

INTERNSHIP AT THE EDUCATIONAL INSTITUTION “INEM LORENZO MARIA  
LLERAS SEDE CEIBAL”.

FINAL INTERNSHIP REPORT

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INTERNSHIP AT INSTITUCIÓN EDUCATIVA INEM LORENZO MARIA LLERAS SEDE  
“CEIBAL”

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

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**Nota de aceptación**

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**Firma del jurado**

## **ACKNOWLEDGMENTS**

To God for having allowed me to live until this day, for having guided me throughout my life, for being my support, my light, and my path. For giving me the strength to move forward in those moments of weakness.

To my tutor for the time dedicated and the knowledge provided, to my parents for life and for teaching me how to live it. I am thankful to my sister for her patience, for being a second mother to me, and for helping me become braver and believe in myself.

Last but not least to all my family and friends who made it possible to achieve my goals.

## ABSTRACT

This report describes the internship process carried out at the educational institution INEM LORENZO MARIA LLERAS at the CEIBAL headquarters. The internship taught face-to-face classes to students from preschool to fifth grade. The main objective of this internship was to teach students inclusively the English language through effective accompaniment with a communicative method throughout the process. The lessons were designed, planned, and developed based on the Communicative Language Teaching method, and the use of a meaningful language context. With the purpose that students understand and speak a target language. In this paper, we discuss the teaching practices, methodologies, results, conclusions, recommendations, and limitations of this important process in which we had a learning that helped in a personal and professional way.

**Keywords:** Teaching practices, *Communicative Language Teaching*, meaningful language context, inclusive.

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## 1. INTRODUCTION

This document is a report on the development of the internship as a modality of degree work to obtain the degree of Bachelor's in foreign languages with an emphasis in English. The internship consisted of the accompaniment, support, reinforcement, and mutual collaboration between teachers, students, and staff of the University of Córdoba and the educational institution "INEM" sede Ceibal, in which I, as a student intern, put to test the pedagogical skills acquired during my university cycle.

I feel a great affinity for teaching English, especially to children because I have the patience and skills that make me stand out in this profession and I have the desire and motivation to teach the English language (ELT), but I wanted to improve my training by being immersed in a more practical context than observational. The internships were developed in the school Inem Lorenzo María Lleras in the sede Ceibal, located in Monteria - Córdoba, in the sede Ceibal neighborhood which is stratum 1 where most students live around this headquarters. It is important to note that within the institution students with disabilities and special needs are received since the school is governed by decree 1421 which regulates the "educational attention to the population with disabilities under an inclusive approach" Therefore the school has a great diversity of students in terms of the cognitive needs even so the school provides opportunities for students with any physical or cognitive disability.

I had the opportunity to work with students from preschool to fifth grade, whose ages are between 5 and 13 years old. The school runs a schedule from 6:30 am to 11:30 am, due to COVID measures and other risks, in each classroom, there are approximately 20 to 30 students. In the institution, the level of English is considered low, but they have implemented the hours of English suggested in the suggested curriculum. I chose to do the internship in this school to give

the students the possibility of having new learning and the opportunity to have more interactions with the English language so that I could have the opportunity to learn and teach students to improve my pedagogical practices and my being as a teacher.

Most of the students at Ceibal had low performance in English and the classes taught by the other teachers were more about translating than learning the language for communication or for the daily use of the language, therefore making observations before starting my practices and diagnostics to students I decided to focus my practices to the communicative development of the English language. In addition to that to take into account the individual and group needs of each student, these practices of conversational language included a context that students used daily, making use of methodological strategies, using ICT to help in listening and pronunciation of words.

So I decided to use songs in English that the students had heard with themes according to their age that made the students feel the desire to learn and that they liked the target language; so I implemented didactic strategies to help them recognize the new language with simple themes such as talking about their favorite heroes since with the observation and diagnostics made from the first day I could see that students talked about influencers, series and MARVEL movies, and could pronounce the names of each character as "SPIDERMAN", etc., I implemented the use of themes that the students knew until they could reach the ones they didn't know.

In the following chapters, you will find detailed information about my performance and achievements during this experience. The following chapters report the description of the pedagogical and methodological strategies used in class, the results, the findings obtained, the limitations found during the internship, and my conclusions.



## **2. PEDAGOGIES**

The following chapter explains the different types of pedagogies, principles, and teaching approaches used with students between preschool and fifth grade; enriching and using the English language in a communicative way for learning the English language. This section also has a brief description of the implementation of inclusive pedagogy that deals with teaching by learning what students already know, the Communicative Language Teaching (CLT) approach, as well as using different types of pedagogical strategies, such as Playful strategies, Technological Strategies, socio-affective strategies; also use the theory of cognitive development of Jean Piaget, and 3 key approaches used specifically by levels: in transition grade the integral formation, in first through third-grade use task-based learning and in fourth and fifth-grade use project-based learning.

### **2.1 INCLUSIVE PEDAGOGIES FOR SECOND LANGUAGE LEARNING.**

The concept of inclusion is not new to language classrooms. In fact, related terms, however different in meaning they might be, such as ‘individualization’, ‘scaffolding’ ‘differentiation’, and ‘integration’ in ELT discourse for some time (Heer, 2019). Yet, while these are usually conceptualized as practical measures taken by a teacher according to a learner’s or a group’s needs, the notion of inclusion entails a transformed view of (language) teaching. It requires us to replace conventional conceptualizations of individual differences in the regular classroom with a broader, organizational, ‘social’ or ‘interactive’ perspective relating to all aspects of schooling including infrastructure of buildings, financial resources, constructing school communities, and training of personnel (Heer, 2019).

Today, when introducing inclusive educational practices, politicians, scholars, and practitioners alike commonly refer to the following broad definition in the UNESCO Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (UNESCO, 2004). It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. (UNESCO, 2004).

Over the past decade, many countries across the world have legislated for a turn in social and educational policies towards inclusion. (The United Nations 2006) Convention on the Rights of People with Disabilities (CRPD) as well as the (UNESCO, 2006). *Guidelines for Inclusion* are at the forefront of transforming a discourse historically characterized by a language of exclusion and objectification of people with disabilities to a discourse that ‘view[s] persons with disabilities as “subjects”’ (United Nations, 2006). Thus, the way has been paved towards a review of educational goals, as well as norms of selection, competition, and achievement, which have long governed our educational systems. Specifically in the field of language education, for example, a recent update of the Common European Framework of Reference for Languages (CEFR) clearly acknowledges the importance of ‘quality inclusive education as a right of all citizens’ (Heer, 2019). The recent establishment of an IATEFL Special Interest Group on Inclusive Practices and Special Educational Needs (SEN) and the rise in number of publications relating to inclusion within ELT also underline that inclusion has become ‘key’ in our field (Heer, 2019).

For the concept of inclusion to become feasible operationalized, stakeholders and teacher training and professional development programs need to rise to the challenge. Teachers need to be helped to recognize the differentiated needs of SEN students, to initiate diagnosis where necessary, to adapt their means of communicating and general teaching approach accordingly and in relation to the rest of the learner group's needs, and to work in multi-professional teams consisting of educational social workers, counselors, and supporting administrative staff (Tomlison, 2000).

## **2.2 COMMUNICATIVE LANGUAGE TEACHING (CLT)**

An approach to language instruction that prioritizes target language interaction as both the overarching goal as well as an avenue for accomplishing that goal. This approach focuses primarily on the development of students' communicative competence in a meaningful cultural context (Heer, 2019).

Communicative Language Teaching (CLT) is an approach to language teaching that gained traction in the 1980s. CLT emphasizes the importance of all four language skills and aims to achieve "communicative competence" (rather than linguistic competence) through considerable learner interaction and communication of "real" meaning. It is an approach that tends to promote fluency over accuracy, the functional over the structural, and authentic materials over fabricated materials. Communication is seen as both the goal and the means. CLT is sometimes called "the Communicative Approach", and this may indeed be a better term since it is more a philosophy than a specific method. But whether called CLT or CA, the pervading idea is real, functional communication (Matt, n.d.).

Learning theory One of the best-known learning theories of CLT people learn language best when using it to do things rather than through studying how language works and practicing rules (Asian, 2020). It signs the reaction to the previous learning practices which focused on learning grammatical rules, but the students failed in oral communication. An interesting statement relating to this principle is from Brown, who reminds that teachers should not expose students to learn grammar too much, because students are to be English communicators, not grammarians (Douglas, 1994). A rather comprehensive package of learning theory in CLT is summarized by Richards and Rodgers, as follows: a). Activities that involve real communication promote learning. b) . Activities in which language is used for carrying out meaningful tasks promote learning, and. C). Language that is meaningful to the learners supports the learning process (Jack, 2001) Consequently, Richards and Rodgers add that learning activities should be selected according to how well they engage learners in meaningful and authentic language use (rather than merely mechanical practice of language patterns) (Heer, 2019). They must involve real communication, have students carry out meaningful tasks and use meaningful language (Castillo, 2017).

## **2.3 PLAYFUL STRATEGIES**

According to the scientific basis of playful pedagogical strategies (Camacho, 2012) defines that, "They facilitate learning through pleasant, emotional interaction and the application of play" Playful strategies, as mentioned by the author, are a means of learning through recreational games, didactic games, and songs; these methods have a great influence on student performance since they stimulate their sensory and emotional capacity (Camacho, 2012). Teachers must maintain a good pre-disposition when interacting with students. By means of playful practice, teachers are encouraged to meditate on the importance of increasing students'

motivation and interest, as it helps to improve the classroom environment, improve oral communication, overcome fears, and increase students' self-esteem and confidence.

## **2.4 TECHNOLOGICAL STRATEGIES**

According to the scientific foundation of technological pedagogical strategies, Camacho Caratón, defines that, "Today, in every learning process, the mastery and application of technology make any type of student competent" (Camacho, 2012). Undoubtedly, the use of technology has built significantly in the education of the student since technical means and resources are obtained in which they can be used to improve activities, contents, and set objectives that help education, it is also considered a pedagogical tool for the student and the teacher (Camacho, 2012).

Technological strategies in education are born based on the different changes where technology has more and more prominence and is introduced in all fields of educational and professional matters, which the human being has developed. The training and learning of each student are very important and are considered one of the most complex processes in society and human beings. Technology must have a controlled use and be used appropriately so that it can contribute to the integral development of individuals.

The proliferation and impact of new technologies, all aspects of educational and social life revolve around power, so much so that their use has gone from being a tool for communication to becoming tools for sharing, learning, inquiring, and creating spaces for social interaction.

Considering the above, it is necessary to address the contents of the classroom, accompanied by virtual contents that dynamize the learning process of students, activities that are

not only limited to the classroom but also integrate academic and social education, enabling the construction of learning at any time and place through technological tools connected to the Internet (Harrell, n.d.). argue that the Internet, due to its rapid proliferation and easy access, is linked to children from an early age, since their leisure, entertainment, and homework activities are solved through it, making it part of their reality.

## **2.5 SOCIO-AFFECTIVE STRATEGIES**

This type of strategy has to do with the place and the environment where the education and learning of students take place, with the purpose of making the student feel comfortable and free to express their skills in the classroom or in their educational environment (Camacho, 2012).

The teacher is the main person in charge of providing a good study environment for students to stimulate their knowledge and develop their learning. The attitude of teachers towards the values and actions enacted by Education is essential to carry out such activities since teachers are the real guides of the class, the ones in charge of organizing students, programming strategies, moderating, helping in the regulation of conflicts and preparing a motivating and welcoming classroom environment.

It is necessary to take into account the fundamental commitment to accompany the student at all levels of learning, for which it is necessary to have constant communication with the student. The most important thing is to motivate the student to develop skills that help him/her to find spaces that lead him/her to improve, distinguish and use knowledge in concrete situations. (Camacho, 2012)

## **2.6 JEAN PIAGET'S THEORY OF COGNITIVE DEVELOPMENT.**

Since the beginning of psychology until today, most scientists have been interested in studying how people acquire, preserve and develop knowledge learning. Thanks to the acceptance of this approach in the cognitive field related to learning and teaching in education (Saldarriaga, 2016).

According to the research work where Castilla Perez refers to Piaget's cognitive development theory, which indicates; "Knowledge must be studied from a biological view since intellectual development is formed starting from the continuation of the same and establishes two aspects: Adaptation and accommodation, which we will develop later" (Francisca, 2014).

This knowledge should be studied in a natural way because the mind processes and stores information based on the important events that take place in its educational environment. According to (Saldarriaga, 2016). For Piaget intellectual development is a process of restructuring knowledge, which begins with an external change, creating a conflict or imbalance in the person, which modifies the existing structure, developing new ideas or schemes, as the human develops. Attempts to study the human mind in which he determined that the human mind is composed of a sensory system that receives orders from the brain. (Saldarriaga, 2016).

## **2.7. COMPREHENSIVE EDUCATION (TRANSITIONAL GRADE)**

According to UNESCO, early childhood is defined as the period from birth to eight years of age. It is cataloged as a unique moment of growth since it is there when the brain develops notably (UNESCO, 2004).

It is a new preschool education in which it is possible to speak of a quality common education, of a common core valid for all children, but open to diversity and authentically

comprehensive. common core valid for all children, but open to diversity and authentically comprehensive. To speak of education at a certain age and not to prepare for a later stage is a great step forward. Educating children for life, to form free, democratic citizens and especially to be children is the central idea that gives meaning to pre-school education. central idea that gives meaning to preschool education (MEN, 2016).

Activity in development is conceived as the interaction that the subject establishes with the objects of the physical and social world; it goes from an external, sensorial and practical plane to an internal, reflexive one, which allows him/her to find the relationships that exist between them, represent them and operate mentally in order to construct or reconstruct knowledge, thus achieving higher and higher levels in his/her own and very personal ways of thinking and relating to objects and people. The understanding of activity as an essential form through which children learn and achieve their development is the basis for the conception of an active pedagogy on which the strategies through which the pedagogical process is carried out at the preschool level should be built (MEN, 2018).

## **2.8 THE TASK-BASED LANGUAGE TEACHING APPROACH (TBLT)**

A task involves language use which reflects that used in the Real-world language use in pedagogic tasks might be determined through a needs analysis involving analysis of tasks performed in workplaces, in the case of English for specific purposes (Long, 2015). Less ‘authentic’ pedagogic tasks, such as information gap tasks commonly used in research and teaching, may also satisfy this criterion by encouraging types of communicative behaviors reflected in communication outside the classroom (Ellis, 2003).

Willis (Wang, 2018) suggests 3 basic stages for classroom development: - Pre-task (pre-task activity): where the teacher explores the topic with the students and indicates useful words



and phrases for the development of the activity. - Task cycle: where students complete the task in pairs or groups, while the teacher monitors from a distance. - Language focus stage (language focus or interaction): where the teacher and students analyze the aspects of the language that made the task given by the teacher easier or more complex.

## **2.9 PROJECT-BASED LEARNING (PBL)**

Project based learning (PBL in advance) course is aimed for teachers of all levels. This method provides innovative and engaging tools to integrate a methodology based on projects considering the content of the lessons and the curriculum (Fernandes, 2014). This method achieves frameworks and techniques that allow students to facilitate a learning project based on their passions, all while building cooperative learning and 21st century learning Century skills. You will look at a variety of instructional strategies and technology tools to support PBL in your classroom, and you will learn to assess your students' progress in their experiences (Fernandes, 2014).

As PBL has shown its effectiveness, this approach has later been accepted and adopted by various disciplines such as business, mathematics, psychology and engineering as well. There are many ways to implement PBL in the learning process (Duch, 2001). For instance, PBL approach can be implemented by utilizing e-learning (Zaidatun et al, 2005). PBL approach needs to be modified in order to make sure it is appropriate for particular disciplines. The learning processes depends on the educators, and how they want to structure the whole model of PBL approach. In 1992, PBL approach in engineering education began with the implementation in undergraduate instruction in both introductory and advanced courses in a few subjects by some professors in the University of Delaware that seemed effective and easy to be implemented in engineering education (Herrera et al., 2008).

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### 3. METHODOLOGIES

In this chapter, there is an explanation of the different methods used taking into account the context, the characteristics of the students, and how they were used in the development of the internship, in addition to the different activities that I organized. Methodologies are a positive resource that helps to organize and plan the objective of the research, so it is necessary to understand and explain this section in a descriptive way.

As a professional, I am an inclusive person, unbiased when teaching, and characterized by my great dynamism in my activities. It was easy for me to use a language that started from what the students knew to use new words, as well as the use of technological resources from videos to songs that were very fashionable in children and that most of them, depending on their age, already knew, and I also used resources that were part of their environment; Thus I could use tools such as social networks to teaching vocabulary that they already knew, because they had given "LIKE" or seen logos of social networks, but did not know the meaning, it was also important colorful resources from drawings of their favorite Marvel superheroes to the students' own interpretations.

For the above-mentioned, it was important the use inclusive pedagogical strategies, the use specific methods for each classroom, and the initial observation to detect that some students had some physical, emotional, or cognitive disabilities, taking them into account for my class planning, according to (UNESCO, 2009)" and (Luque, 2015). For this reason, it is necessary to understand that Inclusive Education is a new paradigm that seeks to eliminate the negative effects of segregation (based on the difference) and overcome the limitations of the integration of students with special educational needs. Accordingly, then, Inclusive Education becomes a permanent process aimed at offering quality education for all, while respecting diversity and the

different needs, abilities, characteristics, and learning expectations of students and communities, eliminating all forms of discrimination.

Being face-to-face classes with 2 years of the use of technological tools as the first resource in the classes, students were very tuned to influencers and social networks in higher grades and in lower grades I noticed that students also felt great interest in watching videos through a screen, then I gave myself the task of "merge" learning using technological resources but also the environment in which students were; This is how the transition grade students watched a video at the beginning of the classes about color, for example, green; and then they would have to look around themselves to realize that the leaves of the trees were green as it said in the explanatory video; I could also interact with the students who because of their disability did not recognize the colors using objects in the environment.



In a classroom, not all students have the same capabilities, so in second grade I had to learn that students needed the implementation of socio-affective strategies that although it may seem an unimportant factor in the classroom, it is, since: "emotion is an experience, psychic state, characterized by a very intense degree of feeling that is accompanied by a motor expression often considerably important; it comprises a distinctive affective tone and a characteristic activity or movement" (Alonso, 2009).


This is why I used it and took it into account because many students from different grades could not handle it, at first it was difficult for any student not to cry or have anger in second grade; although I felt frustrated, I did not hesitate to use it to be able to manage the activities in an inclusive way and the students felt freer to express what they felt without crying or having negative attacks for no reason.

### 3.1 DUTIES CHART.

This internship took place from 04-04-2022 until 06-17-2022. I taught preschool, first grade, second grade, third grade, fourth grade and fifth grade. In addition to teaching 20 hours of face-to-face classes per week, I had 1 weekly meeting with teachers of the institution in which internal educational aspects were discussed. The following table describes some extra-curricular activities in which I participated in the English language and my logistical collaboration.

*Tabla 1: ACTIVITIES*

“ Día del idioma”.	Use of the mother tongue to interpret similar words and understand the differences with the English language.	The students showed with a poster the interpretation and explanation of words that were similar in English and Spanish called cognates cognates, these words exist in two languages and share the morphological root and meaning; 'but in this case the pronunciation was explained:  Cheque - Cheque	28- 04-2022	 
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		<p>Chocolate -</p> <p>Chocolate</p> <p>Circular - Circular</p> <p>Civil - Civil</p> <p>The students also gave 5 examples of English words that they used in Spanish:</p> <p>Facebook - Google</p> <p>- Like - Flash - Spiderman.</p>			
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“ Festival de la lectura”	The reading of a song and its pronunciati on was used to encourage better reading of English words with proper pronunciati on.	The students sang a song that they liked very much and read the song as they sang it, they also did a dance representative of what the song was about.  (Appendix #7)	17-  06-2022	<a href="https://www.youtube.com/watch?v=eBVqcTEC3zQ">https://www.you tube.com/watch?v=eBV qcTEC3zQ</a>
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#### 4. RESULTS OF MY INTERNSHIP

The following section contains a description of the results obtained during my internship at the ceibal school of INEM, explaining some improvements I had in specific aspects, such as my personal and professional progress; and also, the performance acquired by the students in terms of speaking, listening, pronunciation and identification of written words in English. In addition, I will present my evidence gathered in each session including the description of the lesson plans, and the activities performed throughout the process.

#### **4.1 RESULT 1**

This experience was vital for my personal growth because it contributed to my general understanding that inclusion can be used in different ways and with students of different ages, and I understood that the activities I do in the classroom can be processed by students in a positive or negative way depending on the vision of each student; At the beginning of this pleasant experience I did not have enough control in the activities and I made the big mistake of not using the socio-affective part in the lessons; this is how my first lesson was not what I expected in the classes; although this did not demotivate me; on the contrary it made me think more about inclusion and how to understand that each student is immersed in a family and a different upbringing.

My personal growth was marked by the motivation that the students gave me, I feel that I strengthened my patience, my way of making decisions also improved since I was able to face with determination problematic situations that affected my thoughts, that is how I started instead of worrying about the students, I began to take actions that were fundamental for my personal improvement since it is known that life is about adapting situations and changes; for this reason is that on a personal level I grew as well as my motivation and my desire to be a guide for my students.

Therefore, I show you the first lesson in second grade and what changes I had to implement to the task-based techniques.



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**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**  
**Comité de Práctica Pedagógica**  
**LESSON PLAN**

**STUDENT TEACHER:** Wendy Yohana Gonzalez **SCHOOL:** I.E. INEM **GRADE:** Second

**WEEK:** 2 hours per week **UNIT TITLE:** I learn to introduce myself by singing **LESSON DATE:** 22<sup>th</sup> 04 2022. **TIME:** 2 hours

<b>TASK/PROJECT/PROBLEM</b>	<b>Learning outcomes</b>	<b>Lesson Teaching Points</b>
<ul style="list-style-type: none"> <li>• sing a song using my name is.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will be able to make a personal presentation and identify key words when presenting him/herself.</li> </ul>	My presentation (personal information)

**INSTRUCTIONAL ACTIVITIES**

<b>Warm-up</b>	<b>Resources/Materials</b>	<b>Time</b>
<p>The teacher will give a warm welcome to the students, while listening to a welcome song, the teacher will write on the board what the song says to identify and show the words that the students know or may not know.</p>	<p>Papers, markets, Baffle, song  <a href="https://youtu.be/gVFEVLzP4o">https://youtu.be/gVFEVLzP4o</a>            colors</p>	15 mins
<p><b>Core activities</b></p> <p>The teacher gives each student a blank sheet of paper, with this sheet the students will draw a picture of themselves wearing the clothes they like the most.</p> <p>While the students are drawing the teacher plays the song. (My Name Is I D Billions Kids Songs) after listening to the song the students will sing the song.</p> <p>When they finish drawing their own pictures, the teacher will pass each student to the board and the students will introduce themselves and understand that the song says (my name is) and after that phrase they will say their name.</p>	<p>Papers. Colors, imagination            Song:  <a href="https://youtu.be/pifBpLAun6U">https://youtu.be/pifBpLAun6U</a></p>	45 minutes

Table 1: first lesson plan

With this lesson I took into account the inclusion since the students sang and practiced correctly how to introduce themselves and they did it through a very fashionable song that they loved and they knew it, the only problem and why I improved my lessons was that I did not have the socio-affective part in my lesson plan and that is why many students cried when in the second part of the lesson they had to draw themselves since many students cried when they saw the drawing and they were not the same as they were; So it was at that moment that I thought about not only teaching the topics and being inclusive with the content but also supporting the students in an effective way.

This is how in the following lesson plan I implemented an emotional part.

*Figure 2: Second lesson plan:*

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### **Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**

#### **Comité de Práctica Pedagógica**

#### **LESSON PLAN**

**STUDENT TEACHER:** Wendy Yohana Gonzalez **SCHOOL:** I.E. INEM **GRADE:** Second

**WEEK:** 2 hours per week. **UNIT TITLE:** I have fun using numbers **LESSON DATE:** 29<sup>th</sup> 04 2022.

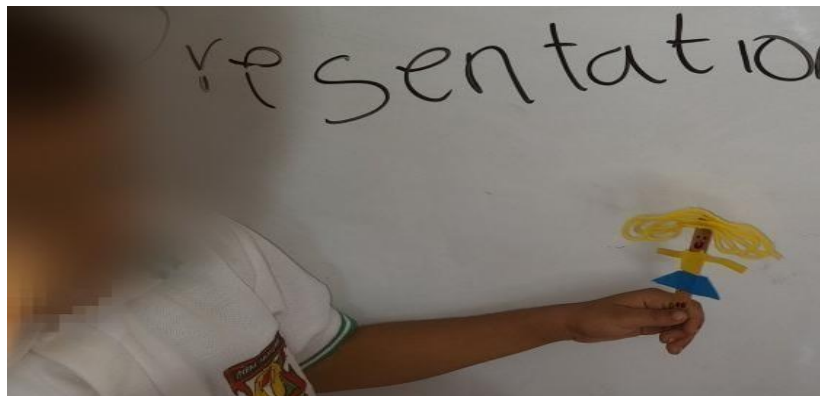
**TIME:** 2 hours

<b>TASK/PROJECT/PROBLEM</b> <ul style="list-style-type: none"> <li>Students will be able to recreate themselves and make a representation of themselves with wooden pallets.</li> </ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Students will be able to make a presentation of themselves and identify that they have a lot of skills in each other.</li> </ul>	<b>Lesson Teaching Points</b> (Personal presentations, greetings)
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#### INSTRUCTIONAL ACTIVITIES

<b>Warm-up</b> At the beginning of the class, the teacher tells her students how valuable we are as people and the different aptitudes and tastes that both children and adults have.	<b>Resources/Materials</b>	<b>Time</b> 15 mins
<b>Core activities</b> The teacher shows the students how to represent themselves on a palette and how they can represent themselves.  The teacher gives a short presentation of herself to the students and asks the students what they understood. then the teacher gives the students different materials to represent themselves and make their own presentations, the students make the representation of themselves and realize how valuable each part of their body is and the talents that some of them have at the moment of cutting or gluing.  Students make their presentation and also think about some skills that each student has.	Papers, wooden pallets, colbon, crayons, colored pencils, markers, imagination	45 minutes
<b>Closure</b> At the end the students will reflect on their presentations and with the help of the teacher make corrections when pronouncing English words.		20 mins

Table 2: Second lesson plan



*Ilustración 1: EVIDENCE SECOND LESSON PLAN*



*Ilustración 2: EVIDENCIA 1 DE ACTIVIDADES*

In this way each student represented themselves and reflected on the capabilities they had in doing something they were good at and how they could make themselves feel loved and listened to by the people around them; at the end of this lesson, many children compared the previous drawing with the palettes they made and understood that each representation is unique because they were able to do something they may not have thought they were capable of.

## 4.2 RESULT 2

In terms of my professional growth, these internships were significant because they contributed to my development as a future English teacher; where I applied the knowledge, I had obtained in my university studies, it also helped me to understand that lesson plans are a key tool to organize and project the objectives to be achieved, in addition to delivering a clear sense of purpose, direction and support to students with different types of students.

Another professional growth I had is that my experience with students who have cognitive, psychological, emotional problems or disabilities increased, so I know how to use strategies and approaches to carry out activities that involve all students in an inclusive way.

In addition, I gained knowledge about lesson plans in preschool since it was an experience, I had not had with students who could not write and whose language was not very developed, and how to manage students from a new method for me which was the comprehensive education and the integration of many knowledge to create new schemes in students to relate learning.

*Figure 3-4: preschool activities*



### 4.3 RESULT 3

As for the growth of the students, I could observe that they felt that they knew more and more of the English language, that they understood that they knew words and understood the meaning by symbols or because they were words that they had heard and what they did was to relate the words, also the students did not feel excluded from the language from those who could not write to those who had difficulty writing.

At the beginning of the internship, I did a diagnostic test on the students in which I could appreciate the lack of vocabulary and understanding of some basic English topics, then from each week I evidenced their great improvement in relation to their level of English, likewise, the students at the beginning of the classes did not feel comfortable speaking in English or singing songs, then they felt connected with the language and were not afraid to speak English. The students were able to have a dialogue and use basic words in English; therefore, they were able to understand and answer the questions asked orally; also, in advanced grades the writing improved remarkably; the communication and the use of the English language was used in songs,

dialogues, descriptions, etc. Therefore, the language was the main tool for the students' learning process; Therefore, the language was a main tool for the learning process of the students, after these internships the students can answer simple questions in English; they can describe in shape and color the objects around them; they are also able to say and show the members of their families in English; they are also able to count in English and use vocabulary from songs to point out and name the parts of the body.

*See: Appendix #6: video.*

#### **4.4 RESULT 4**

Within the institution it can be seen that students and teachers are no longer indifferent to the English language; being an elementary school, teachers used to teach the main areas such as Spanish and mathematics; but now teachers use posters in English in the classrooms, music in English and Spanish for children and also plan to continue guiding students in the learning and use of English as a second language; In addition, students at break times sing songs in English and show some dances they have learned, so the break time is used by students in the participation of songs, dances, drawings and games in which students and teachers use the English language.



Illustration 3 shows a group of children at break time singing and showing some drawings that represented for them the English language; also, a short video about the singing and dancing of children of different ages.



## **5. CONCLUSIONS AND RECOMMENDATIONS**

In this section, it is necessary to understand what I learned, and what worked for me. For that, it is necessary to reflect on what I was able to understand from this internship, which was very enriching and productive. In this internship experience, I was able to develop skills that helped me to have pedagogical growth and enrichment in terms of teaching skills and my skills as a future English teacher.

One obstacle I faced was a class with the first-grade students because on May 20, 2022, there was no electricity in the school and the first and preschool teacher decided to take the students to a large room in the institution, that day the first and preschool students were very dynamic so I had to start doing different activities for the children to learn vocabulary related to the family and also keep the attention of preschool children with different activities like singing songs or showing different parts of the body. Since in my university studies I was able to learn about the different methodologies of English language teaching, then I was able to put into practice previous knowledge and use them at the same time I was also able to acquire new knowledge regarding the different types of bits of intelligence and acquisition of a new language in this case English as a second language.

These practices were outlined to obtain the learning of a second language using a new teaching method in this case the teaching and learning of a second language in an inclusive way and with the method of communication language teaching, to achieve in the students the learning of English to lose the fear of speaking a second language. This was achieved by contextualizing the language with words that students already used as in songs that were in Spanish and English words were used, as well as the use of words that students mostly found in videos and television;

the use of symbols to learn that they already knew the words and could understand what the word meant.

One recommendation that I give to people, who choose internships as a degree option is that choose it for pleasure for the love of teaching, since in schools sometimes there is not enough material to work on; but when there is a will with love, significant activities can be achieved with motivation in the students, which make the affection shown by the students.

## 6. LIMITATIONS

In this section, some limitations made me improve and strengthen my experience and that also helped me to understand some of the students' behaviors. The challenge of being an English teacher is lived day by day, I think that a constant effort must be made so that the students and the school take English as an important subject at the initial levels, from that moment on we must start to constantly improve the learning of the students and keep in mind that the greatest motivation is the teacher in charge.

One of the main limitations of why many children do not understand the language or use it is the fact that no one explains to them that it is a language different from their mother tongue and that it is a language accessible to all because although there are students with many cognitive needs, with psychological problems, some with signs of mistreatment in their families, some with signs of abuse in their homes and even poverty, they all gave their best and these limitations I thought were going to be an obstacle but I think they became more of a challenge for children with autism, children with physical and cognitive problems to learn words, phrases, songs and to realize that the English language is for everyone.

I had certain limitations and fears with the armed strike experienced in the schools since it was an experience seen by a teacher and not by a student, the truth is that it was not serious and classes could be reestablished.

I would have loved to work with much more support material, that the school and the university provided tools for the interns because, although I did a lot of crafts in class and there were many favorable practices for students to learn English in another way, with drawings, songs, and even models, the interns must be provided with support materials for better practices.

Taking into account that the students had special needs at the beginning it was not easy to plan lessons taking into account those disabilities since I had to bring extra material; and then inclusively adopt children who had any disability with children who did not have them, so at the beginning it was a challenge; I would have loved to have talks with psychologists to help me have more understanding of these disabilities and thus use a more in-depth improvement in learning English as a second language.

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## 8. APPENDICES

### *Appendix #1*





## Appendix #2







Appendix #3 “Festival de la lectura”







*Appendix #4**“Festival de la lectura”*

Interpretation of a song and reading of stories in English for the students.

*Appendix #5*

This is an example of the remedial plans I had to design and implement. This is the remedial plan of fifth grade

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**

**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**

**Comité de Práctica Pedagógica**

**LESSON PLAN**

**STUDENT TEACHER:** Wendy Yohana Gonzalez **SCHOOL:** I.E. INEM **GRADE:** 5 grade **WEEK:** 2 hours

**per week. UNIT TITLE:** Learning the Verb to be **LESSON DATE:** 20- 04 2022 **TIME:** 2 hours

<b>TASK/PROJECT/PROBLEM</b>	<b>Learning outcomes</b>	<b>Lesson Teaching Point</b>
<ul style="list-style-type: none"> <li>Describe favorite hobby and describe it.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify hobbies and activities that they can do in their free time.</li> </ul>	<ul style="list-style-type: none"> <li>* Hobbies and Daily activities</li> </ul>

#### **INSTRUCTIONAL ACTIVITIES**

<b>Warm-up</b>	<b>Resources/Materials</b>	<b>Time</b>
<p>Teacher posts on the classroom several pictures / flashcards about free time activities. He asks students to label the pictures they know and students learn new vocabulary for the activities they didn't know.</p> <p>Teacher focuses on spelling and pronunciation of isolated words</p> <p>Students practice sentence intonation using the words in context</p>	<p>Papers, markets,</p>	<p>15 mins</p>
<b>Core activities</b>	<p>Colors, papers, worksheet</p>	<p>45 minutes</p>

<p>The teacher asks the students what they like to do in their free time. After socializing with the students, the teacher asks them to draw what they like to do most in their free time.</p> <p>each student socializes his or her drawing and expresses what he or she likes to do in his or her free time.</p> <p>After the socialization, the teacher gives her students a very illustrated word game where each student looks for the hobby that each drawing represents.</p>		
<p><b>Closure</b></p> <p>At the end the students will say the words they learned and show the results of the word game.</p>		<p>20 mins</p>



## Appendix #6

*Video activities carried out by students:*

[https://drive.google.com/file/d/1HWDNHZLtD\\_xKuVnu0O2FFZjHH7C5AIKr/view?usp=sharing](https://drive.google.com/file/d/1HWDNHZLtD_xKuVnu0O2FFZjHH7C5AIKr/view?usp=sharing)

*Video use of technological resources, (homework)*

<https://drive.google.com/file/d/1GvKAon0-lYr3V0U16og1ouEMGZnvDHOg/view?usp=sharing>

## Appendix #7

*Video « festival de la lectura » :*

<https://drive.google.com/file/d/1XoULKwY1PNSrucdkGLIYDB2M4vxGMkPy/view?usp=sharing>

*video more evidence and gratefulness:*

[https://drive.google.com/file/d/1LFwXahxRXxWYfJpavHkapWsP4-2TSz\\_j/view?usp=sharing](https://drive.google.com/file/d/1LFwXahxRXxWYfJpavHkapWsP4-2TSz_j/view?usp=sharing)