

INTERNSHIP AT PUBLIC INSTITUTION SANTA ROSA DE LIMA

SEDE SEIS DE MARZO

INTERNSHIP FINAL REPORT

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Thank God for allowing me to be in this stage of my life, completing my professional studies. I thank my parents and brother who, with their example and sacrifice, have forged the person I am, giving priority to family union, academia and values. To my fellow students who made this process a pleasant path that has no end, since we build bonds of friendship that will last. To all the university professors who taught us from the first day, not only academic lessons, but also great life lessons, I want to thank them infinitely, since in their role as teachers they have shown their commitment to the student community and the society that will receive them as professionals.

ABSTRACT

This document reports the development of the internship at Santa Rosa de Lima - Sede Seis de Marzo, which was carried out in person with learners from transition grade to fifth grade. The pedagogical intervention was based on supporting this population in educational processes of learning English as a second language. My main aim in this internship was to create spaces where children had closer relationships with the English language. I attempted to implement activities with the methodological strategies that were based on the HLTP Target Language Comprehensibility and Establishing a Meaningful and Purposeful Context.

Keywords: High leverage teaching practices, purposeful context, language comprehensibility.

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1. INTRODUCTION

This document reports the development of the internship to access the Bachelor's degree in English Teaching. The internship consisted of the accompaniment, reinforcement and support in the English teaching process to students of the Educational Institution "Santa Rosa de Lima - Sede Seis de Marzo " in the city of Monteria, Córdoba. The school is located in Seis de Marzo neighborhood, and it has a population of more than two hundred students.

It was carried out in person with learners from transition grade to fifth grade, whose ages ranging from 4 to 12 years of age, the students belong to families of working class parents who are from stratum one, two and three, who live in neighborhoods near the institution and most of them are close to the teachers and the different workers from the educational establishment. As it is a public institution, children have access to school meals supplied by the Colombian School Meals Programme PAE, in which children are provided with food in their break time to guarantee their health and nutrition, since it is very important for the development of children.

Due to the conditions derived from the return to classes after the confinement due to COVID-19 pandemic, in the period of 2021, the class schedules were from 6:35 to 10:15 am, for which some students did not attend, especially in the lower grades, since parents were not required to send their children to school, however, from second to fifth grade, students' attendance was outstanding. In the period of 2022 the schedule changed, the classes took place from 7 am to 12 am and all the students attended the classes, since it was mandatory for all the institutions.

The pedagogical intervention was based on supporting this population in educational processes of learning English as a second language, my main aim in this internship was to

create spaces where children had closer relationship with English language, since their level is deficient caused by various situations such as lack of interest on the part of students and their parents to speak a foreign language, since the level of English of their parents is also little or none. Therefore, it requires a lot of effort from students, their guardians and the institution so that they can learn the language. On account of the school's schedule does not contemplate a number of intensive hours for the subject, but rather they give it once per week, which makes the process weak. In addition, the kindergarten, first and second teachers are not English teachers, the reason why the students reach third grade with a huge void that can rarely be taken to success due to the lack of immersion and hours in the target language.

In the classes I attempted to create an English environment and I spoke as much English as possible for them to be forced to understand what I was saying, and I switched to Spanish when necessary, because I was aware of their deficiency in English. Also, I attempted to implement activities based on the High Leverage Teaching Practices, these activities were closely linked to the context and the theme to be addressed, for this reason there was a need to accompany educational and recreational activities so that contextualization could be put into practice in a pleasant way, and thus be able to develop a bilingual environment during their English classes.

The following paragraphs describe the High Leverage Teaching Practices, the methodological strategies that I used to carry out my face-to-face classes, as well as the results, conclusions, and limitations that I found in the educational institution.

2. HIGH LEVERAGE TEACHING PRACTICES

Through practice people apply certain knowledge acquired in a practical environment, making that knowledge be interpreted and strengthened to be useful in the future. In the educational field, teaching practices help to mold future teachers in different aspects, for that reason during the teaching practices novice teachers must not only work on knowing what they are talking about, but also know techniques and procedures to convey the wisdom and values that they have accumulated during their years of learning, both during his degree and, at the same time, outside of it.

Davin, & Troyan, (2015) suggested that "In a practice-based approach, as teacher candidates learn about the methods and techniques of teaching, they have opportunities to plan, rehearse, implement, and reflect on lessons utilizing these methods and techniques". Therefore, Janssen, Grossman, & Westbrook, (2015) agreed that the emphasis in practices "is on helping novices learn how to use this knowledge in action. Focusing on core practices allows teacher educators to attend to both the conceptual and practical aspects associated with any given practice", both definitions attempt to say that those features allow developing skills, knowledge, and self-identity during practice so that the practitioner can forge an authentic teaching style based on the experience gained in the teaching process and will be able to have the ability to shape teaching with the needs of students.

In foreign language teaching High-Leverage Teaching Practices (HLTPs), are defined as the "tasks and activities that are essential for skillful beginning teachers to understand, take responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities" (Ball & Forzani, 2009, p. 504). Additionally, Glisan & Donato (2017) explained that the HLTPs "represent one answer to the question of how teacher education programs can apply results from teacher cognition research and assist teachers in creating effective learning environments for their students." (p.7). Davin & Troyan (2015) explained

that a High- Leverage Practice “must improve the achievement of all students, occur frequently in instruction, and be learnable by novice teachers” (p. 125). All in all, HLTP are a set of practices and strategies that can be put into practice to ensure that all teachers have the capacities and means required for responsible teaching of a foreign language.

In the present chapter two of the High Leverage Teaching Practices (HLTP) are defined, since the main purpose of the project was to perform and integrate two of them at institucion Educativa Santa Rosa de Lima sede Seis de Marzo, those practices were: HLTP #1 Target Language Comprehensibility and HLTP #7 Establishing a Meaningful and Purposeful Context.

2.1 Facilitating Target Language Comprehensibility

The target language comprehensibility comprises multiple strategies that teachers can harness in order to make the foreign language input understandable to students. Learners develop their target language skills by using the language, they must be immersed and must use it as a means of communication. According to Glisan and Donato (2017) “in classrooms that feature comprehensible use of the target language, learners will not make demands on the teacher for translation or voice frustrations when classes are conducted in the TL. Further, they will experience a classroom discourse community in which using target language becomes the rule rather than the exception” (p. 29). Thus, if the teacher consistently uses the target language, learners accept that the foreign language is and will be the language of communication. Students recognize that they learn from this approach, that is why it is essential for teachers to try to create an authentic language environment in the classroom, for that reason frustration will not take place in the room because all the students are aware of the

necessity of speaking the language and they will do their best performance if everybody does the same.

Glisan and Donato point that “The Interaction and Target Language Comprehensibility (I-TLC) Tool is divided into three main parts, each further subdivided into some of the most important pedagogical moves that enact the practice of interactive and comprehensible TL use during instruction” (p. 32). These descriptors represent 12 aspects of practice that constitute I-TLC”, those categories are: (1) Creating Comprehensible Language, that involves the use of examples to define new words, appropriate rate of speech, multiple use of new words and expressions, use of tone of voice to signal new words and structures, use of paraphrasing, use of familiar vocabulary and structures. (2) Creating Contexts for Comprehension that implies the use of gestures to clarify, use of meaningful and purposeful context, use of visual and props and (3) Creating Comprehensible Interactions that has to do with activating involvement of students in lesson and the use of appropriate sequences of questions.

For that categories to be accomplished, teachers must use the target language to make it more comprehensible every day, as students are acquiring new content, it is recommended that teachers slow down or simplify their speech using their voice to place emphasis on key words or ideas, they allow the tone of their voice to match what they are saying and they paraphrase to make the meaning of new words comprehensible.

2.2 Establishing a Meaningful and Purposeful Context for Language Instruction

Oxford Lexico defines the term Context as “The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood”, as well as “The parts of something written or spoken that immediately precede and follow a word or passage and clarify its meaning.

Context is the environment, the circumstances, the antecedents and all the features that determine, specify or clarify the meaning of an event or other event, and it is not only about background but also about the intention. Glisan and Donato (2021) explain that “the reason context is essential to instruction is that it motivates learners by establishing clearly defined reasons and purposes for communication in cultural contexts” (p.11), to understand the message, it is important to recognize the context to gain meaningful learning.

Glisan and Donato (2021) argue that to establish a meaningful and purposeful context it is important to make a distinction between content and context, since they explain that the content is the "what" and refers to all the things contained in a speech. On the other hand, context is the environment, the circumstances, the antecedents that determine, specify or clarify the meaning of an event or other event, and it is not only about the background but also about the intention. Without a good contextualization the content of a writing or conversation can be misunderstood or "taken out of context". For this reason, it is important to specify very well the framework where the content is carried out to avoid inaccuracies.

To address contextualization, Glisan and Donato suggest Hymes' (1974) description of a SPEAKING model. This model encompasses all the elements of a speech such as time, place, space, purpose of the message, tone of voice, the intention of the speaker, whether the language is formal or informal and the whole context in general covers a speech (p. 15). Which makes it a complete and very compact model by including all the elements and characteristics that are part of the communication that makes understanding easier for everyone.

3. METHODOLOGY

Meaningful learning is achieved through the implementation of different tools and resources. The choice of an educational methodology must respond to the characteristics of the group and the context in which it develops and is an opportunity to motivate students in the understanding and analysis of the concepts taught in the classroom and give meaning to knowledge, as well as evaluate, diagnose and analyze the abilities and difficulties of the students.

As a teacher, in my internship carried out in a face- to – face mode, I always attempted to transmit knowledge to my students in the most creative way possible since they were elementary school children and my greatest desire was for them to participate and pay attention to me. Reason why I included videos, songs and games in the lessons which had relation with the content and were understable and entertaining.

Therefore, in order to develop the two high leverage practice: facilitating target language comprehensibility and establishing a meaningful and purposeful context for language instruction, my methodology was based on an interactive approach, which according to Nicolai et al. (2015) “is attractive because it is an active approach to learning and teaching, which breathes life, freedom, and creativity into what is often a tedious, ineffective, and constrained formal approach to teaching” (pg. 158), for that reason I included those activities in the classroom; since “through the interactive process, passive students become active, and boredom is replaced with creativity and creativity into what is often a tedious, ineffective, and constrained formal approach to teaching” (pg. 157). Thus, these strategies work effectively only when we use videos, songs and games as means of comprehensibility of new topics and not vague content.

To carry out this interactivity, I used methodological strategies such as gamification, which was a strategy that I used in all my classes. Figueroa (2015) points that

“Gamification opens the door for the L2 learner to enhance its language learning experience and at the same time acquire the skill to solve any task or challenge the class, the unit, or the topic presents. In addition, Gamification offers the learners an opportunity to interact among them as it is implied in a social game” (p.43).

I agree with him, because using games engages students and produces positive attitudes since students become more participative and sociable.

In order to implement those methodologies, when I designed my lesson plans I always included games in the warm up and main activities such as Children Rounds, Simon says, in which students had to do what I just had said, Blind man's buff in first grade, in which students had to follow my instructions to find an object in the classroom, and I included other competitions in groups to encourage interactivity, among other games that children know in advance but in those cases L2 was included to accomplish the goal of learning through games.

This internship took place from November 2021 to February 2022. During this period, I was in charge of being part of both academic and administrative assignments. In the administrative part I observed and accompanied the teachers, days before students started class in order to know about this process in an institution. In the academic part, I followed the guides that were provided to students beforehand, since they were studying virtually previously and they were their resources at home, because of that I took the topics and implemented the two practices presented in this paper that helped me design the lessons that I taught. Also, in December I was in charge of preparing a second grade students' presentation, in which they had to perform a Christmas carol wearing objects that I made.

3.1 Duties chart

In the following chart I will present the schedule that I carried out in the institution. It included the face-to-face classes that I gave in the classroom with the different grades and also it includes the time that I spent planning the lessons.

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
6:45 - 7:30					Clases Grado Segundo
7:30 - 8:15	Adecuación entorno bilingüe				Clases Grado Quinto
8:45 - 9:30	Clases Grado Primero				Clases Grado Transición
9:30-10:15	Clases Grado Primero		Clases Grado Cuarto	Clases Grado Cuarto	Clases Grado Tercero
10:15-11:15	Clases Grado Quinto		Clases Grado Quinto	Ensayos de proyecto de fin de año	Clases Grado Transición
11:15-12:00					
2:00-3:00	Planeación de clases grado cuarto	Planeación de clases grado Quinto			Planeación de clases primero
3:00-4:00	Planeación de clases grado segundo	Planeación de clase grado Tercero	Planeación de clases grado transición	Reunión con asesores	Lectura crecimiento profesional
4:00-5:00			Planeación de clases grado transición		
5:00-6:00					

4. RESULTS

In this chapter I report the result of both my professional growth and students' improvement: Since the first day, I attempted to encourage a L2 environment giving instructions to students in English, however they did not understand me. I had to change my methodology switching to Spanish most of the time, and give instructions in English and translate when necessary. I realized that I was not accomplishing my goal neither to use target language comprehensibility nor using contextualization. For this reason, I realized that I needed to study and understand those two concepts in order to change my methodologies to put into practice those strategies to evaluate whether they were possible to implement successfully or not.

For that, in the next charts I selected two lesson plans that were carried out in two different moments in order to make a comparison of my progress, in the first lesson plan I show the way I taught the classes at the beginning of this experience and in the second lesson plan I illustrate how I conducted the practices in the classroom. Since, in the first one I was not aware of using target language comprehensibility and contextualization in the class, and the second it was designed thinking in most of the aspects that could be included for children with a low level of English.

Figure 1.

TASK/PROJECT/PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS	
<p>Los estudiantes deberán describir en inglés los objetos y útiles escolares que se encuentran en su salón de clases. Por ejemplo: There are twelve chairs, there is a board, etc.</p>	<ul style="list-style-type: none"> Reconoce los objetos presentes en su salón de clases y los describe haciendo uso de there is y there are. Expresa en voz alta oraciones haciendo uso de there is y there are y las pronuncia de manera correcta. 	<ul style="list-style-type: none"> There is/ There are 	
Warm-up:		Resources/Materials	Time
<p>La docente les compartirá un video sobre there is y there are para repasar la temática.</p> <p>Link del video: https://www.youtube.com/watch?v=csrECq8uL0&ab_channel=AlejoelConejoquesabeINGL%C3%89S </p>		Video	10 mins
<p>Core activities</p> <ul style="list-style-type: none"> La profesora les explica la temática de there is y there are describiendo los objetos que se encuentran en el salón de clases. Los estudiantes deberán decir qué objetos se encuentran en el salón de clases haciendo uso de There is y there are. La profesora les enseñará objetos del salón y los estudiantes deberán decir aquellos objetos en inglés, haciendo uso de there is y there are. Por ejemplo “There are two chairs”, “there are three books”, etc. 		Objetos del salón de clases.	40 mins
<p>Closure:</p> <p>Los estudiantes deberán desarrollar las actividades presentes en su guía.</p>			10 mins

Figure 2

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points	
<ul style="list-style-type: none"> Los estudiantes escucharán distintas situaciones ya sea conversaciones o sonidos en donde deberán describir qué están haciendo los personajes 	<ul style="list-style-type: none"> Describe en voz alta las acciones que realizan las personas en el momento. Expresa en voz alta oraciones haciendo uso del presente continuo y las pronuncia de manera correcta. 	<ul style="list-style-type: none"> Habitual and current activities What are you doing these days? Grammar topic: Present continuous. 	
Warm-up		Resources/Materials	Time
<p>La docente les compartirá una canción en donde se evidencian niños describiendo qué acciones están haciendo ellos y otras personas. Seguidamente les pedirá que la canten varias veces.</p> <p>Link de la canción: https://www.youtube.com/watch?v=Ja0xp2j_JhM&ab_channel=EnglishSinging </p>	Video		10 mins.
<p>Core activities</p> <ul style="list-style-type: none"> La profesora les enseñará a los estudiantes imágenes de distintas personas realizando acciones y las describirá. Seguidamente, les preguntará a los estudiantes qué están haciendo las personas en las fotos y ellos deberán participar respondiendo de manera correcta. Si los estudiantes se equivocan, la docente les dará pistas, para que respondan nuevamente de manera acertada. La docente realizará un roleplay en compañía de una ayudante, en donde representarán una pequeña conversación entre madre e hija, la cual relacionarán con sus vidas cotidianas. Este roleplay estará contextualizado basándose en el SPEAKING model (Hymes, 1974). Posteriormente se le preguntará a los estudiantes que están haciendo los personajes de la conversación. Los estudiantes escucharán distintas situaciones ya sea conversaciones o sonidos en donde deberán describir qué están haciendo los personajes de ese listening. 	Imágenes, tablero, cinta, marcadores y videos.		40 mins.
<p>Closure: Los estudiantes jugarán mímica. La profesora tendrá los verbos en una bolsa, cada estudiante deberá sacar un papel y realizar la acción del verbo que le salió, los demás estudiantes deberán decir en inglés lo que él o ella está haciendo.</p>	Verbos en una bolsa.		10 mins

4.1 Analysis of the implementation of the practice ‘Target Language Comprehensibility’:

During my practice, when I gave the first lesson I thought that it was designed correctly, however, I had a misunderstanding of what I was supposed to do. I started the class with the warm up which included the last topic “the numbers” that were going to be useful for the lesson. I thought that doing gestures with my hands while pointing at the objects I was putting in practice target language comprehensibility, but I was not. This grammatically oriented lesson plan is just one example of many others that I designed and taught in the class and then I realized that they were not focused on my goal (see figure 1). Then, I played a video of the use of there is and there are, however it was explained in English and Spanish and it was grammatically focused (aspects that were not described in the pedagogies and practice style I wanted to focus on).

Hopefully, days after this experience, while I was reading some articles about the HLTP I understood what Facilitating Target Language Comprehensibility and Contextualization were about, and I realized that I needed to change my mind and methods. That is how I started planning my class taking into account features such as images, body expressions, videos, sounds and all the ways that I could find to facilitate students understand target language without translation (*see figure 2*).

As an example of the lessons plans designed I will present some transcripts of the second lesson plan (*see figure 2*) in order to show how the practice facilitating target language comprehensibility was developed in the class.

	Grade: 5th Ages of the students: 10-12 Year: 2022	
Turn	<p>Transcript #1: In this lesson plan, the students were going to be able to express current actions using the grammar point: present continuous. For that, I started the class playing the song “What are you doing” as a warm up. In the middle of the song there was a karaoke that they had to sing for them to familiarize themselves with the topic and the pronunciation of the sentences. I noticed that they enjoyed the activity and most of them participated singing the karaoke.</p> <p>After that, I showed them some images of actions that we had studied last year to see if they remembered them, but most of them had forgotten those verbs. I attempted to mimic them by showing the pictures of the verbs to them.</p>	
1	-	T: He is...
2	-	SS: durmiendo
3	-	T: How do we say that?
4	-	S1: Sleepin
5	-	T: Sleeping! Like in the song.
6	-	T: Now this one
7	-	SS: Dancing
8	-	T: But he is “Lalalala” (Mimic of singing)
9	-	SS: Cantar
10	-	T: How do you say that?
11	-	T: HE IS SINGING

12	-	T: What is she doing? (mimic of jumping)
13	-	S2: Run
14	-	T: Jumping. She is JUMPING
15	-	T: This one, what are they doing?
16	-	T: They are...?
17	-	SS: jumping
18	-	T: They are playing
19	-	T: This one!, What is he doing
20	-	SS: Run, Ron
21	-	T: He is RUNNING
22	-	T: This one, who remembers?
23	-	T: He is CRYING
24	-	T: This one...
25	-	T: She is...
26	-	SS: Limpiando
27	-	T: She is cleaning
28	-	T: this one. She is..?
29	-	SS: CAR

30	-	T: She is driving
31	-	T: What is she doing?
32	-	SS: Ra, Ro
33	-	T: She is reading
34	-	T: This one, I know that you know it. What is she doing?
35	-	SS: Eating
36	-	T: Very good! She is eating?

I realized that some of them had forgotten the verbs that they had studied last year, however it was a good activity to introduce the topic of that day. In the turn 8, I helped to guess what the verb was with the mimic of singing, also the use of images with verbs that they already knew was helpful for them to make socialization with things that they hear in their daily life, for example the verbs (turns 17, 20 and 35): playing, running and eating, are verbs that they recognize despite that they do not pronounce it correctly. Another thing that I noticed is that they did not remember the verb drive, when I showed them the image they said “car”, which means that they knew the purpose of the action shown; although they could not say the whole sentence “she is driving a car”. Besides, I also could observe that it is easier for them just saying content words since they said only the verb or the object, something that I wanted to work on in the next activity, since I attempted to encourage them to say the whole sentence.

For the second activity, I asked them to pick one of the images that I had shown and do the mimic for the other students to guess and say what the action was.

	Grade: 5th Ages of the students: 10-12 Year: 2022
Turn	Transcript #2
1	T: You are going to pick one picture and you are going to act in the front... Here, and your partner will say you are playing or you are sleeping. You are going to mimic. If the picture is Playing you start playing if the picture is running you start running (miming). People that are sitting are going to say, he is playing or he is running or she is if it is a girl. Right?
2	- T: Who is going to start?
3	- T: You!
4	- S1: Yo?
5	- T: Yes! You are going to start!
6	- T: PICK! But nobody can see!
7	- T: What is that?
8	- S1: eat
9	- No, but you are going to act, for example this...You are going to act
10	- He's cooking
11	- T: Now you!
12	- Pick one!
13	- T: What is he doing?
14	- SS: craquin

15	-	T: He's CLEANING!
16	-	T: Another volunteer!
17	-	T: You, come here!
18	-	T: Pick one!
19	-	T: Start doing that!
20	-	T: What is he doing?
21	-	SS: Studying
22	-	T: With this one!
23	-	T: He is?
24	-	T: He is studying
25	-	T: Now another person
26	-	SS: eating
27	-	T: She is?
28	-	SS: She is eating
29	-	T: What is she doing?
30	-	SS: She is car
31	-	T: She is DRIVING a car
32	-	T:What is he doing?

33	-	SS: criping
34	-	T: He is...?
35	-	SS: sleeping
36	-	T: He is CRYING
37	-	What is he doing?
38	-	Sleeping
39	-	He is...?
40	-	Sleeping
41	-	Very good, good job!
42	-	Now, three more students
43	-	What is he doing?
44	-	SS: She is singing
45	-	T: HE is singing because he's a boy
46	-	T: Now you!
47	-	T: Pick one, this or this?
48	-	SS: She is XXX (unintelligible)
49	-	T: It's not she...
50	-	SS: RUN

51	-	T: No, he is not running
52	-	SS: He is playing
53	-	T: He is PLAYING, very good!
54	-	T: Now the last one!
55	-	SS: He is jumping
56	-	T: He is jumping, very good!

I prepared this activity, in order to encourage their participation and use body expressions to make themselves understood. In addition to the use of images and gestures, I also raise my tone of voice to emphasize the word that I wanted them to learn. That is how I improved my way to facilitate students the target language comprehensibility.

4.2 Analysis of the implementation of the practice “Establishing a Meaningful and Purposeful Context for Language Instruction”

In the lesson that I wanted to address my first attempt to develop this practice (figure 1), I thought that I was taking into account the contextualization because I asked students the number of elements that were in the classroom and they were supposed to say “there is one door”, “there are two windows”, and so on.

I realized that according to the speaking model, I was not taking into account all the elements that are contained in contextualization, I just put a setting and that is not enough because there are some others. On the other hand, in the second lesson plan (*see figure 2*)

The activity was carried out in fifth grade in order to take into account the different features of the speaking model implicitly and in that way I could make sure that I was accomplishing my goal of contextualizing.

	Grade: 5th Ages of the students: 10-12 Year: 2022
Turn	Transcript #3: I presented a short conversation with a partner and the students had to answer the questions immediately.
1	- T: Let's start the presentation... I am in my house. What is a house?
2	- S1: house (pronounced like "joused")
3	- T: House!
4	- T: I am her mother, she is my daughter...Mother and daughter.
5	- T: What is a daughter?
6	- S2: daughter
7	- S3: She is a daughter.
8	- T: I am a mother and she is MY daughter...
9	- T: Now I am in my house with her...
10	- T: Let's start
11	[The presentation with a partner begins]

12	-	P: Hello mother, what are you doing?
13	-	I am cooking
14	-	P: ok, I am going to...
15	-	T: Stop! What am I doing?
16	-	SS: I am doing my homework mom
17	-	T: Ok, Stop! What is she doing?
18	-	SS: XXX
19	-	T: She's doing her homework
20	-	T: Are you studying?
21	-	P: I am playing
22	-	T: Stop! What is she doing?
23	-	SS: She is playing
24	-	T: Very good!
25	-	T: Why are you playing? Why aren't you studying?
26	-	P: I'm sorry mom (starts crying)
27	-	T: What is she doing?
28	-	SS: she's criin
29	-	T: No! (miming)

30	-	S5: Cran!
31	-	T: Crying! Very good!
32	-	T: Don't worry daughter, let's go to eat!
33	-	SS: Eating
34	-	T: Yes, we are eating delicious pasta.
35	-	T: Okay, good bye! Go to your bed
36	-	T: Sleep!
37	-	What is she doing?
38	-	SS: Sleeping
39	-	T: Yes, She's sleeping!
40	-	T: Good bye! Good night!

The elements of the speaking model that were implicit in the lesson plan to guarantee the implementation of contextualization are the following:

- Setting: It was my house; I drew a house on the board for them to know in which place the event was happening.
- Participants: the characters of this role play were a partner and me, I played the role of a mother and my partner was my daughter.
- Ends: The purpose of this conversation was to address students in a daily conversation between a mother and a daughter using the topic taught.

- Acts: The events happened orderly, first the daughter arrived home and started the conversation with her mother that proceeded while they were doing certain activities.
- Key: the tone of the interaction was informal, since it was a conversation between a mother and her daughter in their house.
- Instrumentalities: The channel through which communication flowed was by face-to-face conversation.
- Norm: As the roles of the speech were mother and daughter, respect and obedience were observed implicitly during the event.
- Genre: The genre used in this conversation was daily conversation.

In conclusion taking into account both the lesson plans that I used to show the comparison and the teaching practices that I addressed in this paper, I can point that in the second lesson plan I attempted to put into practice all the features that I had to take into account in order to use target language comprehensibility and contextualization as much as possible, although it was not easy because of the students' level, both were implied during the activities.

With the previous two lessons plan I can make a comparison of the results obtained during my progress in this internship, since I have evidenced an improvement in my methodology and classroom management. In the first lesson plan I did not design the class with the characteristics that target language comprehensibility and contextualization require; for that my results were not outstanding, since I did not follow the guidelines to make a successful class and that was a fact that I noticed when I was explained the practice styles correctly. Subsequently in previous days I designed and taught a lesson plan which could accomplish all the characteristics that I was supposed to cover, for that reason I implemented

some other strategies, such as the use of body language, images, raising my voice to emphasize and give a scenario and a context to impart a content.

My professional growth had good results in the latest classes, since I was more aware of the guidelines and procedures to take into account to implement the practices that I was focused on. On the other hand, My students showed a progress in their attention, an interaction because they were as participative as always, however I encourage them to answer in English and some of them tried to do that, despite the lack of knowledge in the language, and some others continued answering in Spanish, however I understand it is a process that takes a lot of time and I am grateful to be one of the first teacher who attempted to speak a great percentage of the class in the target language and some of them were able to understand.

5. CONCLUSIONS AND RECOMMENDATIONS

In this process, I had the opportunity to learn, teach and meet incredible students and teachers. From the first day I attempted to build a good relationship with the students with my attitude and with the teaching practice that I carried out during this internship. The most pleasing thing about this experience is that I was able to work face-to-face with the students, and seeing how they enjoyed the class was something that filled me with satisfaction, because behind each class there was planning and certain challenges that as a novice teacher I had to face. In order to have a good performance with the students I had to either read information about a methodology that I wanted to implement or ask my university teachers and the institution's professors for pieces of advice.

During the development of the internship I was able to put into practice certain aspects that I had not had the opportunity before, because the teaching practices were virtually and I always wanted to be in a classroom and see children and adolescents face to

face. Despite the fact that the use of masks did not allow them to be seen completely, the closeness with them and being in a classroom made the process something special

I want to emphasize that working with these two practices, which were facilitating target language comprehensibility and contextualization, was not easy and it was challenging to do; because I was afraid that the students would not understand me and I thought that it would be a chaos, due to the fact that I was limited to the belief that the students did not understand anything.

The first lessons were not conducted as they were supposed to be, because I did not have lesson plans focused on neither target language nor comprehensibility; instead, they were focused on grammar and vocabulary. Hopefully, I realized that if I wanted to carry on those practices I really needed to change the way I was teaching.

I became more critical and I started to think about how the lessons needed to be in order to supply the requirements of my practices. That is why I begin to use all the strategies that the two practices suggested to do in the classroom and I saw that learners could understand me with my strategies such as showing them pictures, using body language, doing all the actions to do make myself understood, and when I listened them answering any question it did not matter if it was in Spanish, I felt that I was achieving something because they did understand me.

I would like those students to become bilingual because most of them were eager to learn something new, and every day they asked me how they could say something and why and where I learned English, I always said to them that I recommended to do it because it is worthy and in the future they would be thankful to know a second language that is spoken all over the world, and also, I felt pleased that they enjoyed my classes and appreciated my effort.

The most important recommendation for the future English Teachers who would like to develop the practices: Facilitating Target Language Comprehensibility and Establishing a

Meaningful and Purposeful Context for Language Instruction, to study them carefully, since it is something that should be learned and applied when we are in the first semesters to unlearn certain oldated practices that English teachers do and do not allow students to have a great exposure to a bilingual environment that is the only way that we can generate communication and thinking during the lessons. I hope that some of you could teach in that way since the beginning, for that you must read and understand what is all about, you have to make some effort and report the other future teachers that it can be done with constancy and confidence, I wish I could do more, but I made many mistakes that you could avoid if you realize that with good practices like those described in this paper, we can achieve the goal of making a classroom that generates communication with function in a target language.

6. LIMITATIONS

In every process there are certain obstacles that we must face, and a teaching internship is not an exception. The institution in which I was carrying out my internship was a public school. In Colombia, the public establishments are known because of the lack of resources, procedures, and large number of students of different ages in each grade. In addition, most of those schools do not have English teachers, and the hours in the schedule are not enough for the lessons to be taught. Those features are present in regular conditions; however, I started my internship in a particular situation due to the National Strike that changed the University's schedule and the COVID-19 pandemic.

Because of the National Strike, I began to give classes in November 2021 and due to the pandemic restrictions, in that period half of the students did not attend class, sometimes I found classrooms with five or ten students in the lower grades, and in the higher ones I could find almost twenty students; as the attendance was not mandatory some of them only went once or twice a week. Besides, the schedule was reduced, they finished class at 10 am, for that the students took less hours of classes.

Those situations and the fact that I started the process finishing the year, brought instability in my process because not all the students were in the previous class and it was hard to make them understand what the others have been taught, for that a part of the lesson had to be explained again but hopefully the students were receptive and I could do my work. In 2022 the panoramic was different, all the students attended the class with the bio-protocols, I met new students and continued the process in later January and February.

One of the restrictions and limitations that I could find was the lack of my experience with students that are not exposed enough to the English language. The classes I planned suffered changes during the classes because I had to explain some things again since the students either had forgotten the previous explanation or did not attend class. Also, at the

beginning I was not an expert in classroom management, however I was able to deal with students' behavior during this process.

In conclusion, the limitations in my personal experience stemmed from different facts, such as inexperience, classroom management, students' level of English and the circumstances of starting the process in a period that the students were mentally on vacation and recommencing in a new year with the same students in another grade.

My recommendation to deal with these limitations I have mentioned is to be receptive to new challenges because with this experience we gain more knowledge and practice than the university, since real life has a lot of things to deal with and all the students have their own way to learn, personality and problems outside the school. It is important not to forget that we are not only teachers, but also we are their models, physiologists, artists and friends for our students.

7. REFERENCES

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8 APPENDICES

Appendix #1

Video of the transcript #1. Link:

https://drive.google.com/file/d/1cY7jO6SBvTVt81z_2bShTbSF9FPFPb3G/view?usp=sharing



Appendix #2

Video of the transcript #2. Link:

https://drive.google.com/file/d/1_mrWflwd1mqhU-ygD7AOzOSng9xaV0TN/view?usp=sharing



Appendix #3

Video of the transcript 3 Link:

<https://drive.google.com/file/d/1dZY0PIvosZrynnFUInmO1gvUe9FmCuOz/view?usp=sharing>



Appendix #4

Facilitating target language comprehensibility

<https://drive.google.com/file/d/1wbee449gMTMCjIUe0iF6fShFz1c6LmC7/view?usp=sharing>

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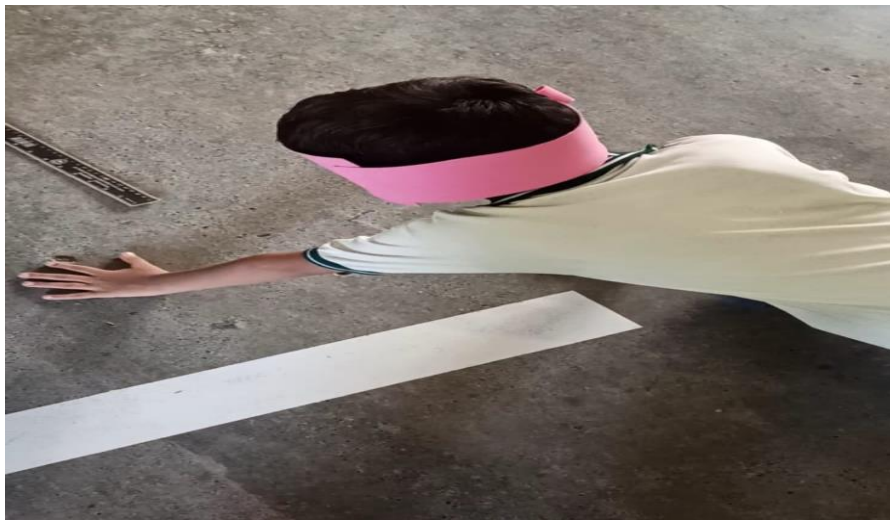
Appendix #5 Students dancing and singing the songs (Warm up activities)

Link:

<https://drive.google.com/file/d/1C1qJ6XI9BgltzcNxJ8zcKuoHERJBvZ2Y/view?usp=sharing>



Appendix #6 Students playing “Blind man's buff” in the target language. (Gamification)



Appendix #7 Students playing “Simon says” in the target language. (Gamification)



Appendix #8

Practice and presentation of Christmas Carol in second grade (Christmas project)

Link:

<https://drive.google.com/file/d/1dbcUnxFm318YTjgDV6IpcjPJQTeXMTXD/view?usp=sharing>



Appendix #9

Handcraft and decoration for Christmas presentation made by me



Appendix #10

Christmas day: Celebrating Christmas with second grade student (handcrafts and musical activities)

