comfortable environment must be provided, but also the relationships among the students must be strengthened, where respect, tolerance, and kindness, among other important values within an educational community, are fostered. This was achieved through teamwork, which allowed the interaction of learners and mutual collaboration to complete the tasks assigned in class. In Figure 3, you can see how the students worked in groups to create a monster's family. Each of the pupils had to design one of the members of the family, but first, they had to select together the surname or the characteristics that the family was going to have.

After that, learners would have to produce a written text describing the physical appearance of the monster (using the vocabulary of the body parts), taking into account the agreement that the group had reached, and then, the student would have to create it with modeling clay. In teamwork, members were able to share knowledge, experiences, and skills while working together, promoting a collaborative learning environment. Team members helped each other and guided their partner when he/she had difficulty at any point in the assigned task. This helped develop interpersonal skills, such as effective communication, active listening, empathy, and strengthening the relationship between classmates. In this way, bonds of friendship and confidence were created, allowing them to overcome the fear of making mistakes.

Figure 3. Lesson #5 – Body Parts
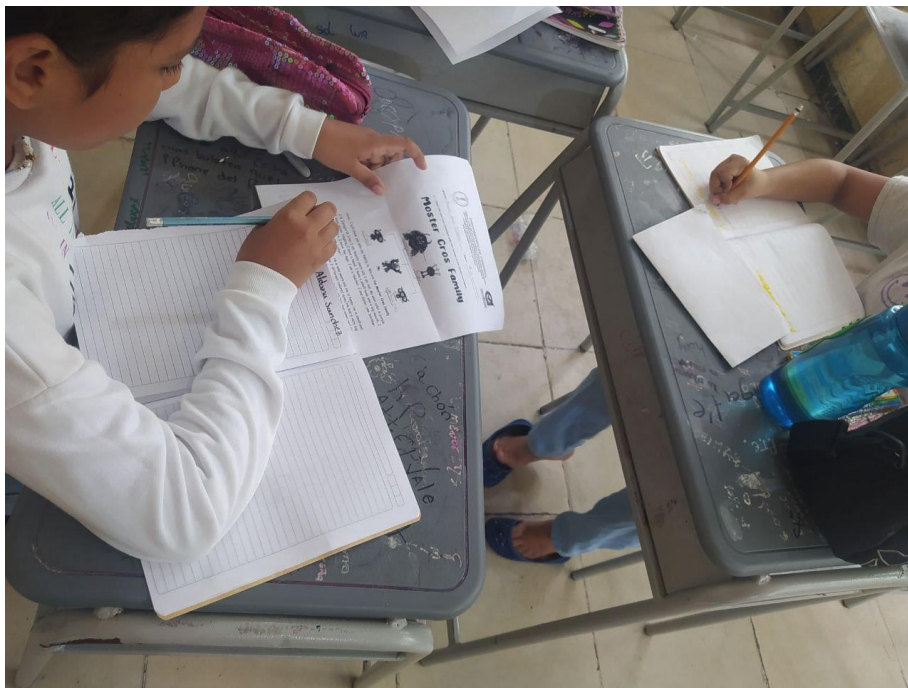
Finally, the students had to present their creations and read the physical descriptions of their monsters, while the others who played the role of spectators took notes of the work of their classmates. This activity was fun for the students because they used their creativity to elaborate on

a fantasy character. The students showed excitement and commitment to complete this task.
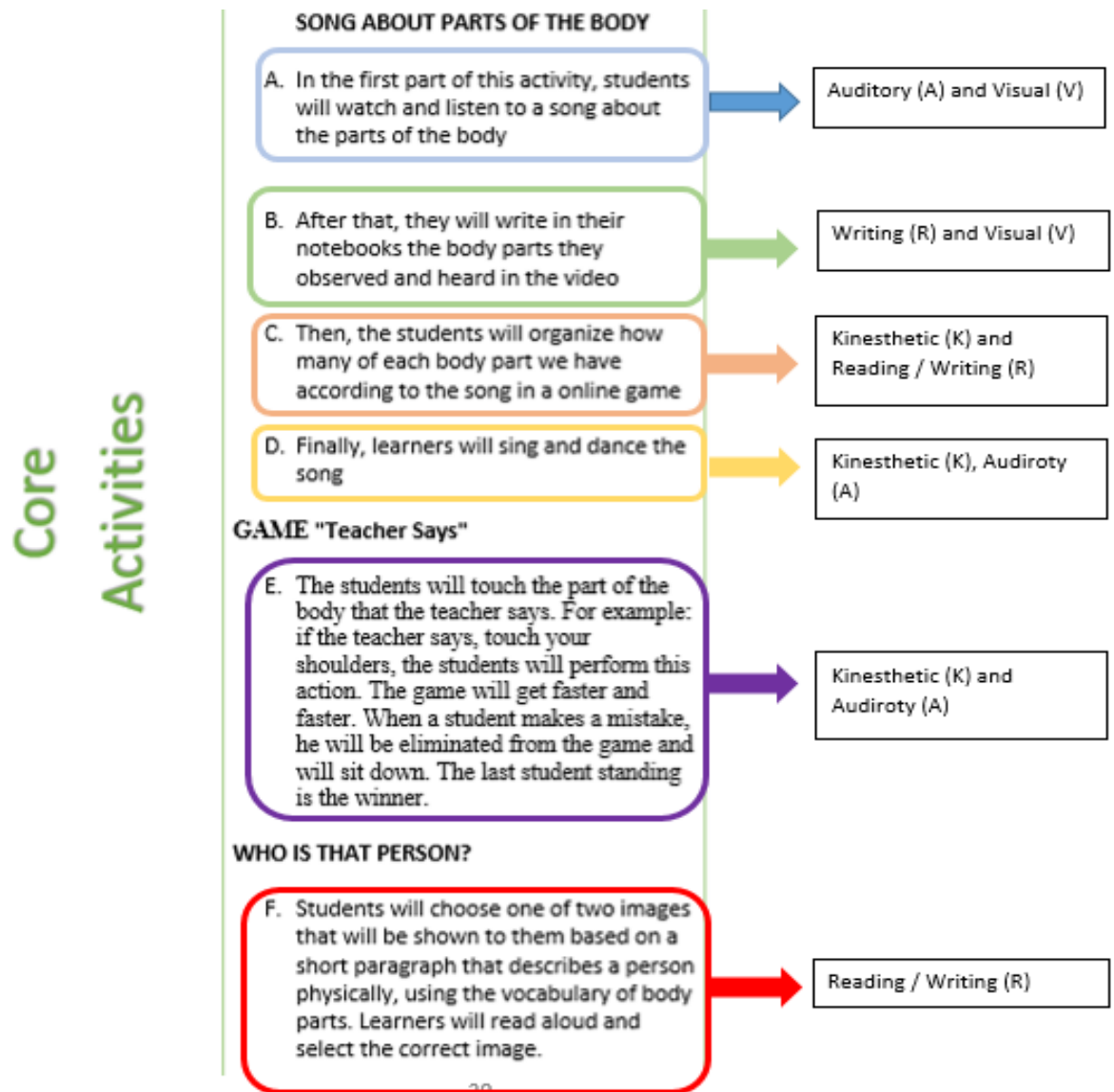
Figure 4. Lesson #5 – Body Parts

At the same time, I made use of multisensory strategies that allowed me to provide all students with different options where they could build new knowledge by keeping in mind their different learning styles. In this way, they had the possibility of having contact with the content explained in class in a more comfortable and rewarding way for them, since they were going to assimilate the information more easily.

A notable example of this was the variety of activities conducted in the lesson on the parts of the body. In this class, we incorporated diverse auditory, visual, kinesthetic, and reading/writing exercises. These activities not only facilitated the students' comprehension of new concepts but also made the learning experience enjoyable and meaningful.

Figure 5. Lesson #5 – Body Parts

Core Activities

SONG ABOUT PARTS OF THE BODY

A. In the first part of this activity, students will watch and listen to a song about the parts of the body → Auditory (A) and Visual (V)

B. After that, they will write in their notebooks the body parts they observed and heard in the video → Writing (R) and Visual (V)

C. Then, the students will organize how many of each body part we have according to the song in a online game → Kinesthetic (K) and Reading / Writing (R)

D. Finally, learners will sing and dance the song → Kinesthetic (K), Audiroty (A)

GAME "Teacher Says"

E. The students will touch the part of the body that the teacher says. For example: if the teacher says, touch your shoulders, the students will perform this action. The game will get faster and faster. When a student makes a mistake, he will be eliminated from the game and will sit down. The last student standing is the winner. → Kinesthetic (K) and Audiroty (A)

WHO IS THAT PERSON?

F. Students will choose one of two images that will be shown to them based on a short paragraph that describes a person physically, using the vocabulary of body parts. Learners will read aloud and select the correct image. → Reading / Writing (R)

Figure 6. Lesson #5 – Body Parts / Game "Teacher's says"

In these core activities, the VARK model was used as a multisensory strategy for the acquisition of knowledge through the use of the senses. I noticed a greater curiosity and encouragement on the part of the students to actively contribute to their learning process since having approaches that aligned with their preferences increased their confidence to face academic challenges and they felt more capable of approaching study materials such as written texts.

In this segment of the class, students engaged in the 'Teacher Says' game. The purpose of this stage was to activate both the kinesthetic and auditory aspects of the students by providing instructions for them to carry out. The teacher would prompt the students to perform actions related to different parts of the body, which they then had to execute. For instance, if the teacher said, 'clap your hands,' the students would respond accordingly.

This exercise enabled me to check that the vocabulary being taught to the students was, indeed, being understood and assimilated. A notable advantage of such activities is that students

enhance their learning when they apply knowledge in practical situations. Through kinesthetic, learners can more effectively retain information that has been reinforced through physical experience.

To improve the reading comprehension of the children, the VARK model was a great tool for facilitating the assimilation and construction of our ideas, concepts, and knowledge. As a result of the activities carried out with this model, students interacted with the content in different ways. In other words, the retention of vocabulary and concepts required to understand the readings was improved. The VARK model, offered in a variety of learning modalities, helped to maintain the motivation and self-esteem of students with reading difficulties. They are provided the opportunity to excel in areas where they may have strengths and feel successful.

In addition, the 3 stages of reading helped the students to understand more easily the written passages worked on in class.

In the body parts lesson, the stage known as pre-reading took place, where students were given 7 minutes to look at the text, its title, drawing, and keywords they could identify to use their critical ability to make predictions about the topic addressed by the reading.

After this, the while-reading stage took over. In this stage, students focused more on reading the text more deeply to fully understand the main ideas. Students re-read the text with the help of the teacher, as well as explored the unknown vocabulary in the passage.

Later, in the post-reading, the students developed something in which it could be evidenced that they had significant learning and acquired the knowledge they were trying to teach.

Through this journey, I have learned that education is a multifaceted process composed of many different elements, tools, strategies, and techniques that are used to improve student learning.

Educators have to have a positive attitude and thinking despite the challenges they face, no matter how frustrating they may be.

I consider that our work is very important since we are not only sharing a series of knowledge that we have already acquired, but we are also forming people in values and principles. It is also important for me to emphasize that we must always take into account the needs and conditions of the students we are dealing with because we are also that emotional support for those who require it.

Similarly, as educators, we must be endowed with patience, kindness, and mental strength and above all be great observers of the context that surrounds us and what is happening in the world. The latter is to be aware of these new trends or strategies that can be integrated into the classes so as not to become monotonous.

5. CONCLUSIONS AND RECOMMENDATIONS

During my internship at Bilingualism for Peace, I implemented multisensory strategies and social-emotional learning to help students with reading problems. Through the implementation of these pedagogies, I was able to observe the achievements that the students had while conducting the classes planned based on these pedagogies and philosophies.

The aim of implementing multisensory strategies is to facilitate diverse learning approaches for students, ensuring a comprehensive exploration of various learning styles. These methodologies have demonstrated significant utility, not only in motivating students to actively participate in their educational journey but also in encouraging them to assume active roles in the learning process. Consequently, students were empowered to construct their meanings through direct experience. The activities elaborated with multisensory strategies captured the attention, awakened the interest, and curiosity of the learners.

Similarly, social-emotional learning played a relevant role in the management of the students' emotions. Through the application of this pedagogy, students felt more confident to share their ideas without fear.

Both strategies focused on the improvement of reading skills and showed that students were able to acquire more easily and comfortably new knowledge, vocabulary, and grammatical structures found in written texts. Consequently, their reading comprehension also improved. Students, who initially struggled with identifying main ideas and drawing conclusions from them, showed minimal to no difficulty with written texts after engaging with the methodologies outlined above.

As a recommendation, I would like to suggest that the reading materials to be developed should be very well-directed. In other words, it is crucial to consider the context from which our students come and understand their needs. The ultimate objective is for these texts to capture their attention by being closely related to situations with which they are familiar. Finally, I would like to emphasize the importance of incorporating the prior knowledge of students in class to build more confidence and a better alignment with the topics discussed in the classroom.

6. LIMITATIONS

In this internship, one of the limitations was the misbehavior of two students who were very defiant and usually tended to distract their classmates. Nevertheless, after the use of long-term reward stimuli, these types of attitudes could be controlled in the classroom.

Another impediment to developing more fun and dynamic classes was the lack of technological tools provided by the school. This occurred because the school only had two video beams available on Saturday mornings, but sometimes these devices could not be used because the cables were defective or because the electrical system was cut at the plugs. Despite the lack of technological resources, I believe that it is still possible to carry out interactive classes that capture the attention of the students and are meaningful to them.

A complicated situation was the lack of a school store in the afternoon since it was not open due to the small number of students. During the first classes we did not know about this situation, so some students felt discouraged and without energy to continue classes after the 30-minute break. However, the solution I applied was to recommend to the parents to buy the snacks in their neighborhoods and have the students bring them to school.

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8. APPENDICES

APPENDIX #1

LESSON PLAN

STUDENT TEACHER: Ashley Arroyo	SCHOOL: Cristobal Colón	LEVEL: Beginner
LESSON: My body	TIME: 6 hours	

LEARNING OUTCOMES:
- Students will be able to describe the parts that conform their body.
- Students will learn to identify body parts and their functions.
- Students will respect their bodies and the bodies of their peers

PERFORMANCE EVIDENCE:
- Students will work in groups and produce a writing piece describing their monster family physically and create the family with plasticine.

Instruccional activities

		RESOURCES / MATERIAL	TIME
Warm-Up	Greetings Icebreaker: Students will answer questions related to body parts so that they begin to have contact with the topic through their thoughts and prior knowledge. For example: - What is your favorite part of your body? why? - Why is it important to value and take care of our body?		15 minutes
	SONG ABOUT PARTS OF THE BODY A. In the first part of this activity, students will watch and listen to a song about the parts of the body B. After that, they will write in their notebooks the body parts they observed and heard in the video C. Then, the students will organize how many of each body part we have according to the song in a online game D. Finally, learners will sing and dance the song	Video beam Speakers Computer Notebooks Pencil **Link of the song:** https://www.youtube.com/ watch?v=Rnqq1345WSs	30 minutes
	GAME "Teacher Says" E. The students will touch the part of the body that the teacher says. For example: if the teacher says, touch your shoulders, the students will perform this action. The game will get faster and faster. When a student makes a mistake, he will be eliminated from the game and will sit down. The last student standing is the winner.	Link of the game: https://learnenglishkids. britishcouncil.org/listen- watch/songs/scary- skeleton	20 minutes

|			
Core Activities	**WHO IS THAT PERSON?** F. Students will choose one of two images that will be shown to them based on a short paragraph that describes a person physically, using the vocabulary of body parts. Learners will read aloud and select the correct image.		20 minutes
	GUESSING WHAT PART OF THE BODY IT IS G. Students will take turns describing the function and appearance of a body part they see on a flashcard. Their classmates will have to guess which body part it is.	Flashcards Board	35 minutes
	BODY PARTS GAME H. Students will play a virtual game of a maze that is full of enemies. In different parts of the maze there are body parts. Students will have to select the place where the main character will go based on a statement that appears on the screen, which explains the function of a specific body part, its importance or how we take care of it. They will have to avoid the enemies in order not to lose in the game. To guide the teacher who will operate the game, the students will use the words "up, down, right or left".	LINK OF THE GAME_ https://wordwall.net/es/ resource/28711304/body-parts	30 minutes
	READING TIME I. Students will read a text that physically describes a family made up of monsters, and then they will answer a series of cuestiones based on the text		50 minutes
	TASK: Family of Monsters J. Students will work in groups of 3 people. K. Students will choose the last name and type of monster family they want to create. L. Students in each group will select a family member (mom, dad, son or daughter), which they will have to describe physically. For example, how many body parts the monster will have, its height, weight, skin color, etc. M. After that, students will create their monsters with modelling clay based on how they depicted it in their writing. N. Students will display their creations.		75 minutes
Closure	The students will receive feedback on the task they completed. The students will express the importance of taking care of and respecting their own bodies and those of others.		15 minutes

APPENDIX #2

PROMOTING VALUES
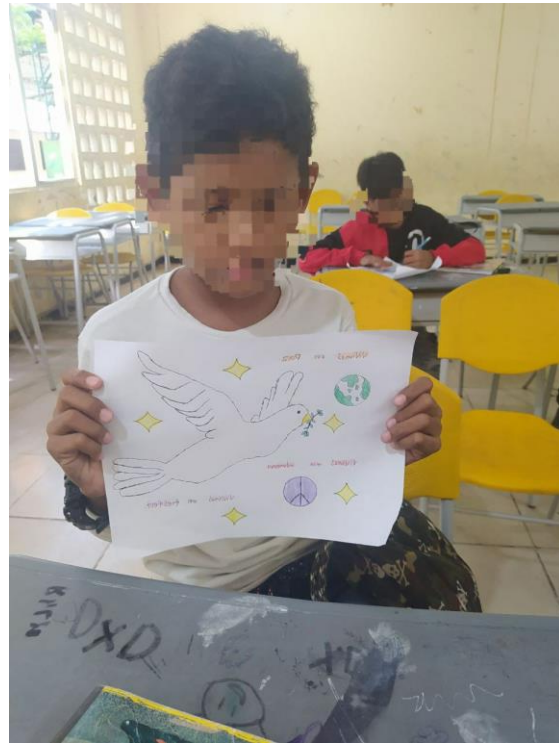
APPENDIX #3

PROMOTING EXERCISE AND SPORTS

APPENDIX #4

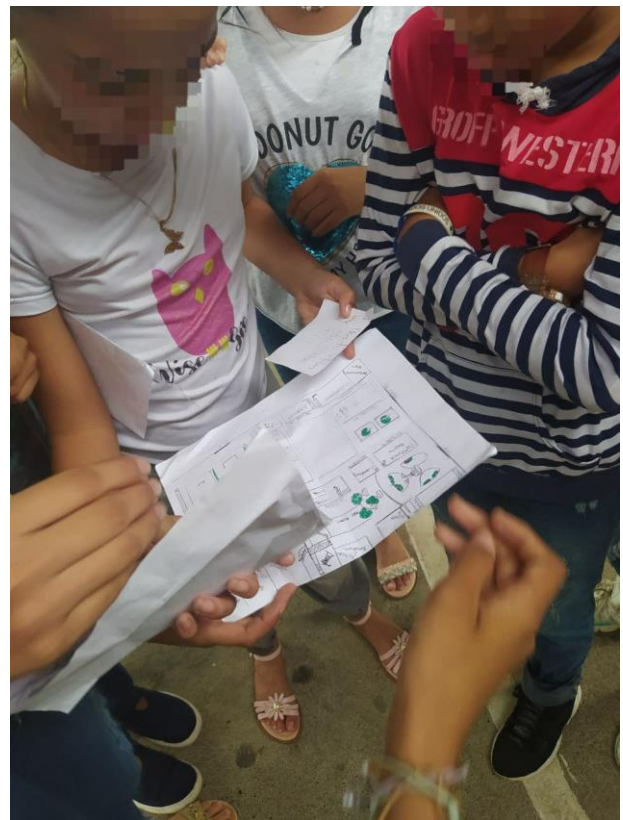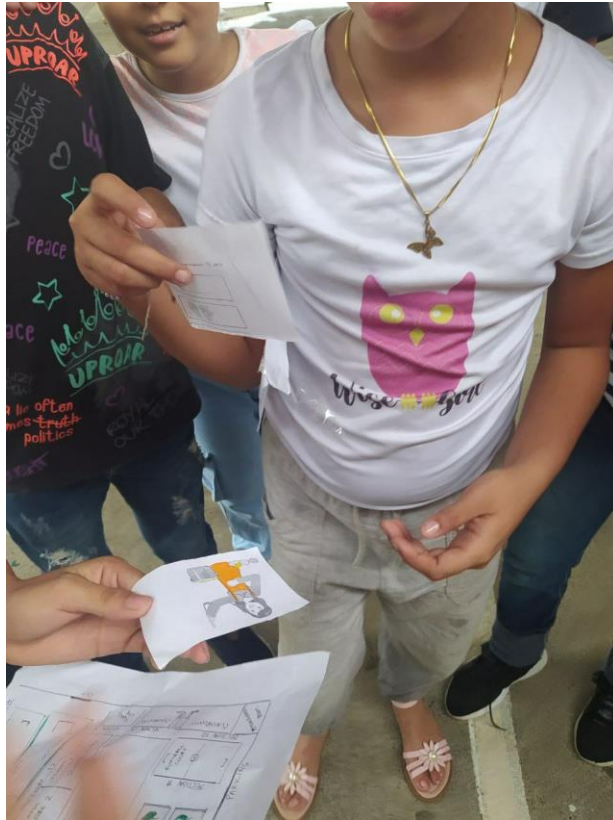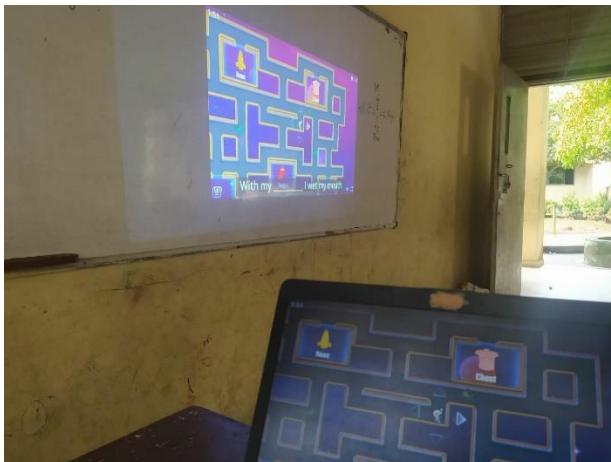STUDENTS PRACTICING READING
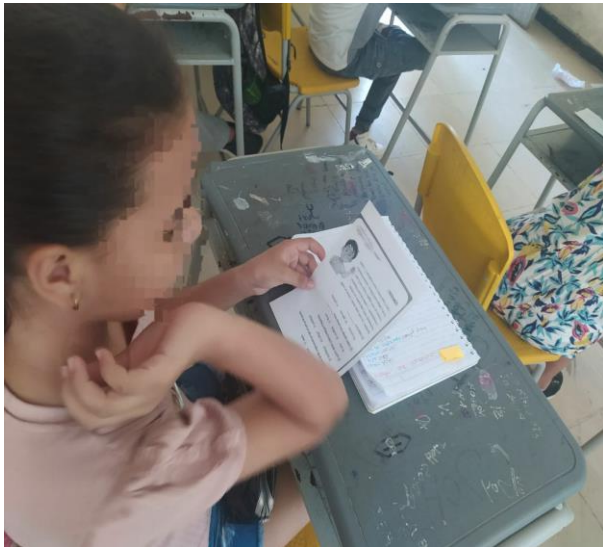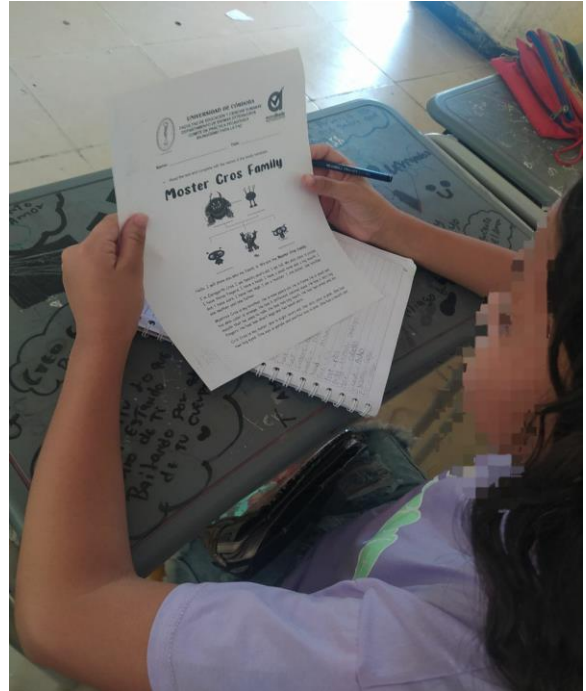
APPENDIX #5

OUTDOOR ACTIVITIES - LOOK FOR THE TREASURE

APPENDIX #6

USING ICTs

APPENDIX #7

THE TREE OF EMOTIONS

APPENDIX #8

TEAMWORK

APPENDIX #9

TEACHER AND STUDENTS