INTERNSHIP AT INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE MONTERÍA

ENGLISH COURSE FINAL INTERNSHIP REPORT

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INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE MONTERÍA

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE

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ENGLISH LANGUAGE TEACHING PROGRAM

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JUROR 1

ACKNOWLEDGEMENTS

Firstly, I want to thank God for giving me the wisdom and patience I needed to carry out this internship, then I want to thank my mother for always supporting and encouraging me when I thought I couldn't take it anymore. I would like to express my gratitude to my advisor Sol Herrera, who helped me in this process, to professors Jaime Nieto and Paula García who have been my role models and have helped me bring out my skills, and last but not least, to all my career teachers who left traces on me.

Secondly, I want to thank Isalene Hoyos, Jesús de la Cruz, Carlos Vega, María Peña, Breitner Benitez, and all my colleagues who have always supported me and encouraged me to be better every day. I do not want to leave aside all those people who were always encouraging me from the beginning of my studies, especially my uncle Rafael Medrano and my grandmother Ana who will always live in our hearts.

Thanks to all of you, I can say that I am officially the Licensed Nur.

ABSTRACT

This report describes the internship carried out at Institución Educativa Normal Superior de Montería. The purpose of this report is to highlight my experience during the internship in a public school and discuss how it enhanced my personal and professional development, as well as the knowledge about the internship after completing it. Therefore, this internship aims to provide students with knowledge and skills related to vocabulary acquisition. The goal was achieved through the implementation of the communicative language teaching approach to combine technology resources in the virtual classroom with a focus on understanding reading concerning the events of Covid-19 to facilitate synchronous asynchronous and face-to-face teaching methods. The results, conclusions, evidence, and recommendations are presented at the end of this report.

KEYWORDS: internship, professional development, vocabulary acquisition, communicative language teaching.

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1. INTRODUCTION

This internship was conducted at Institucion Educativa Escuela Normal Superior de Montería – Córdoba, with fifth graders, ranging in age from 10 to 12 years old, with a basic level of English. This public institution has been looking for improvements in regards to the student's English proficiency, which has become one of the most important subjects in schools. Hence, the purpose of this course is to provide students with knowledge and skills related to the vocabulary that may be needed in English lessons.

Due to the pandemic, the students were divided into two groups, which were the students who could go to the institution receiving face-to-face classes and those who were having online sessions. However, in 2022, the institution decided that everyone had to return to the school considering the safety protocols and be vaccinated as a requirement.

The approach that was carried out in the classes focused on carefully selecting the pedagogy, methodology, lesson preparation, and materials to meet the needs and learning styles of the students. On that count, the communicative approaches and task-based learning are the main methodologies used to improve the performance and results of the students in the lessons. Lesson plans were designed around accessibility for students when participating in online sessions, considering that some students do not have internet connection or stable electricity services because they live in rural areas with poor conditions, hence, flexibility was a requirement.

Regarding face-to-face classes, each group had three hours weekly, where the class topic was explained, then, students created some tasks to show what they learned about the lesson. In addition, the school included four hours in synchronous sessions, where the

implementation of audiovisual material was used to show learners the explanation of the topics, with online activities, such as games, and online quizzes. Later an asynchronous class was also carried out, where students worked in their houses with a learning guide containing topic explanations and activities provided by the teachers.

In the same way, class plans were developed, taking into account those students who went to school. These were designed, so that students had a pleasant environment, where the main purpose was the acquisition of vocabulary, in which activities and games were also implemented in order to increase students' motivation to study and learn about the language. A variety of activities were carried with the purpose of developing skills and vocabulary acquisition, apart from these, listening activities, board games, and matching activities were also applied. On one hand, dynamics were carried out in a funny way for the students not to get bored; on the other hand, activities were developed for students to write on the board and participate.

This report is divided into different sections; the first part includes a pedagogical chapter that explains the types of pedagogical concepts applied in the internship. Due to the pandemic, teachers and students have begun to develop tools to achieve their goals through communicative methods. Secondly, the methodology chapter attempts to explain the type of activity planned in each class. In addition, the findings chapter explains in detail one of the lesson plans used for one of the classes. It can also be seen the breakdown of this lesson and its impact on students. In addition, I will present a section called conclusions and suggestions followed by the last section called limitations that explains the challenges faced during the internship.

2. PEDAGOGIES

The following chapter is intended to explain the various concepts used to develop this practice. The methods used were Communicative language teaching approach and task based learning and these methods and approaches have been selected to facilitate students' autonomy in the learning process, taking into account the establishment of virtual courses and face-to-face classes in the institution due to the current health situation caused by COVID 19. It was chosen a communicative language teaching approach and task-based learning were chosen because they can improve vocabulary acquisition and knowledge, and these approaches are essential to the development and implementation of lesson plans.

2.1. VOCABULARY ACQUISITION

English teachers have realized that the acquisition of vocabulary is a fundamental part of teaching and learning English since with the correct amount of vocabulary, learners can easily understand what others are saying and consequently, express our ideas. Teaching vocabulary becomes complicated when students do not want to learn the language, however, their curiosity makes students ask about the meaning of certain words, which makes them unconsciously acquire vocabulary.

As Steven Stahl (2005, p. 1) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world." In the same order of ideas, vocabulary is a task that progresses over time since we are always learning new words which we add to our vocabulary. That being the case, vocabulary teaching goes beyond looking up words in a dictionary and then using them in a sentence. Thus, vocabulary is acquired as people intentionally expose themselves to an

environment where specific words and strategies for learning are instructed for them to recognize and remember those words.

Wilkins summed up the importance of vocabulary for language learning: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (1972, P. 111). This means that if students learn more vocabulary or spend more time studying vocabulary, students can express our ideas, even if students do not know what the grammatical structure is like, since, with the correct use of words, students can express our ideas.

Word learning strategies include the use of dictionaries, morphological analysis, and context analysis. Using a dictionary teaches students the meaning of many words, as well as the importance of choosing the right definition to fit a particular context. On the other hand, analysis is the process of figuring out the meaning of a word by analyzing its significant parts. These word parts include prefixes, and suffixes. Context analysis involves inferring the meaning of an unknown word by looking closely at the text surrounding it. Teaching context analysis often includes teaching students to use both general and specific types of contextual cues.

According to Graves (2000,), "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest" (p2). In other words, the main goal is to make the acquisition of vocabulary more efficient. Teachers must increase the motivation of the students, using methods which make them more attractive, even using games that make them learn but in an implicit way. That is, that they learn but do not see it as an obligation, just for fun. For example, many children who play video games, begin to

know the meaning of certain words in English, all this, because in the game the language is English and to know what they say, they must investigate. In this way, students learn implicitly since they do it to know what the game says, but whenever they see this word, they will relate it to the game and thus they will not forget it.

Hence, where vocabulary learning is more incidental to classroom activity, Laufer and Hulstijn (2001) argue that learning tasks can be graded according to the level of vocabulary processing that they generate. Learners who wrote compositions using a set of target words remembered them better than those who encountered the words in a reading comprehension task, and the learners who wrote the missing words in gaps in the reading text retained more of the words than those who just read marginal glosses.

2.2. COMMUNICATIVE LANGUAGE TEACHING APPROACH

Each teacher has roles that distinguish them from the others, there is the language teacher and model, which represents their interest in their culture, there are those teachers who are facilitators of learning who become friends and mentors. All of these roles have cultural dimensions, and in a certain way, are within the expectations of the teacher and the student. For these teachers, their language teaching is communication-oriented, but many students have different expectations than their teachers.

According to Rodger "The difference between English as a Second Language (ESL) and EFL is one of the major challenges in adopting the Communicative Language Teaching (CLT) approach in a non-native environment." (1999, p. 69). In this order of ideas, the practitioners are trying their best to implement this methodology equally well in both contexts: Nevertheless, its application in an EFL context is still under high criticism from

different corners. Both of these contexts have learners whose first language is not English, yet teaching is distinct in both cases. The difference between these two contexts has been distinguished well by Ellis (1996, p. 216) in the following words:

ESL is integrative, in that it is designed to help individuals function in the community, EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from the principal and the local community, government policy, etc. It is also dependent on the teacher's language proficiency, teaching resources, and the availability of suitable material.

The CLT method is now applied in many non-native countries where English is a foreign language (FL). To get a sense of where the English Language Teaching (ELT) Program stands in the EFL context, it's a good idea to take a quick look at some of the Latin countries where it's being implemented.

The Communicative Approach makes language teaching possible in a real-world situation. Grammar learning is emphasized through communication through a "learning by doing" approach, through student participation or collaborative completion of instructional tasks between students and teachers, grammar can then be absorbed naturally by the learner. Hymes (1972) proposes that "language should be taught in communicative situations in order for learners to achieve communicative competence"(p. 15). In other words, learners should not know only language knowledge, they have to know how to use it in different situations.

The communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also emphasizes students'

responsibility for their learning and involves cooperation within a group, self-activity, and dictionary work. The first concern of a communicative approach is language acquisition rather than conscious learning. According to Krashen, "acquisition is a natural process, similar to the way children develop ability in their first language. It is a subconscious process when students are not aware of the fact, they are acquiring language but are using the language for communication" (1987, p. 10).

One of the principles of the communicative approach is that the classroom environment provides opportunities for rehearsal of real-life situations and as well as an opportunity for real communication. Emphasis on creative role-plays, simulations, surveys, and projects, all produce spontaneity and improvisation. Within lessons, students have to cope with a variety of everyday situations, put more emphasis on active modes of learning, including pair work and group work. It offers a communicative activity to students from an early stage, taking into account that errors are a natural part of the learning process. This communicative approach is student-oriented, as it follows students' needs and interests. In addition, a communicative approach is not just limited to oral skills since reading and writing skills need to be developed to promote students' confidence in all language skills.

Therefore, teaching grammar is set in a context, students are awarded for the connection between communication and grammar. Thus, the use of idiomatic language in everyday class, even with slang words, is important. Respectively, the use of topical items with which students are already familiar in their language arouses students' interest and leads to more active participation. Equally, the usage of authentic resources such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news…etc. is of utmost importance.

To sum up, the communicative approach refers to classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind of task. Students are required to use all the language that they know, and they gradually develop their strategies in communication. There is a place for both controlled and semi-controlled language practice, which brings optimal development of students' language skills.

2.4. TASK-BASED LEARNING (TBL)

A task is an activity where a person needs to complete an objective using a language and needs to be accomplished within a defined period or by a deadline to work towards work-related goals. Ellis contends that "tasks function as devices for creating the conditions required for language acquisition" (2002, p. 226). Employing this, a task can be broken down into assignments that should also have a defined start and end date or a deadline for completion.

Regarding Finch TBL can be used with "…learners at any level of their educational processes since students go through all the phases: decision-making, the implementation of that decision, the preparation to carry out the decision, the performance of the plan and the reflection of the given classes" (1999, p. 179). This means that it is possible to use all the phases of TBL with all kinds of learners. In this order of ideas, Prabhu (1987) identifies three broad task types: information gap, opinion gap, reasoning gap (p. 61).

As Naemeh Nahavandi (2011) expresses that "using task-based activities in which every student takes part in understanding, evaluating, discussing, problem-solving, negotiating meaning processes can be effective in meeting the requirements of learner-

centered classes" (p.64). This shows us the importance of student participation in task-based activities, in this way, they take responsibility for their learning and share their point of view by interacting with each other in group discussions, exchanging information and this strengthens the problem-solving skills in the classroom.

Regarding Finch (1999, p. 179) TBL can be used with "…learners at any level of their educational processes since students go through all the phases: decision-making, the implementation of that decision, the preparation to carry out the decision, the performance of the plan and the reflection of the given classes". This means that it is possible to use all the phases of TBL with all kinds of learners. In this order of ideas, Prabhu (1987, p. 61) identifies three broad task types: information gap, opinion gap, reasoning gap.

3. METHODOLOGIES

This chapter describes the main procedures used to teach lessons, design the units, syllabus or lessons and contains information about the main assignments students did during their internship at school. In order to help students gain vocabulary skills to improve their knowledge of the English language, task activities were developed during the classes.

Concerning teaching styles, a learner-centered approach was adopted since I explained the topics in the most dynamic and contextualized way possible, all so that children could relate the language to topics in their context. However, there was a moment in the class, in which students carried out their activities, and showed their classmates their answers, all this so that we all learned from each other. In class explanations, they always asked questions, because they felt confident to ask, and in this way, everyone could participate, which turned out very well for me, since there was always good participation.

Due to the COVID-19 pandemic, schools began to adapt to the new educational methodologies, which were, for example, online classes. At the beginning of my internship, I had to teach during a week of the virtual class, however, the Colombian Ministry Of Education and the institution began to ask students to go to school. The difference between teaching synchronous meetings to face-to-face classes was very remarkable since it was possible to see in more detail and get to know students, the participation in the classes increased and all this improved the classes, in a way that could make it more dynamic, without neglecting the main objective, the acquisition of vocabulary.

When I started the classes, students were motivated to learn, since they wanted to go to school. I taught fifth graders, who were very participative and energetic. I worked three hours of class with each group. I was in the institution every day, during the whole class day, this allowed me to spend more time with students, and to know a little about their situation, in this way, I was able to plan classes in a way that students feel comfortable. The classes were planned according to the objectives, the resources used in class, and the time, and taking into account the methods and approaches used. We also found the activities that were carried out in the classes, since the weekly lesson plans were already made. However, the classes were structured in an introductory activity, an explanation of the topic; where I asked questions, and the development of activities. In a class, I used a board game, where I brought them together in teams and this game had questions that were answered with the vocabulary used in class.

The activities were carried out in groups so that everyone could help each other to solve problems. I used many activities where they showed the images of the words that they wanted them to learn, so that every time they saw the image in its context, they related it to

the new word that they were learning. I always organized the activities like worksheets, where each activity was related to a point of the class explanations.

Every day at the beginning of classes, we remembered the vocabulary that we learnt, visually, that is, I showed them the object and they had to say the name in English. Many times, lists of words were made and students went to the board to write them, then together we would check the words. On one occasion, I carried out a listening activity which was very satisfactory because they were attentively listening to the audio to capture the words that were mentioned there. One of the activities that caused the most impact on students was the mimes, when we studied the action verbs, students had to do the actions and the other classmates guessed what action they were doing, at the end of that class, I said the actions and they did the demonstrations, they could relate and it is easier to learn.

Students' enthusiasm was more noticeable when they participated in classes, that is, they asked each other about the vocabulary. In a class, students went to the front, showed a school object and asked what this is, to which the others answered that it is and mentioned the object.

At the beginning of each class, the classroom was organized differently, thus I could go through the groups, students, and see them all, to get their attention. The organization that they requested the most was the round table. Many times, we moved the chairs and sat on the floor so that they felt comfortable. Every time they were made by groups, they were scattered so that I could move around the room.

As a final task, at the beginning of the classes, I asked to students to make a Pictionary, where they were going to write the vocabulary that we were learning in class,

and for the meaning, they only had to put images that were related to the words, it was an activity with great success since each class brought their Pictionary and they were well done, organized in alphabetical order, demonstrating their creativity to decorate and organize. In the end, everyone reviewed their Pictionary and discovered that in such a short time they learned new words in English and in a fun way.

At the end of the period, during the examination week, my tutor asked me to make a diagnostic test, which had as the main objective, to check what knowledge they had regarding some English topics, the results were satisfactory because most of them got good scores.

3.1. CHART OF DUTIES

PROCEDURE/ ACTION	GOAL/AIM	DESCRIPTION	PERSON IN CHARGE	RESULT
Introduction of the internship and presentation with students October 26th to 29th	to provide the necessary information about my presentation.	The teacher described important aspects and requirements of the internship.	Yarima Prens Jose Arrieta	students created a presentation about themselves to the teacher
Preparation of teaching and learning resources November 1st to 5th	To design lesson plans for classes	The teacher selected the topics to teach and planned the classes.	Yarima Prens Sol Herrera	Two lesson plans were created to work in it during the classes

The first week of classes November 8th to 12th	To teach the different topics during the week to all grades	The teacher taught the classes according to the lesson plans and task-based learning method.	Yarima Prens	Students' results showed that students' interest in English class improved
The second week of classes November 16th to 19th	To give to students some activities with the corresponding topics	Students developed different tasks and communicative activities to practice the topics learned.	Yarima Prens	Students showed motivation to develop the activities
Third week November 22th to 26th	To do a review and a final activity to finish with the unit	The teacher did a review activity followed by a final workshop to close the topics	Yarima prens	Students demonstrated the knowledge that they acquired
Evaluation week November 29th to December 1st	To organize a final test in order for students to demonstrate the improvements that they had.	Students solved a test that include all the topics learned during the lessons	Yarima prens	Students evidenced that they learned during the lessons with high scores in the test.

Reinforcement week December 1st to 3rd	To give another chance to those students who lost the subject in last units	The teacher created a workshop in which students solved some activities according to the different topics of the unit.	Yarima prens	Students passed the workshop solving all the activities in a correct way

4. RESULTS

The purpose of this chapter is to describe the results that were obtained in this internship after using a task-based learning method. In addition, I will show a little about my experience throughout the development of my internship, the changes that were developed during it, and the new lessons learned during the process.

4.1 Students' Improvements

At the beginning of the classes, students felt very shy to express their ideas, in the same way, to say when they had doubts, however, I always tried to give them enough confidence to make it a better environment. I taught new topics and new words and, in the process, students asked questions about how to use these words, and that was what the classes focused on. Also in what kind of context could we use the words we learned, how the vocabulary was simple and the pronunciation was simple, the children learned faster, with the use of images and not words in Spanish. In this way they could recognize the words and their meaning without the need for a dictionary, which was only used in other cases.

As time passed, the student's participation improved, and this made those shy students lose their fear of participating, which demonstrated student's improvements and increased the number of English words used in-classroom. In addition, students always looked forward to the next classes very enthusiastically, and in this way, I noticed that the subject's interest was increasing. Students improved so much that the former teacher in charge of the area noticed it, and she was very happy because she saw them more excited in the English classes. Even the teacher-student relationship improved since they got closer to me.

At the end of the classes, when the workshops and accumulative exams were held, very few students had failed the exams, many had high grades(*see appendix #1)* and for this reason, only three students had to reinforce, however, the reinforcement was from the past units. in the same way, students did not want me to stop teaching them, they wanted and asked if I would continue with them in sixth grade, this, in a certain way, was sad, because you could see the love, they had for me and also satisfying because it was the way that I saw that he had done a good job.

4.2 Development of Activities

The objective of this section is to communicate and show the most meaningful activities that were carried out during this internship, the activities oriented to instruct and fortify the knowledge taught by the teacher. These activities focused on developing vocabulary acquisition.

In the first class, I started the class with audio about classroom objects, the purpose was for them to write the words they recognized, and at the end, they wrote on the board in

this way, it was possible to evaluate the previous knowledge they had regarding this topic, it had good results since students recognized the words and identified these school supplies in the classroom. *(See appendix #2)*

The development of the activities in class, they were carried out with the objective that students acquire more vocabulary and in the same way, the language will be used in class, for this reason, in the second class, students practiced their communication skills with a game table, which consisted of playing with the dice and in each box, there was a question regarding school objects. *(See appendix #3)*

The main goal was to improve class participation, the use of language to acquire vocabulary, taking this into account, an activity was carried out where students were assigned an action verb and they mime, with the intention that the rest of the class guessed the action and they tried to deduce the translation of the verb in English because they said in Spanish, at the end many students came to the front and they recognized most of the verbs. *(See appendix #4)*

At the end of each class, students developed worksheets, which helped me assess students' knowledge and how much vocabulary they acquired. *(See appendix #5)*

During each class, we had to develop a project, which consisted of each word that we learned from the vocabulary, we were going to add it to a Pictionary, which was a book that they created where they wrote the words but the meaning was not written in Spanish, but an image was placed to make it easier to identify and learn. *(See appendix #6)*

4.3 Professional Growth

Carrying out this internship was one of the best decisions I have made in my life, since I have always liked teaching, above all, to children, this allowed me to be face to face with students, and get to know them a little beyond academics. I met many amazing and intelligent children, full of energy, which motivated me to go to class.

What I learned most was to manage time, to control and know how to reach students, especially those who do not feel like studying or have specific problems. Without neglecting those students who have good performance, I learned to have a lot more patience than I already have, and always expect the best from my students.

I can say that working with children is one of my favorite activities, I have always had the opportunity, from the school where I studied to the church I attend, which has given me experience in how to treat children, how to motivate them to be better every day, not only at school but also in life, because the best thing about being a teacher is leaving a mark on students, this internship showed me that I am in the right place, teaching.

English has been one of the subjects that I have had the best performance, I have always been curious to learn about everything related to it, one of my biggest motivations to teach this career is that many people say they have had bad experiences with this subject, therefore, my main objective is to change that, for future generations, so that they see the importance of English and that it is not boring as they have been taught.

4.4 Lesson Plan

One of the lessons plan I implemented in my internship classes was related to vocabulary acquisition (*See appendix #6).* This lesson was designed following the

principles of task-based learning with the intention that students improve vocabulary through activities. This lesson plan was one of the ones I liked the most because students participated in each of the activities, and the answers to the different activities were correct, which showed me that they liked them and that they were understanding, and also task-based learning is a good methodology that helps students improve.

This lesson was developed in sections, I mean, I started the classes with a warm-up, an activity, or a game, with the aim that students were very active the rest of the class. followed by the core activities, I started with the explanation of the topic, and then two activities were carried out, where they participated in mimes and worked in groups. To end the class, the words were reviewed and then they worked on a homework sheet.

Each one of the activities was planned between a certain time, and thanks to the good organization and good behavior of students, it was possible to carry out the entire lesson in the stipulated class.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Concluding this internship has been one of my best experiences at the university, it has shown me again why I decided to study this career. It showed me that if I can be a successful English teacher; I am very happy for this opportunity. Thanks to this experience I discovered that I have to improve the management of the classroom, since, when students started to make a mess, I could not get their attention, however, later I learned a technique that I implemented and it worked for me. On the other hand, I discovered that I manage

time very well and the explanations of the classes are direct, that is, I reached the fixed point and students understood everything.

As part of the student's outcomes, the change was noticed, there was an improvement in terms of interest in learning English, since at first, everyone thought that English was boring, however, at the end of the classes when the final exam was taken, I could see the improvement. Students asked to be in English class more, and they always looked forward to it, which made me feel very satisfied since it was the way to see that they were interested in the classes, enjoyed, and learned.

5.2 RECOMMENDATIONS

Concerning the development of the course and classes in the internship, I would like to give those future interns some recommendations when doing their internships.

As students of the last semester, the biggest concern is what is the best degree option, many make the wrong decisions due to lack of knowledge regarding what they offer in the degree work, thus, my recommendation is that from previous semesters it be explained and spreads the necessary information to know which option can be chosen and engage students.

For those who decide to take internships as a degree option, I recommend that you be patient in order to be able to do it efficiently if your passion is teaching. It is the best option, since, in our career, in addition to learning English, it focuses on teaching it.

My recommendation is that in each class, they teach their students the importance of English, and should not be considered another subject, they should also focus on the use of

English in contexts outside the institution, in this way, we can encourage students to improve their English.

If you choose internships, you will have experienced teachers helping you with your work, therefore you can have better feedback coming from the tutors, and if you go with all the energy, you will be able to do everything.

6. LIMITATIONS

As in life, every process has ups and downs, however, it is always good to know how to handle everything. In this paragraph, the main objective is to discuss the different limitations that were encountered during this internship and provide possible solutions to improve the course.

Starting with the most common case; COVID-19 caused a lot of decline in the teaching of English, since in many cases, at home, there is not a person who can help students with their tasks, however, the teachers did their best to teach the subject.

On the other hand, the time for the classes was very short, it was not possible to teach the necessary topics, however, in each class, I tried to include these topics so that students had a basic knowledge, which could help them in in the following school year, I supported classes with activities that were carried out at home. In addition to that, I was aware of any doubt they could have via WhatsApp thus, that I could help them and make their understanding easier.

7. APPENDICES

Appendix #1

In these photos, it showed some scores from their final test.

Appendix # 2

In each photo, students identified the classroom object on the audio and then wrote the vocabulary of classroom objects on the board.

Appendix # 3

In this photo, students played a board game, with dice, and each turn, they had to answer some questions about a classroom object.

Appendix # 4

In each photo, students were guessing the word that the partner tried to say without using words, and then, they wrote on the board to the rest of the class, copied on their notebooks.

Appendix #5

In these photos, students developed one of the worksheets of the class.

Appendix #6

In this photo, you can observe some of the students' pictionaries, and the content.

Appendix # 6

STUDENT TEACHER: Nur Isabel Florez Medrano **SCHOOL:** Institución Educativa Escuela Normal Superior **GRADE:** 5th
HOURS/WEEK: 3 Hours per Week **UNIT TITLE:** "Una Aldea Global" **TIME:** 1 hour

TASK/PROJECT/PROBLEM	Performance indicators	Teaching points
Create a Pictionary with action verbs.	At the end of the lesson students will be able to: • Recognize actions verbs in present simple and past simple. • Use and create sentences with action verbs.	• Action verbs • Present simple • Past simple

INSTRUCTIONAL ACTIVITIES

	Resources/Materials	Time
Warm-up Teacher will do some actions and ask to students what is the action, in Spanish and English. Students tell possible answers and then they write the verb on the board.	Board, Marker	10 minutes
Core activities 1. Teacher explains what is an action verb (a word that describes an action) and explains the words in present simple and past simple and the rules. Students write the words and try to draw each action verb.	Board, marker.	20 minutes
2. Students will create a list of action verbs that they do in their routines and then they organize the words according the alphabet .	n/a	10 minutes
3. Teacher create a chart to organize the words in past and present simple, and students go to the board each word in each column.	board	10 minutes
Closure Teacher review the words with the students and then students work in a worksheet. In the first point they write the action verbs of each image and then write it in past and present simple.	worksheet	10 minutes

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ACTION VERBS

NAME: _____ GRADE: _____ DATE: _____

ACTIVITY 1. Escribe cada acción que se presenta en la imagen.

1. Drag and drop.

| play | swim | eat | clap | run |
| jump | sleep | read | dance | draw |

ACTIVITY 2. Escribe las siguientes palabras en PAST SIMPLE.

- SWIM: _____
- PLAY: _____
- WRITE: _____
- EAT: _____
- DANCE: _____
- SPEAK: _____
- LOVE: _____
- LISTEN: _____
- STUDY: _____
- PAINT: _____
- BUY: _____

8. REFERENCES

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