

**INTERNSHIP AT CDC EL RECUERDO, UNDER THE FRAMEWORK OF
CÓRDOBA TRANSFORMADA: MIS PRIMEROS PASOS -SPEAKERS**

FINAL INTERNSHIP REPORT

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INGLÉS**

MONTERÍA – CÓRDOBA

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**INTERNSHIP REPORT SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER**

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ABSTRACT

The purpose of this report is to put in evidence my experience, personal and professional growth gained, as well as negative implications and limitations presented when designing material as an intern at *Córdoba Transformada*, specifically in *Córdoba: Mis Primeros Pasos - Speakers*, an internship program held by The University of Córdoba, in Montería, Colombia.

The purpose of the internship was to teach English as a Foreign language to children from a Child Development Center named *El Recuerdo*, located in the southern part of the city. Nevertheless, COVID-19 emergency alert arose and the CDC closed its gates. Preceding its closure, this internship requirement changed, Speakers team was asked to design material implementing virtual educational tools to be developed when conditions permit. The aforementioned material resulted to be a project reflected in a macro unit whose main goal is to assure a meaningful English first encounter to early aged kids.

My report is focused on an EFL association implementing methodologies such as Phonics in Early Childhood, Project-Based Learning (PBL), Total Physical Response (TPR), and English in Early Childhood supported by approaches and pedagogies explained in detail in the following chapters.

Keywords: *Phonics in early childhood, Project Based Learning, Total Physical Response, English in early childhood, experience, Internship, Child Development Center*

1. INTRODUCTION

An internship is a short-time job training experience often offered to undergraduates or final year students to gain fruitful experience in a specific time and real context. Interns are required to accomplish experienced hands and precise duties connected to their current field of study. This report describes my positive experience as an intern at Speakers in *Córdoba Transformada*. The University of Córdoba offers several options for students to graduate, one of them is the macro project *Córdoba Transformada* that commenced at the university recently. One of its branches started in 2019 and is known as *Córdoba: Mis Primeros Pasos* – Speakers, a project that was proposed by the university and received total support from the *Bienestar Familiar* as an early childhood protector entity.

This project aimed at the assistance of certain aspects such as education, guidance, support, to toddlers from 2 to 4 years old in a Child Development Center of Montería known as *El Recuerdo* located in *Los Recuerdos* neighborhood, a vulnerable zone of the city where families, unfortunately, require basic needs. The main goal of this program is to support toddlers' learning process by constant interactions (twice a week); in this concrete case, it focuses on teaching English as a Foreign Language. Since the Ministry of Education establishes formal education starting from transition, the ICBF does not allow schooling on these kids, therefore, this program works more as an early childhood association with the language, which has brought good results from the last group of interns who developed the internship. The duties for us are to deepen and enhance the learning process to conduct the project in the best possible manner, following the same lines from the last internship. Though I'm not an expert on education at this age, I took the time to train myself through online

courses and follow my Speakers' tutor pieces of advice to plan and design material according to the kids' special needs.

This CDC receives kids from 7:00 a.m. to 3: p.m., at that time, they receive educational stimuli from different fields such as Spanish, arts, and English. Kids are provided with meals and snacks at scheduled hours, and entertainment at the recreational areas; on that basis, they are expected to spend an enjoyable moment far removed from the vulnerable reality they live in. My purpose there was to work in two classrooms with approximately 20 kids, in the company of the Community Mothers in charge. This CDC is supplied with enough audiovisual educational tools that can be used when working with the kids, as an intern, I should make use of both: given and self-made material for my lesson-planning. Based on the few meetings I had with the kids from the CDC, and standing upon the results obtained from the checklist designed by the current Speakers' team, a macro unit that contains PBL as the umbrella term was designed.

I decided that my internship would aim at the development of phonics in early childhood by using a Total Physical Response methodology through an English association, and the expected common product is a final event where kids perform what they learned from the sessions.

This report contains every significant detail of my internship. It is divided into several chapters. Chapter one corresponds to the introduction. Chapter two describes the pedagogies I found convenient using after having observed and interacted with the kids at the CDC. Chapter three narrates all the teaching methodologies and procedures taken into account to develop this internship. Chapter four is about the results, which are now known in this case as experiences. Chapter five includes conclusions and recommendations after developing the

internship, and the limitations presented through the development of the internship. And last but not less important, there are references, annexes, and appendices, which include evidence, lessons, and materials used.

2. PEDAGOGIES

This chapter has the purpose to define the most important concepts considered to the material designed in this internship. After having observed and interacted with the kids in two meetings before the whole COVID- 19 situations occurred, I decided that my internship would aim at developing phonics in early childhood by using Total Physical Response methodology through an English association in the process of learning English as a Foreign Language. As mentioned before, ICBF does not allow formal education in these kids, for that reason, the Speakers team follows the project planning guidelines that the CDC has worked with up to this point. For this to be effective, interns from the current Speakers team, along with Speakers professors in charge, designed a macro unit that gathers each chosen matter at issue, following a project-based learning design; even though it will not be followed as a whole due to the limitations, this model seems to be suitable for the situation, it is an effective vehicle that would lead interns to obtain good communicative products from youngsters at the end of the internship, reflecting the vocabulary and activities carried out.

2.1. Phonics in Early Childhood

According to Adoniou (2017) phonics is the matching process of sounds to letters. In other words, phonics consists of learners making a close relation between phonemes and graphemes. Therefore, when learning to read and write in English, kids have to develop this ability, and professors must understand there are two main approaches that should be taken into account when teaching phonics, those are synthetic and analytic. Besides, it is important to mention that the process of learning phonics starts with kids' range age from 2 years to 4 years old.

The main reason why I want to develop phonics in early childhood is that getting familiarized with the phonemes of the target language at that age fosters the literacy process of the student, even at that early age when children have not developed the ability to speak. However, it is known that teaching and learning phonics in English brings with itself multiple challenges whether in native or non-native kids. In order to teach phonics to youngsters, one must be aware of the following: “English is not a phonetic language, sounds are free, knowing sounds is not the same as reading” (Adoniou, 2015), nevertheless, early phonics association and instruction help the child starts developing phonological awareness.

Awareness of the relationship between letters and sounds begins in kindergarten. Phonics refers to the relationship between letters (graphemes) and sounds (phonemes) in written words (Mesmer & Griffith 2005). In English, there are 26 letters (graphemes) to represent about 44 sounds (phonemes). It is a complex process for kindergarten children to make this link between letters and sounds. (Queensland Curriculum and Assessment Authority, 2014)

Though phonics is a topic that really catches my attention, it was difficult to find research regarding phonetics in early childhood since most literature is directly related to literacy in the children's first contact with the language.

According to (Queensland Curriculum and Assessment Authority, 2014) phonics is considered a holistic approach from an investigative perspective, she says that phonics is not studied as a standalone in the kindergarten years, but it is embedded through a whole literacy program. She also states that in research, specifically in the area of literacy, kids learn best through play-based interactions with other people, in the case of this internship, other adults, and children. Said another way, the play-based approach fosters the development of oral

language and phonological awareness. Although kids from CDC cannot yet develop phonological awareness, they will indeed explore new letters and sounds as much as the teacher provides them.

In this report, phonics is intended to be taught by means of TPR using songs, I believe music is the best manner to stimulate kinesthetic, audio, and visual learning styles as a whole.

Music can transform classrooms into positive learning environments where children thrive academically, socially, and emotionally. Providing children with structured and open-ended musical activities, creating an atmosphere of mutual trust and respect, and sharing the joy of creativity all are foundational to bases for the growth and development of the early childhood learner. (Paquette, 2008).

Children's early age is a positive feature in phonics because once trust is built, they will fully express and communicate with their surroundings.

2.2. TPR (Total Physical Response)

It is a language teaching method developed by James J. Asher, Ph.D., an emeritus professor of psychology. His method consists of the total coordination between physical movement and language. In my view, this is an effective way to teach English to toddlers and early years of schooling, long before kids develop the ability to speak, they listen, watch, and imitate what they receive from their parents as well as their surroundings. On that basis, according to (Asher 2007; Curtain and Dahlberg 2010; Larsen-Freeman 2004; Morley 2001) as cited in Savic (2014, p447):

Total Physical Response (TPR) is a method of teaching a foreign language (target language) by developing listening comprehension through a series of commands to which

students respond with physical activity. It was founded by James Asher, a professor of psychology, in the late 1960s and is still considered and used as a valuable linguistic tool in teaching a target language, especially in initial stages of instruction. It combines language and gesture, thus making language acquisition more natural and memorable.

This method takes into consideration three essential learning styles in the beginning stages of language acquisition that are: visual, auditory, and kinesthetic, these will help the kid recall the information easily since it will be associated with the body language, for that reason, when kids receive stimuli from each of the sense hopefully, they will remember. When using TPR in a classroom, teachers must know their role is active and the teaching has to be students learning paced, in other words, teachers have to take into consideration students' level to prepare their lessons accordingly, otherwise, it would be a problem because students will not follow professor's commands and neither modeling. According to Asher (2007) as cited in Savic (2015, p.448):

Learning a target language should be similar to native language acquisition: in learning a native language, comprehension comes before speaking and a child first responds to commands physically, and only later verbally; as affective factors are very important in learning, teachers should create a comfortable learning atmosphere to lower the affective filter and to help to learn; gestures should be combined with listening comprehension to increase long-term retention.

In this regard, my lessons focused on getting responses from kids by following commands after the TPR method. Additionally, one must never forget to create an adequate environment in a manner that toddlers feel confident enough to respond and act freely through the EFL learning process. It is in this early stage that students focus on learning

vocabulary rather than structures, in this case, children will learn expected vowel sounds employing songs and the vocabulary that these include.

Additionally, when implementing TPR in classes, it is necessary that teachers design their commands, and be careful when using them, because each command would have its function. Bearing that in mind, it is important to highlight that, according to García (2017) one of the most common commands is “Mouth point, ear cup” as she mentions, it consists of body language communication with the students when she wants students to repeat what she says she points her mouth and speaks, then, when she wants students to repeat what she said she cups her ear or puts her hand behind her ear. Nonetheless, she emphasizes that there is a common misconception with that command, it is that most teachers point at their mouths every time they speak, this is a mistake because it will only confuse the student since they have already understood that the action means they have to repeat what the teachers say. It is important not to forget that repetition must be used, one should repeat a single word three or four times until the student gets familiarized and feels prepared to physically or verbally responds.

I believe the effectiveness of this method relies on the fact that “TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf.” (Asher, 2012). The professor affirms that this process is visible when it is observed how infants adopt their first language. He says that it is because of a “unique conversation” between infants and parents, for instance, “the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" Dr. Asher calls this "a language-body conversation" (Asher,2012)

He calls it that way because after the parent speaks, the child answer with a physical response. This principle suggests that eventually, infants will not yet speak but they will be “imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language.” (Asher, 2012)

2.3. Project-Based Learning (PBL)

This students-centered pedagogy was chosen by the current Speakers team to follow the same guideline that community mothers have implemented in the CDC *El Recuerdo* since its founding. Also, to follow the Colombian law, (decree 2247, chapter 4) which demands that educational establishments which serve preschoolers’ education to children under the age of three should address it according to an institutional educative project, complying with the current legislation and basic requirements as good health condition, nutrition, and child welfare.

As future teachers, it is relevant to take into account student’s range age when designing lessons, select activities suitable to their level and in line with their learning pace, those activities should foster student’s social, motor and linguistic skills, that said: “Project-Based Learning is a teaching strategy that uses real-world learning activities to engage student interest and motivation.” (Charter, n.d.), in this regard, kids will have their first encounter not only with the language but also with collaborative work and communicative skills even if they cannot speak. “Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom” (Drew Charter Senior Academy, n.d.) in this internship, the essential question or problem is replaced

for an early implementation to the language, because of their ages it is not considered a problem but as a learning process which is just initiating.

I find PBL quite suitable for this internship because it suggests that “teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods. PBL is more student-centered, versus the traditional model with the teacher at the front and center of learning.”

In this case, the structured project plan is the collaborative macro unit that incorporates all five interns’ methods along with the CDC work line. As for my focus, I take advantage of this pedagogy because through it I can develop a variety of learning styles, in my case kinesthetic, audio, and visual when working with TPR.

(Drew Charter Senior Academy, n.d.) also affirms that:

A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development, and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams.

I support those findings regarding the “long -term retention, skill development and satisfaction of students and teachers” because this internship is intended to be developed not only to be children’s first encounter with the language but also to make it meaningful for personal growth and future social development.

2.4. English in Early Childhood

Children from CDC range ages are between 2 and 4, at this age, more than motivation to learn, these kids need to feel confident in their learning environment, for that reason I believe it is relevant to build trust with them before working with them. According to one of the virtual courses I took in my professional growth process: English in Early Childhood by the British Council, the process of “enabling environments” is vital. First, it is recommended to know well the children and meet their individual needs, which is something I fully support, space and time makes possible to interact and absorb every detail from them. Second, stimulate children with age-appropriate resources, which is intended to be done in the lesson planning. Third, provide rich learning opportunities through play and play-based activities. And last but no less important, risk-taking, the CDC has recreational areas where children can play and have fun between classes, it is in that moment when teachers must support children to take risks and explore their surroundings.

Without leaving aside the motivation, teaching to early aged children require activities that engage their interests, in consequence, the teacher will capture their attention and they will have a purpose, in best cases, they will get involved in what they are doing and not realize they are performing activities in English. On that basis, I chose to work with songs because I could join the vocabulary with actions illustrated during performing the choreographies of these songs.

This course also showed pieces of evidence of FL learners that were the same ages of kids from the CDC, in those videos they played with their teacher and repeated her modeling without even noticing they were using English to communicate and sing.

In the fifth week of the course, I found an approach that captured my attention, it is The Key Person approach, according to the course, the approach was introduced to all Early Years Foundation Stage settings in England in 2008, it consisted on making mandatory that every child had assigned to them a named member of staff to support their development and maintain contact with the child's family, making the comparison with a Colombian context I believe the key person would be represented by the community mother each classroom has. From this week of the course, I recall a video from which I discovered a statement that sums up the function of a key person in these early years: "A child whose needs are met, learns better." (Gilmour, n.d.)

In early childhood education, activities designed to teach English have to be valuable, in week fourth of the course, they underlined the importance of meaningful learning. The former statement leads me to emphasize that community mothers from CDC do plan their sessions, however, their topics and planning are not adequate because although children receive stimuli from different forms, concepts and activities do not reflect much significance. As an intern, my function is to design lessons where children can make a valuable connection between what they are doing and the vocabulary they are in contact with.

Among all the duties a teacher has to accomplish, assessment is one of the most relevant, it is through assessments' results that teachers plan their following session, after identifying strengths and weaknesses to continue children's learning process. In the sixth week of the course, it was introduced a new concept, a cycle that would assure to be the "heart of effective early years practice". According to (Early Education, 2012, p.3) the cycle contains three parts: the first one is observation, in this part is where the teacher will stare at the child and describe what is being seen, the children are observed as they play, move, walk, and speak,

in the meantime, teachers listen, take note and analyzes kids' interests, strengths, weaknesses, abilities, and existing knowledge. The second part is assessment, it is where teachers examine the potential of each child. In this stage it must be taken into consideration that children's rates of development are highly varied in early childhood, for that reason, teachers must follow their evidence and state what children can do instead of what they cannot.

Last but not less important, it is described as the planning part. It states that once teachers have completed both former steps and based on the knowledge they have, teachers must have an idea of their students' learning styles, weaknesses, and strengths, on account of that information teachers must plan according to their students' needs.

3. METHODOLOGY

In this chapter, I am presenting the methodologies and procedures I used during the internship process to implement strategies that meet students' needs. As a pre-service teacher, and as a student I have learned that nowadays it is better to teach under the influence of a student-centered approach together with a holistic approach. Based on the foregoing, children will not only develop academically but also, they will have the ability to survive in the real-world challenging settings. As future citizens, they will have to meet difficulties and overcome them appropriately, for that reason, I try to foster their early values through this internship. Based on my experience, I believe these approaches allow students to explore more on their abilities and capacities.

As a teacher, I am caring, kind, spirited, active, sociable, and talkative. I enjoy making my classes a place where students learn and have fun at the same time. Having said that, I believe caring is the main aspect that remains on students' memory. I think it is the most effective technique to draw their attention and maintain it for long, students will recall that as a teacher I have generated interest in their preferences, which is something that encourages them to feel confident enough to express themselves with no limitations in the classroom.

Together with Speakers interns' team, it was created a checklist (APPENDIX A) before going to the CDC for the first time, this checklist included certain features children would respond based on their ages. The aforementioned checklist also included some features that were based on TPR methodology, it was a mostly physical response to teacher's stimuli; fortunately, in the two groups that were assigned to me, I had kids with whom I would have perfectly implemented a TPR method in classes if the COVID-19 had not arisen.

As interns, the Speakers team follows the guidelines provided by the CDC and decides to design a macro unit with a specific product (the final event where children will perform what they would have learned from the sessions according to their levels and ages). This macro unit includes three of the seven dimensions that obey a regulation on the Colombian law. That said, the three dimensions are corporal, motor, and linguistic. On account of the work in conjunction, it was decided to design four lessons per intern, following this and the virtual training courses I did during my professional growth, I decided to develop an early phonics association by learning certain vowel sounds.

Having applied that checklist helped me understand which kind of activities children would like to accomplish, my kids were very musical and active, the majority followed my commands and danced with me choreographies each time I sang songs to them, bearing that in mind, I considered designing by teaching the vocabulary that included learning the vowel sounds through music, learning choreographies, singing-along, following the commands and sitting around the circle kind of activities. My purpose as a teacher there was to make students have their first encounter with the language, taking into account their levels and social setting, however, I truly feel that the success of performing the presented commands relies of the how confident kids feel in the presence of their professor. As long as the trust is built, children would perform the commands as expected and express themselves freely through the sessions.

My lesson plans are divided into three main stages: warm-up, core activities, and closure (APPENDIX B). In the first stage, the teacher gets students' attention with any educational resource that relates the objectives and the topic to work in the session, it could be a song, a short chant, a video, or any other resource that stimulates students' cognitive, motor, and

language skills. Also, this stage can be used for short reviews from the last session, in other words, for testing students' knowledge. In the second stage, students get to develop the topic and the most important activities the professor previously designed, following the lines of the macro unit, and the specific objective of the lesson, in this case, students would learn certain vowel sounds through songs, making use of TPR methodology. As for the third stage, teachers will apply formative assessment to the children and identify strengths and weaknesses. These lessons do not have the same duration that a regular lesson would have, it is because certain aspects as children's age and availability of time/space would not permit it. As mentioned in chapters before, kids have a schedule to follow during the day and interns must work on that basis.

In the former semester, interns were required to describe a chart where they evidenced the activities they conducted during the development of the project. Nonetheless, due to COVID -19, rules have been slightly adapted to the emergency. This time, bearing in mind the possibility to perform meaningful and useful material designed when conditions allow it, the Speakers team was required to provide evidence of their professional growth evolution.

Figure 1.*Chronogram of activities – Internship 2020 I*

	UNIVERSIDAD DE CORDOBA FACULTAD DE CIENCIAS HUMANAS			
	CRONOGRAMA DE ACTIVIDADES PROGRAMA "SPEAKERS" CORDOBA TRANSFORMADA			
	Estudiante:	María Camila Parra David		Fecha:
	Asesor:	Jaime Nieto Caballero		
	SEMANAS			
Lunes	Martes	Miércoles	Jueves	Viernes
Online Courses -Future Learn (Teaching Phonics in Early Childhood) 2hours	Lesson Planning	Meeting with Speakers' Coordinators - 2hours	Online Courses -Future Learn English in Early Childhood) 2hours	Assessor meeting - First interns' meetings
Online Courses -Future Learn (Teaching Phonics in Early Childhood) 2hours	Lesson Planning	Meeting with Speakers' Coordinators - (Workshop: designing children activities)	Online Courses -Future Learn English in Early Childhood)	Second virtual interns meeting
	Lesson Planning	Meeting with Speakers' Coordinators - (Workshop: framing resources to kids)	Online Courses -Future Learn English in Early Childhood)	Assessor meeting - Updating Report (2h)
	Lesson Planning	Meeting with Speakers' Coordinators - (Workshop: Useful ideas for teaching Children)	Online Courses -Future Learn English in Early Childhood)	Assessor meeting - Second Virtual meeting - Writing workshop
	Lesson Planning	Meeting with Speakers' Coordinators - (Updating Report)	Online Courses -Future Learn English in Early Childhood)	Assessor meeting -Updating Report
	Lesson Planning	Meeting with Speakers' Coordinators - 2hours (Updating Report)	Online Courses -Future Learn English in Early Childhood)	Assessor meeting - Updating Report

As evidenced in the chart, to enhance and reinforce knowledge and teaching abilities, the Speakers team went through online training courses. More than a personal and professional benefit, those courses helped me support my focus developed in my lessons and collaborative unit. They widen my perspective concerning early aged education.

4. EXPERIENCE

This internship has been a whole new experience for me, it has been rife with difficulties from the very beginning up to now.

First and foremost, I believe I have learned what being a professional teacher represents, as an educator it is known one should never have only one plan, but plan b, c and so forth; the plans I had as an intern changed due to the pandemic condition worldwide; education is one of the fields that had to adapt quite quickly in this emergency, and so did Speakers current team. From the moment the emergency warning message was spread, I understood one must be in a constant training process, that way when emergencies arise, one would be prepared to overcome them accordingly.

That said, I believe it is a pity that this internship cannot be fully exploited, however, it did not stop me from working. In response to the current world's necessities, I was bid to design educational material, specifically, lesson plans, that included technological tools. Nonetheless, planning classes under a technological foundation is far from reality because; on the one hand, taking the location (vulnerable zone) and social settings of the project's belonging families into account, the vast majority neither have internet coverage (and if they do is very scares and precarious), nor have the required technological devices to receive a formal virtual education. And, on the other hand, children range age makes it impossible for them to manipulate gadgets.

In regards to my personal growth, I can openly express it was a fulfilling opportunity to have visited the CDC, and have interacted with the kids. Even if I went there only twice, since the moment I first interacted with the kids, I could notice that it was going to be a challenging journey. To my way of thinking, having been there opened my mind towards early childhood education and the demanding responsibility it entails in my professional and personal growth. At that age, children absorb the most from their surroundings, which means those first years are crucial in their learning process, and as teachers, one should take advantage of it.

For the designing of my lessons, the Speakers team and I had a few meetings to decide the general approach. The umbrella term is PBL, based on it, a macro unit was designed, this unit includes language functions, objectives, and teaching points that generalize all five chosen interns' methodologies (APPENDIX C). Children from the CDC range age is from 1 to 4 years old, they are part of an early childhood education or a pre-scholar education, which leads to understanding their learning process is directly affected by 7 dimensions: socio-affective, corporal, cognitive, communicative, esthetic, spiritual, and ethic. The macro unit was made aiming at the development of three: motor, corporal, and linguistic dimensions. Through this unit, it would be possible for interns to design lessons that foster kids to enhance and grow certain abilities without even noticing. Toddlers would be in direct contact with the language expecting them to learn a minimum of five words per group. All of the lessons include sample responses to basic stimuli associated with the language. Kids would follow commands, learn choreographies, dance, sing, play, perform hands-on activities, and so forth, to achieve the results expected from the

collaborative unit: the performance of all groups presenting what they would learn with each intern.

This unit counts with the designing of four lessons, with a total of eight hours. In the lessons, interns will reflect on what was previously mentioned. It is important to clarify that assessment in kids this age is through active participation during the sessions and in the third stage of the lessons (closure).

When designing my lesson plans, I followed the guideline my methodologies and approaches drew. As my purpose is to toddlers have their first contact with phonics, I will teach specific vocabulary that evidence above-mentioned sounds. This will be through songs, choreographies, and commands.

The methodologies I have mentioned throughout the whole report are Phonics in Early Childhood, PBL, TPR, and English in Early childhood. First and foremost, PBL is the big approach Speakers' team decided to work with during this internship; on that basis, all Speakers team addressed to get the same product. However, it was not the only reason why that decision was taken. Since its very beginning, The CDC *El Recuerdo* has worked under the basis of the PBL approach and it has brought positive outcomes. As interns, it was required to follow that guideline when planning, bearing in mind that according to the *ICBF* schooling is not allowed in these kids. Yet, it does not mean Speakers' current interns cannot plan meaningful material that reflects certain methodologies based on the above-mentioned dimensions. It is important to clarify that although a macro unit and lessons were designed, they were not implemented because of the pandemic and the limitations it brought with itself.

Among the four lessons Speakers' current team was required to design, I decided that the one that best reflects my focus in this internship and evidences the chosen methodologies and approaches is the second, (APPENDIX D).

With the intention of describing my lesson, I will first start with the upper section of it, which contains the objectives, teaching points, and language functions to apply during the session.

Figure 2.

Upper part of 2nd lesson plan, CDC El Recuerdo, 2020 I

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Recognizes and responds to the teacher's greetings: "Hello/bye" Participates actively and peacefully of the teacher's dynamic. Sings and dance to "Clap Your Hand" Responds to commands associated last class 	<p>vowel sound /æ/</p> <p>Clap Hands Pat</p> <p>Clap Your Hands Action Songs for Children The Kiboomers https://www.youtube.com/watch?v=C3c8fzbsfOE</p>

In the first square, it is evidenced the common product that was intended to obtain by the end of the internship, the second one evidences the objectives I proposed for the session, those are mostly physically responses to teacher greetings and modeling exposed the last session. In the third square are evidenced three of the five words I want children to get familiarized with, all of them have the same vowel sound and are included in the song they will work within the following stages.

My lesson plans are divided into three stages: warm-up, core activities, and closure.

teacher will try students to get familiarized with the vocabulary in different manners, the teacher will first take out three flashcards (APPENDIX E) that represent the actions that children will copy later on. The professor makes use of Monkey and motivates students to pay attention to what is being said, the teacher will pronounce the three words more than 4 times each one, all that using Monkey as the person who is directly communicating with the kids.

After that repetition, kids must be a bit more motivated and familiarized with the words, it is then when the teacher makes use of the video beam and projects the proposed video, such video is a choreography of kids dancing to the vocabulary, the teacher will first dance to the choreography with Monkey's help, this is done for the students to feel the teacher is including herself in the dynamic, it motivates them to participate and builds trust.

Figure 5.

Third stage of a lesson – 2nd lesson CDC El Recuerdo, 2020 I

<p>Closing</p> <p>After finishing, the teacher communicates the session is over and waves "bye" to them through Monkey in a joyful way. up to this point toddlers might recall last session association to greetings, for that reason she pays close attention before she leaves the classroom to check if they follow her or not. After that, she walks out and the session is officially over.</p> <p>The assessment in this session relies on students' responses to the first session's greetings and an active role following the teacher's current modeling.</p>	<p>Monkey</p> <p>Teacher's voice and body language</p>	<p>5 mins</p>
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It is in this stage when professors assess their students' learning process, they pay close attention to every detail and analyze it later. As I apply the TPR method, it relies on the basis that every positive response from the infant (physical or verbal) after the stimulus counts.

During this session students will have worked with Monkey, the fluffy toy, a character that I believe will help kids to feel motivated and engaged to pay attention., besides, I decided to reinforce greetings and model them for the kids once again, Monkey works perfectly as an attention and motivation getter.

I think it is worth stressing that it was required to plan under the basis of technological tools, but, as it is known, kids from CDC cannot receive formal online education due to their ages and lack of technological gadgets. Bearing that in mind, I repeatedly represent virtuality in my lessons through resources as online uploaded YouTube videos, video beam, and speakers.

Following Speaker's teachers' pieces of advice, I went through an online training course related to my focus on the methodology. More than a personal and professional benefit, those courses would help me to support my emphasis developed in the lessons and the collaborative unit.

The first course I took was Teaching Phonics in Early childhood (APPENDIX F) it lasted two weeks, and was of great help for my understanding towards phonics and how it is taught to youngsters, the main objective of the course was to explain the relationship between letters and sounds through play-based pedagogies on basis of its importance in early aged kids' literacy development.

The second course I took was English in Early Childhood (APPENDIX G), this one lasted six weeks, it was very useful since it provided well-explained information, videos and guidance, also, it helped me differentiate the importance of understanding learning styles before designing material. I learned strategies I did not know existed, were useful and suitable for early aged kids.

5. CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

This internship has been an exceptional opportunity to me, it has enhanced my personal and professional growth. As an intern, I feel grateful to have worked in the macro project *Córdoba Transformada: Mis Primeros Pasos – Speakers*. This experience put me through challenges I would have not overcome by any other means. It allowed me to go through training courses, which guided me to deepen into the methodology I used for the material designed and presented in this report, specifically in early aged education.

My degree does not emphasize its teaching in the early childhood branch and that is a matter of issue I would support to be implemented in the curriculum knowing that an internship deepens in it. Having virtually trained myself in this matter will doubtlessly enrich my role as a teacher and has widened my perspective concerning education.

I must admit I was very excited about the achievement of this internship under normal conditions, mainly because it represented a challenge for me as a pre-service teacher. I had never taught English to kids whose age range would go from 2 to 4 years old, Also because from its commencement, I was eager to apply this early English association, particularly related to my focus on phonics under the basis of TPR. In my previous practicums, I had the opportunity to fulfill the role of primary and secondary teachers at public schools, and it is a very different context. Nonetheless, I am very grateful for having had the opportunity to accomplish my internship despite the difficult situation the world is facing.

This internship was held under new requirements and parameters, yet, it was challenging for me. I was able to self -assess my learning and teaching style, I understood one is in a never-ending the learning process, and I decided that philosophy is exactly the one I want to teach my future students. I am grateful and glad I could visit the CDC and get to know how

community mothers apply their knowledge, guidance, and care to these infants, their dedication and willingness is remarkable.

This report represents a part of the current Speakers team contribution to the CDC, it will be stored in the files of the place, and it might be of great help and support to future interns whose conditions are quite similar to the present internship. Interns who have the opportunity to accomplish the goal proposed in this report must have certain English level to comprehend and make their contributions, in addition to the foregoing, they must take into consideration the methodologies and pedagogies previously explained.

The whole world has been affected by the pandemic that arose in the first months of the year and spread massively to Latin America in the past four months, COVID-19 has brought within itself panic and considerable changes to the humankind. Education is one of the fields that had to rapidly adapt to this emergency, for that reason, this internship was also affected and I believe it was one of the main limitations found during the fulfillment of this journey.

Another limiting feature for me is virtuality, as a result of the pandemic, the national education system had to adapt itself to these new virtual challenges, but that was something impossible for these kids. They do not have the resources, nor the age to manipulate technological gadgets and receive formal education through technology. Nonetheless, one of my requirements as an intern was to implement such technological tools in my planning and material design, and it was so.

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APPENDIX

APPENDIX A: Checklist designed by the interns and applied to the children

STATEMENT	ALWAYS	USUALLY	HARDLY EVER
Students recognize their English teacher			
Students follow instructions.			
Students pay attention to the teacher			
Students respond to teachers' modeling			
Students physically and verbally respond to teachers' modeling.			
Students repeat when it is necessary.			
Students show a positive attitude towards the English class.			
Students show interest in the activities proposed by the teacher.			
Students respect their partners and participate in group activities.			

APPENDIX C: *Interns collaborative macro unit*

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

PROYECTO MIS PRIMEROS PASOS-SPEAKERS EN EL CDI EL RECURSO

UNIT TITLE: JUEGO Y APRENDO **MODULE:** 1 **NUMBER OF LESSONS:** 4 **TOTAL TIME:** 8 hours

Basic Learning Right(s): -Reconoce normas sencillas -Asocia imágenes con sonidos de palabras - Identifica, repite y utiliza palabras asociadas con su entorno inmediato - Comprende y responde preguntas muy sencillas sobre sus datos personales, tales como su nombre, edad y color preferido.	Module Goal: Los estudiantes siguen instrucciones de la dinámica de la clase de inglés al participar en juegos individuales y grupales.	Language functions: Greetings Saying goodbye Expressing likes (limited to the age, context and previous knowledge)	Objectives: Los estudiantes siguen normas en inglés Los estudiantes participan en juegos individuales y grupales. Los estudiantes siguen instrucciones sencillas
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PROJECT	Dimensions	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Project: Los estudiantes trabajarán en conjunto para presentar una canción, juego y/o dinámica propias de su edad para demostrar el vocabulario y el conocimiento de la lengua aprendido durante las sesiones del proyecto.	Corporal: Los estudiantes utilizan el lenguaje corporal para expresar las acciones e instrucciones aprendidas Lingüística: Los estudiantes verbalizan sonidos y palabras en inglés. Motora: Los estudiantes desarrollan habilidad de motricidad fina y gruesa a través de las actividades propuestas.	Colors Numbers Shapes Animals (limited vocabulary)	Hands-on activities: -Decoración figuras para identificar colores, animales y objetos. -Hacer uso de los sentidos para participar activamente de la clase. Outdoor and indoor games: -Realización de juegos y rondas para el reconocimiento de instrucciones -Escuchan cuentos (story telling) con el apoyo de títeres de dedos (finger puppets) y videos para participar activamente en la historia. -Listening activities: -cantar canciones para aprender el vocabulario, identificarlo y pronunciarlo adecuadamente a través de videos o grabaciones.

ASSESSMENT: Formative assessment

La evaluación formativa estará presente durante toda la sesión ya que se mide la participación activa de los niños (de acuerdo a la checklist propuesta).

RESOURCES AND MATERIALS:

Pictures

Video beam

Online resources

OBSERVATIONS AND COMMENTS: Some stages of the class will vary according to the groups and needs.

DATE: ____ / ____ / ____

Formative Supervisor's Signature

Advisor's Signature

APPENDIX D: 2nd Lesson CDC, El Recuerdo



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

TEACHER: María Camila Parra David

INSTITUTION: CDC El Recuerdo

GROUP:

HOURS/WEEK: 2

UNIT TITLE: Juego y aprendo

LESSON DATE:

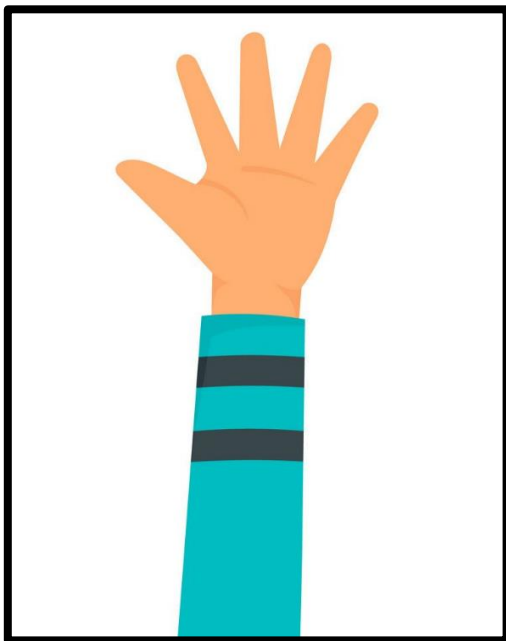
TIME: 1h

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Recognizes and responds to the teacher's greetings: "Hello/bye" Participates actively and peacefully of the teacher's dynamic. Sings and dance to "Clap Your Hand" Responds to commands associated last class 	<p>vowel sound /æ/</p> <p>Clap Hands Pat</p> <p>Clap Your Hands Action Songs for Children The Kiboomers https://www.youtube.com/watch?v=C3c8fzbfQIE</p>

Warm-up	You will need	During
<p>Last session toddlers worked on English phonic association while singing/babbling/dancing to "Stand up/Sit down song" and greetings: Hello/bye. For that reason, the teacher again waves to the word "Hello" with joy and excitement expecting to find a response from them to know they have already associated sounds with actions. Then, she again sits on the floor and interacts with them for some minutes.</p> <p>-Meeting Monkey</p> <p>This time, the teacher carries a fluffy toy with her, it is a monkey, as the toy might be attractive to them, she uses it as a mean to communicate vocabulary in this session as if it was a puppet. It is named Monkey, and she tells them Monkey will be their teacher/special friend that class. At this moment, toddlers interact and meet Monkey, which is also useful as an attention-getter.</p>	<p>Teacher's voice</p> <p>Meeting Monkey fluffy toy</p>	<p>10 mins</p> <p>5 mins</p>
<p>Core activities</p> <p>After meeting Monkey, the teacher proceeds to show students the session's vocabulary corresponding to a specific vowel sound. /æ/ = Hands - clap - pat</p> <p>Though Monkey, the teacher shows the students images that relate both vocabulary and actions in the song. She shows them a picture of a hand and says the word as if it was Monkey's voice, meanwhile teacher models actions so they repeat them as they see them, she does the same with the other two words until kids repeat all three words and associate them with their sounds.</p> <p>After practicing the vowel sound and the words, she then proceeds to organize the classroom to play the video. In the meantime, she asks for help from the community mother to distract the kids.</p> <p>Once everything is set up, the professor makes sure students are willing to follow Monkey with the dancing and singing time, after that she plays the video and models the actions through Monkey fluffy toy. This song contains vocabulary explained and actions of them so that way toddlers follow it as they watch. The video will not be played completely, just the part that contains the previous vocabulary.</p>	<p>Flashcards with images Monkey's body language Teacher's voice</p> <p>Video beam PC Video Speakers Monkey Teacher's voice</p>	<p>10 mins</p> <p>2 mins</p> <p>25 mins</p>
<p>Closing</p> <p>After finishing, the teacher communicates the session is over and waves "bye" to them through Monkey in a joyful way, up to this point toddlers might recall last session association to greetings, for that reason she pays close attention before she leaves the classroom to check if they follow her or not. After that, she walks out and the session is officially over.</p> <p>The assessment in this session relies on students' responses to the first session's greetings and an active role following the teacher's current modeling.</p>	<p>Monkey Teacher's voice and body language</p>	<p>5 mins</p>

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

APPENDIX E: *Flashcards of respected vocabulary*



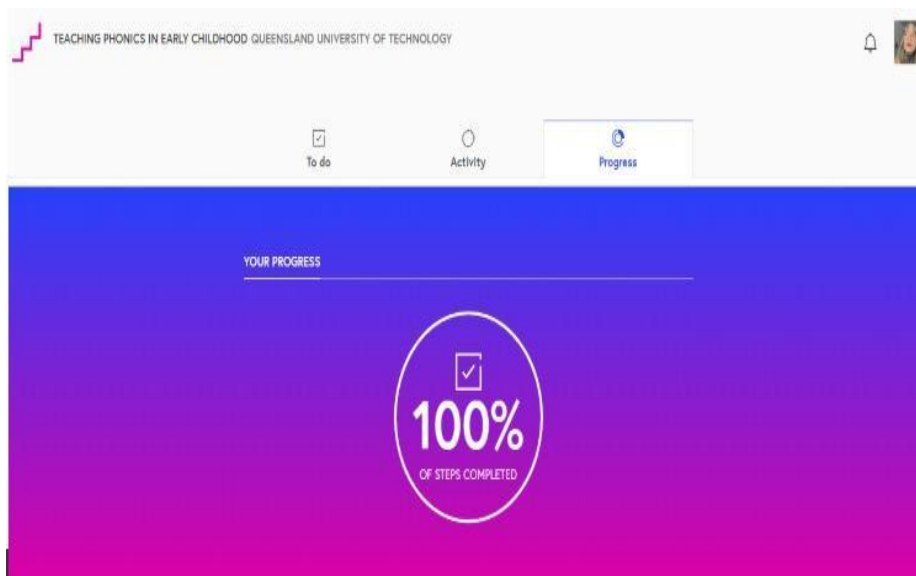
APPENDIX F: *Teaching phonics in early childhood – Future Learn*



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



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



APPENDIX G: *English in early childhood – British Council through Future Learn*



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



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



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



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



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



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

ANNEXES

Anex 1: 1st Lesson, CDC El Recuerdo



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

TEACHER: María Camila Parra David

INSTITUTION: CDC "El Recuerdo"

GROUPS:

HOURS/WEEK: 2 UNIT TITLE: Juego y aprendo

LESSON DATE: TIME: 1h

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Identifies the teacher's greetings: "Hello/bye" Recognizes words and songs in English Gets involved in the teacher's dynamic. Sings and dance "Stand up, sit down song" with the teacher 	Greetings and commands <ul style="list-style-type: none"> Hello/bye Stand up, sit down song, from Actions Songs for Children Kindergarten, Preschool & ESL Fun Kids English. https://www.youtube.com/watch?v=WsiRSWthV1k

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Warm-up	You will need	During
The teacher walks inside the classroom and greets the students saying "Hello!" with a big smile on her face, she repeats the word (hello) and wave her hand... that way toddlers identify it as a greeting. As they approach, she greets them with joy, after that, she helps them to sit in a circle (each on their sits), then she sits down in the middle of the circle, on the floor and starts sharing some words with them so as to start the session with enough confidence	teacher's voice	10 mins
Core activities <p>The teacher tells the students they will work that session on learning a song very interesting song, for this, they will have to copy her actions and repeat what she sings.</p> <p>She proceeds to organize the pc and video beam to project the video on the back wall of the classroom. She sets the speakers and organizes toddlers behind her so they can follow her dance. Then she plays the video and starts modeling the actions students will follow throughout the session. They will copy her singing and dancing. The song contains commands such as: sit down, stand up, turn around, one hand up, one hand down, jump, hop, run, and stop. But, they won't dance/sing it perfectly on this session, it only works as phonic association to the language and words in English.</p>	Video beam Video PC Speakers teacher's voice and body language	5 mins 35 mins
Closing <p>As they finish singing and dancing to the song, the teacher shares with them on the floor again, to listen to what they have to say (they are full of tenderness and they might want to babble or even speak about the session and the dancing time). After that, the teacher shows them with her hands that waving to the word "bye" and walking outside the classroom is also a greeting. For that reason, she models this time "Hello" as an entrance and waves differently when walking outside while saying "bye" for them to understand the actions and associate them with the words. That way she greets them goodbye and the session ends.</p> <p>The assessment in this session is made through the kids' responses to the activity developed in the "core activity" stage. If they do follow commands, it means they have understood.</p>	Teacher's voice and body language	5 mins 5 mins

Anex 2: 2nd Lesson CDC El Recuerdo



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

TEACHER: María Camila Parra David

INSTITUTION: CDC El Recuerdo

GROUP:

HOURS/WEEK: 2 UNIT TITLE: Juego y aprendo

LESSON DATE:

TIME: 1h

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Recognizes and responds to the teacher's greetings: "Hello/bye" Participates actively and peacefully of the teacher's dynamic. Sings and dance to "Clap Your Hand" Responds to commands associated last class 	<p>vowel sound</p> <p>/æ/</p> <p>Clap Hands Pat</p> <p>Clap Your Hands Action Songs for Children The Kiboomers https://www.youtube.com/watch?v=C3c8fzbsfOE</p>

Warm-up	You will need	During
<p>Last session toddlers worked on English phonic association while singing/babbling/dancing to "Stand up/Sit down song" and greetings: Hello/bye. For that reason, the teacher again waves to the word "Hello" with joy and excitement expecting to find a response from them to know they have already associated sounds with actions. Then, she again sits on the floor and interacts with them for some minutes.</p> <p>-Meeting Monkey</p> <p>This time, the teacher carries a fluffy toy with her, it is a monkey, as the toy might be attractive to them, she uses it as a mean to communicate vocabulary in this session as if it was a puppet. It is named Monkey, and she tells them Monkey will be their teacher/special friend that class. At this moment, toddlers interact and meet Monkey, which is also useful as an attention-getter.</p>	<p>Teacher's voice</p> <p>Meeting Monkey fluffy toy</p>	<p>10 mins</p> <p>5 mins</p>
<p>Core activities</p> <p>After meeting Monkey, the teacher proceeds to show students the session's vocabulary corresponding to a specific vowel sound: /æ/ = Hands - clap - pat</p> <p>Though Monkey, the teacher shows the students images that relate both vocabulary and actions in the song. She shows them a picture of a hand and says the word as if it was Monkey's voice, meanwhile teacher models actions so they repeat them as they see them; she does the same with the other two words until kids repeat all three words and associate them with their sounds.</p> <p>After practicing the vowel sound and the words, she then proceeds to organize the classroom to play the video. In the meantime, she asks for help from the community mother to distract the kids.</p> <p>Once everything is set up, the professor makes sure students are willing to follow Monkey with the dancing and singing time, after that she plays the video and models the actions through Monkey fluffy toy. This song contains vocabulary explained and actions of them so that way toddlers follow it as they watch. The video will not be played completely, just the part that contains the previous vocabulary.</p>	<p>Flashcards with images</p> <p>Monkey's body language</p> <p>Teacher's voice</p> <p>Video beam</p> <p>PC</p> <p>Video</p> <p>Speakers</p> <p>Monkey</p> <p>Teacher's voice</p>	<p>10 mins</p> <p>2 mins</p> <p>25 mins</p>
<p>Closing</p> <p>After finishing, the teacher communicates the session is over and waves "bye" to them through Monkey in a joyful way. up to this point toddlers might recall last session association to greetings, for that reason she pays close attention before she leaves the classroom to check if they follow her or not. After that, she walks out and the session is officially over.</p> <p>The assessment in this session relies on students' responses to the first session's greetings and an active role following the teacher's current modeling.</p>	<p>Monkey</p> <p>Teacher's voice and body language</p>	<p>5 mins</p>

Anex 3: 3rd Lesson CDC El Recuerdo



PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS

Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

TEACHER: María Camila Parra David INSTITUTION: CDC Rl Recuerdo GROUP:
HOURS/WEEK: 2 UNIT TITLE: Juego y aprendo LESSON DATE: TIME: 1h

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Recognizes and responds to the teacher's greetings: "Hello/bye" Recalls past commands: "Stand up/sit down/turn around" Sings and dance to "Clap Your Hands" (second part/vowel sound) Uses last session's vocabulary (clap/hands/pat) 	<p>Vowel sound /t/</p> <p>Blink Wiggle</p> <p>Video: Clap Your Hands Action Songs for Children The Kiboomers https://www.youtube.com/watch?v=C3c8fzbsfOE</p>

Warm-up	You will need	During
As usual, the teacher walks in and waves her hands while saying "hello" waiting for children's response so she knows they actually associated the greeting. For this session, the teacher has brought again the same song children danced to in the first class, she uses it as an ice breaker before starting the class, and also, she uses it to ensure if kids recall that commands vocabulary.	Teacher's voice and body language Speaker Phone with song Song (Stand up/sit down)	10 mins
<p>Core activities</p> <p>In this part of the session, the teacher makes sure students are willing to work, after that, the teacher proceeds to show students the session's vocabulary corresponding to another specific vowel sound: /t/ = Blink - wiggle</p> <p>The teacher will take out two images that illustrate the actions of the words, she will explain them to the kids and model them so as toddlers to repeat and get familiarized with the action. After that, the teacher sticks the images in the back wall, each one in one side (left/right), after kids are familiarized with the sound/word and image, the teacher will say out loud the word and the ones she orders, will go to the side that the illustration is stuck, she does the same with the other word until she realizes kids follow her.</p> <p>After they associate the words and actions, she plays the video on the video beam, and again they together dance to the part of the song that mentions the words already explained in the session. They all together dance/sing and babble to the song.</p> <p>Closing</p> <p>After finishing, the teacher approaches to the kids and tells them the session is over, she sits down on the floor with them, she listens to their babbles words regarding what they had just learned.</p> <p>Then, she stands up and leaves, but before, she waves her hands again while saying "bye" to them in a very joyful way waiting for their response. The session then is finally over.</p> <p>Assessment in this session depends on kids' response to greetings/commands/vocabulary from past sessions through actions, or following teacher's modeling.</p>	<p>Flashcards with illustrations of vocabulary Adhesive tape</p> <p>Video Beam PC Speakers Teacher's voice and body language</p> <p>Teacher's voice</p>	<p>35 mins</p> <p>10 mins</p> <p>5mins</p>

Anex 4: 4th Lesson CDC El Recuerdo



PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS

Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés LESSON PLAN

TEACHER: María Camila Parra David INSTITUTION: CDC El Recuerdo GROUP:
HOURS/WEEK: 2 UNIT TITLE: Juega y aprende LESSON DATE: TIME: 1h

UNIT PROJECT	Objectives	Lesson Teaching Points	
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> Understands and responds to teacher's greetings: "Hello/bye" Understands and responds commands: "Stand up/sit down/turn around" Understands vocabulary related to two specific vowel sounds Sings and dances to "clap your hands" song 	Greetings and commands <ul style="list-style-type: none"> Hello/bye Sit down/stand Up/... Numbers <ul style="list-style-type: none"> One, two, three, four, five Colors <ul style="list-style-type: none"> Red, Blue, Yellow Vowel Sounds <ul style="list-style-type: none"> /æ/ /i/ Song with vocabulary in it	
<p>As the teacher walks in full of joy and with a smile on her face, she waves her hands while saying "hello" waiting for children's response.</p> <p>For this session, the teacher brings a Monkey fluffy toy and uses it to catch toddlers' attention. Once she has it, she organizes the children in two lines, after that, with help from the community mother, they take the kids to the room when the act will be held and make them sit on the floor.</p>	<p>Teacher's voice and body language</p> <p>Monkey</p>	10 mins	
<p>Core activities</p> <p>After the kids are organized in the room, each group gets ready for its presentation previously practiced in the sessions.</p> <ul style="list-style-type: none"> Singing and dancing to (Clap your hands/Sit down, Stand down) - Camila Parra Play musical chairs / Simon says - Ivón Vergara Singing (What's your favorite color?) - Luisa Vergara Singing and dancing "Song of the numbers" - Isaías Acosta The song of the colors - Melissa Zapata 	<p>Video Beam</p> <p>PC</p> <p>Speakers</p> <p>Flashcards</p> <p>adhesive tape</p>	35 mins	
<p>Closing</p> <p>In this final part of the project presentation, toddlers together with teachers sit on the floor in a big circle and share a special moment to say goodbye. In this opportunity, teachers must reward children with any special gift they like.</p> <p>Goodbye songs and pictures together.</p>	<p>Teacher's voice</p>	5 mins	

Anex 5: *Monkey fluffy toy*



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