

INTERNSHIP AT “EL RECUERDO” CHILD DEVELOPMENT CENTER UNDER THE
PROGRAM MY FIRST STEPS FROM UNIVERSITY OF CORDOBA

FINAL INTERNSHIP REPORT

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Love, Ivón.

ABSTRACT

Cordoba “My first steps” in the modality of the internship has allowed trainee teachers to explore a real-life context working with young children from a vulnerable area in Monteria Cordoba, with the purpose of applying different strategies and practices that will help children in this program to get an initial encounter with the target language. Due to the difficulties of the current year and the inability of providing the face to face classes, the internship in the first semester 2020 has suffered some changes, and in order to continue the project, it was established to work in the designing of a unit plan and several lesson plans following some approaches that will be beneficial to this population of students.

The objective of this paper is to describe my experience in this internship; designing some lesson plans for students at such a young age, as well as describing the activities carried out during the whole process of the internship. Following the designing of the lesson plans, this final report deals with the implementation of a play-based approach and the advantages of working with this one taking into account the children’s context and needs.

Keywords: Play-based approach, early childhood education, lesson planning, teaching experience.

1. INTRODUCTION

Cordoba “my first steps” is a project that was brought to life in 2019 by the University of Cordoba along with the Bienestar Familiar with the objective of providing children in a vulnerable area of Monteria city assistance and guidance in different fields; such as arts, literature, and English. The latter is part of an important macro project that the University has been working on for some time now called “Cordoba transformada” which includes not only the educational field, but others as well. “My first Steps” has demonstrated to be a huge success taking into account the great responses from the children and parents who are part of it. This community-based project is envisioned as a long term one, with a huge impact on little kids' lives and future opportunities.

The purpose of this final report is to describe and explore my experience designing several lesson plans and materials to work with the children from the CDC (Child Development Center) “El Recuerdo” from three years old in two different groups. This CDC is located in “Los Recuerdos” neighborhood which is situated on the south side of Monteria City. The center provides children from the area a comfortable space to recreate as well as providing them with food; these children go to the center from 7:00 a.m. to 3:00 p.m. per five days a week.

The internship at this child development center is part of a macro project designed by the University of Cordoba in cooperation with different faculties, within the faculty of education, contributes to the project with a strategy called “speakers” in which pre-service teachers provide English classes to these children in the CDC and who are part of this project since last year. The

classes are intended to take place twice a week in a company with tutors who guide in the designing of the lesson plans as well as materials and assessing the best strategies to conduct our teaching experience.

These internships allow pre-service teachers to explore in real-life contexts the pedagogies and teaching practices they have learned during the four years of formation. They have the opportunity to put into practice the theories they have studied as well as the chance to understand the contexts of our schools and the reality of the education system in our country.

One of the most significant aspects of this project is that it allows us to explore the strengths and weaknesses of our teaching practicum. Teaching kids is a tremendous challenge since the amount of energy and ability to grasp meaning is huge. As Alison Gopnik states “babies and young children are very good at taking in lots of information from lots of different sources at once.” (2011) This supports the idea that children at this young age are very capable of learning and developing linguistics skills in a foreign language at the same time they are improving and acquiring their mother tongue. Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. (Dunn, n.d.). This shows the great importance to start the teaching and learning process since our children are still babies and are part of this CDC.

In 2020, the internship and its implementation have been affected by a Pandemic virus called COVID-19 that is affecting the world. Some consequences have been the locked-down of countries straightening the normal functioning of educational centers countrywide. As a result, this internship report proposes a set of lessons designed with a play-based approach in

accordance with the needs as well as the realities experienced in the CDC El Recuerdo after a short experience within the center with the kids.

The main purpose of my internship is the designing of a set of lesson plans based on a play-based learning approach, taking into consideration the context of the CDC El Recuerdo. The lessons are covered by a global unit designed by the “speakers” team which was especially prepared for this project. The main objective of this unit is to provide the center with a series of lessons that will help future teachers to carry out the English classes when the quarantine period finishes. Taking into consideration the vulnerability of the situation and the social-economic status of these families it is not viable for the program to propose a remote-teaching strategy, especially because babies are not capable of performing such activities without adequate teacher guidance.

The present piece of work is divided into different sections, the first one deals with the context and the purpose of the internship at the CDC El Recuerdo. The second one refers to the pedagogies and strategies used while designing the different lessons for the CDC. The following section consists of the methodologies and practices used in the development of the classes. In addition, there is a fourth section that deals with my experience in this process and the factors of implementing a play-based learning approach in the lesson plans, as well as the personal and professional repercussions. Finally, section five will present the conclusions and some recommendations of aspects to be taken into account in the future as well as the limitations presented during this process.

2. PEDAGOGIES AND STRATEGIES APPLIED TO LESSONS DESIGNED FOR CDC EL RECUERDO.

This section gives an account of the main theories and approaches underpinning the current piece of work. In general, it was applied project-based learning for the designing of the unit. This approach follows the CDC organizational structure as well as considering some requirements for working with this population of students. Moreover, the design of the lessons proposed **was based on the play-based learning approach** taking into consideration some of the most relevant aspects that this approach covers. This part of the work also deals with the key concepts that will shed light in the insights of the proposed approach and will help to understand the significance of applying this proposal with such a young population of students.

2.1 Project-based Learning

First, it is important to mention the significance to work under project-based learning due to the fact that in the CDC this is the pedagogy that the community mothers and officials follow to provide children not only with the comfort of the place but also with the opportunity to learn things. For instance, the team “speakers” decided to follow this characteristic in order to continue with the procedures already established.

Regarding the implications of PBL an author expresses that “Project-based learning involves teaching through engaging topics that allow the integration of meaningful learning in all content areas while also supporting development across multiple domains.” (Wehrell-Grabowski, 2018). Furthermore, Cocco, (2006) addresses that:

Project-based learning is a student-centered form of instruction that is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding. (as cited in Kokotsaki, et al., 2016)

Regarding the characteristics of project-based learning, Condliffe et al. (2017), express that:

PBL can be introduced into classrooms in a number of ways: Teachers and schools can make use of externally developed PBL curricula, they can develop their own PBL approaches, or PBL can be part of a whole-school reform effort. Implementing PBL is often challenging. It requires that teachers modify their roles (from directors to facilitators of learning) and that they tolerate not only ambiguity but also more noise and movement in the classroom.(p.3)

Additionally, these authors also express that PBL can take place in any subject area as well as that PBL design principles do not communicate specific disciplinary concepts and practices. The umbrella unit (Macro Unit) designed aligns with the PBL framework and it is an illustrative example where the main principles of this educational method can be seen. This Macro Unit also states the relevance of the learning process in young learners as it is possible to evidence that little kids are not taught different pieces of knowledge in isolation instead they are taught and through to be offered to learners through dimensions. These are structural foundations to develop children's abilities longitudinally. Dimensions in kindergarten in the Colombian educational system are: socio-affective, corporal, cognitive, communicative, esthetic, spiritual and ethical. These, as is established in the decree 2247. (Ministerio de educación, 1997) (See Appendix. #1)

2.2 Play-Based Learning and Pedagogy

Piaget's constructivist theory identified play as a means by which individuals can integrate new information into their already existing schemas. Vygotsky (1967) addressed play as "the leading source of development in the preschool years." (as cited in Fesseha & Pyle, 2016). Nevertheless, defining play as such it is an issue that still affects researchers as Wood and Attfield (as cited in Cutter-Mackenzie & Edwards, 2013) argued that:

Play cannot be easily defined or categorized because it is always context-dependent, and the contexts are varied. There are many different forms of play including role play, imaginative play, sociodramatic play, heuristic play, constructive play, fantasy play, free-flow play, structured play, rough and tumble play, all of which involve a wide range of activities and behaviors and result in varied learning and developmental outcomes.

Bruce (1987) addressed that "Play should take its educational place within the education system, and should not be confined and constrained to exist only in 'out of education' situations." The author also offers some of the most significant features of this approach by expressing that play itself is a process and not a product, as well as the characteristic that in play, children try out their recent learning, mastery, competence, and skills, and consolidate them. Additionally, play can lead children to develop socio-linguistic skills as these activities allow children to interact and explore for themselves their surroundings and to exchange experiences with other children and even adults.

Cutter-Mackenzie & Edwards share the insight that a form of pedagogical play revolves around considering different forms of play (and/or play activity) as possible informants to the early childhood curriculum which contribute to children's abilities to engage in meaning-making

experiences and develop understandings of their worlds. (2013, p. 197). Furthermore, the Council of Ministers of Education, Canada (CMEC) in its statement about play-based learning, agrees with the position that “ purposeful play-based early learning sets the stage for future learning, health, and well-being.” This governmental statement supports that: “The benefits of play are recognized by the scientific community. There is now evidence that neural pathways in children’s brains are influenced and advanced in their development through exploration, thinking skills, problem-solving, and language expression that occur during play.”

Moreover, this account, also suggests that:

Learning through play is supported by early years experts. Lev Vygotsky identified play as the leading source of development in terms of emotional, social, physical, language, or cognitive development. Psychologist David Elkind that “play is not only our creative drive; it’s a fundamental mode of learning.” Such experts recognize that play and academic work are not distinct categories for young children: creating, doing, and learning are inextricably linked. When children are engaged in purposeful play, they are discovering, creating, improvising, and expanding their learning. Viewing children as active participants in their own development and learning allows educators to move beyond preconceived expectations about what children should be learning, and focus on what they are learning. (Council of Ministers of Education, Canada, 2010)

There are three main types of play pedagogies, the first one is free play or also known as an open-ended play which is characterized for being “child-led”, the next one is modeled play or guided play which is more “adult scaffolded” and finally, purposefully framed play that is also “adult designed and controlled”. This piece of work displays samples of the implementation

based on these two pedagogies: some of the examples include an outdoor activity and a painting session, in which both stages are directed by the teacher instructing learners (See appendix # 2)

2.2.1 Modeled Play or Guided Play.

Modeled play also referred to guided play or even as an adult-led activity, according to Cutter-Mackenzie and Edwards refers to the “play experiences where the teacher illustrates, explains, and/or demonstrate the use of materials suggestive of an environmental/sustainability concept prior to allowing children to use the materials with minimal adult interaction as the basis for learning about the environmental/sustainability concept.”

Furthermore, the adult has planned the activity and is in control, staying with the child while the activity takes place. In this type of play, children are shown modeling of how the implements or materials could work to carry out certain games or activities. (2013, p. 198-199)

Fesseha & Pyle exposed that “many have found that the most effective play-based learning occurs when the teacher, or adult, is there to facilitate and scaffold learning.” (2016, p. 364) Moreover, UNICEF in 2018 established that adults have a critical role in facilitating this continuity and connectivity of learning, by recognizing, initiating, guiding and scaffolding playful experiences, in support of children’s agency. “Placed in-between free play and non-play, one may find variations of guided play and play-based learning. Along this continuum, adult roles may range from parallel players, teammates, mentors, and guides, to mostly supervising outsiders.” (Bubikova-Moa et al., 2019, p.778).

2.2.2 Proposully Framed Play Or Adult-initiated Activity Or Play.

“Play experiences in which the teacher provides children with materials suggestive of an environmental/sustainability concept and provides opportunities for open-ended play, followed by modeled play and then teacher-child interaction/engagement.” (Cutter-Mackenzie & Edwards 2013, p. 199). In this type of play, the teacher sets up the resources and guides the activity by setting up the rules the children have to follow. Hyvonen states that:

Frame play as a type of role-play is introduced by Broström (1996) whose definition of play is comprised of the idea of a common psychological frame. Children and educators together decide the general theme for the play—that is, they formulate the dimensions for content, figure a plot, and also plan play settings. In addition, rules and roles with characterizations are discussed. (2011, p. 50)

Continuing with this idea, Broström (2005) agrees that the “frame-play contains several elements decided in advance by the children and the adults. Because of the time interval between the formulation of the plan and realization of the play, the roles, rules, and actions are prepared thoroughly.” (p.19-20)

3. METHODOLOGY

This section of the paper accounts for the pedagogical procedures and techniques implemented in the designing of the activities proposed in the different lesson plans and that underpins the play-based learning approach as well as my personal teaching traits. The strategies and plans are designed to be in accordance with the children's needs, age, and context of the CDC. It is relevant to highlight that lessons designed are the result of the Macro unit proposed under the umbrella of the PBL approach but the planning are aligned not only with the Macro Unit as an official guideline but with Play-based approach which is considered to suit better the students' needs in the given setting.

To start I would like to mention that as a professional teacher who has had the experience to work as a trainee teacher in some occasions I am a caring, friendly teacher who likes to create a good relationship with my students, I personally enjoy building a relaxed atmosphere in the classroom so students feel comfortable around me and instead of seeing me as a figure that only reflects authority and fear, I want them to see me as someone they can approach and talk even outside of the classroom. One of the most important aspects for me as a teacher is to provide students with the resources and guidance so they can start developing and achieving their own knowledge, especially because that is what I remember for my favorite English teacher at school, and when I started this degree that is what I always had in mind. Being able to create a good memory in my students, is what motivates me the most to pursue this profession.

In this specific experience, even though I did not have much opportunity to explore these ideas with my students I always had them in mind while I was planning my lessons. My aim is to assist and encourage these little children to experience learning English as something fun and joyful that will be beneficial for them in the future. While planning the lessons and activities I always followed a student-centered approach because that is one of the most important factors for me as a teacher, which my students can get the most out of me as their facilitator.

The objective of the lesson plans is to work with the play-based approach in order to provide children from the CDC the possibility to learn and acquire linguistic skills in the target language while simultaneously having fun in the classroom as this is advised for children at such a young age. Fortunately, from the two encounters, I had with the children; it was possible to observe their dynamics in the classroom using a checklist. (See appendix 3) I could also observe the conditions and resources available for the implementation of different activities during the process, after this, the team “speaker” altogether planned a unit that covers all the essential aspects and contents for the teaching and learning process, following PBL as the umbrella term which covers the set of four lessons proposed in this report.

This unit was planned to take into account three dimensions: corporal, linguistic, and motor, due to the fact that in early childhood education is recommended to work with dimensions instead of performing indicators. The project that the unit suggests is a student-centered project that will take place at the end of the implementation of several lessons, giving a final product that is this event in which students will participate in activities and games appropriate for their age and the content they have learned during the process.

The lesson plans proposed are composed of a hybrid methodology, which basically is an integrated teaching style that incorporates the teacher's personal preferences and individual personalities, and specific interests and needs into their teaching. (Bohren, 2019) Moreover, the lesson plans are conformed by three main stages: warm-up, core activities, and the closure or assessment moment. The first stage allows the teacher to introduce the content of the lesson as well as reviewing and reinforcing the previous content, the teacher serves as guide and instructor to students by setting the learning atmosphere in the classroom in addition to the resources needed to accomplish the procedures. For this goal, it can be implemented circles on the floor as well as singing activities that will prepare students for the following activities.

Secondly, core activities consist of the schemes to practice the new content and to start working on the new objectives planned in the lesson; in this stage students would take the central role in a more significant way, allowing the teacher to be more of an observer in the process while the several activities take place. For this part of the lesson the teacher would take a secondary character and would permit students to explore the activities for themselves, this can be achieved by allowing them to paint freely in the class and to play with the resources and materials that the teacher would bring.

Finally, the closure or assessment permits to observe and evaluate if children acquired the vocabulary proposed in the lesson, it is also an opportunity for the teacher to evaluate the lesson itself whether the activities proposed worked and if the strategies were successful, including the changes that need to be done in order to improve the teaching and learning process. For this purpose, the lessons were designed to concluded with a game that would help the teacher to understand what the students learned, this is a formative assessment which is helpful in this

situation and context in which the purpose is not to get a grade or summative connotation, but rather examine the students' process.

Moreover, the lesson plans were designed to take place in one hour working with the two groups, in which the teacher will implement the stages previously mentioned taking into account the objectives also stated in the lesson plan. Following this, the schedule of activities I carried out during this period of the internship is as it is shown in the following chart:

UNIVERSIDAD DE CÓRDOBA				
CRONOGRAMA DE ACTIVIDADES PROGRAMA "SPEAKERS" CÓRDOBA TRANSFORMADA				
STUDENT		IVON HERNANDEZ LOPEZ		
TUTOR		YANILIS ROMERO		
WEEKLY ACTIVITIES				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ONLINE COURSE (FUTURE LEARN) 2HRS	LESSON PLANNING	WORKSHOP BY THE SPEAKERS COORDINATORS (2 HRS)	ONLINE COURSE (UNIVERSIDAD CATOLICA) 2HRS	TUTOR MEETING

Table 1: Chart of weekly activities in the internship process 2020-1.

The online courses will be discussed in more detail in the following section, as per the workshops organized for the coordinator of the project, we had some meetings since the beginning of the semester in which we discussed some relevant aspects for the internship, some of these workshops are; Designing children activities, Framing resources for kids, Useful ideas for teaching children, and Taller Formal Writing elements.

4. EXPERIENCE

This new experience of the internship at the CDC has been a fruitful process that even though could not be carried out fully with our students; it is still a significant learning process for my professional and personal growth. Unfortunately, I could only share with the children twice, but it was definitely something I would like to repeat and explore in-depth in the near future. I think that language teaching in early childhood education is a subject that it is extremely important and that requires more research and thought, I personally feel that the experience could have been remarkably fruitful for my formation process as a service future, especially because I enjoy working with young kids the most and sadly at the university, we do not have much training to work with this population.

This was an opportunity that I will cherish forever, especially because it taught me the importance of working with such vulnerable and unexplored populations who sometimes are little neglected in terms of assistance and guidance. The situation of the current pandemic also made me realize that teachers need to be prepared to face any circumstances that may happen in the future, we need to keep learning and challenging ourselves in different fields in order to be a well-rounded teacher that can adapt to any condition regardless of how much hard this can be.

Taking into account the current situation of the world, we had to work differently from what we had thought at the beginning of the semester. However, it was a meaningful experience nonetheless; we could work with the assessors through the whole process as well as learn more about early childhood education. Personally, I took the time to explore this topic in an online

course offered by the British Council called English in early childhood: Language, Learning & Development. (see appendix 4)

This course was very much helpful in the designing of the lessons as well as providing insights into the aspects that are important to take into consideration while teaching young children not only a target language but also any other content especially because they are in an important stage of their development. Characteristics such as the learning environment, the language input, the socio-emotional development, and effective feedback were some of the aspects that I learned about in this six-week course. Besides, the team “speakers” had a weekly meeting since the start of this project in which we discussed several issues of the process; in addition, we held workshops with the assessors in which we learned about lesson planning, material designing, classroom managing, and some others. These were key factors that complete our formation process while facing this new challenge at the CDC.

On another account, while we could not work with asynchronous education due to the difficulties of the context and the inability for these toddlers to follow instructions in this format, nevertheless it was an opportunity for me to study and learn more about online education and to form myself in this pretty much unknown field, this is why I took the online course offered by “La Fundación Universitaria Católica del Norte” about teaching in virtual environments. (see appendix 5) This micro-course shed a light in the importance for teachers to form themselves in this field because it is unknown when we would have to face other of these situations, besides it is important for us to at least know the basics so we can offer our students the best of ourselves no matter the situation in which we are. For instance, this course was a great start to know more about this type of education.

The aforementioned course and knowledge helped to gain experience and I started the planning of the lessons. The activities planned in the lesson plans focused on adapting a play-based learning approach strategies in the classes in order to provide students a fun way to learn and start developing interest in the language, in the two occasions I could share with my students I noticed how active and playful they are (Something expected from children of three years) that is the reason of implementing this approach in the lessons.

In the first lesson, I could actually take into practice with the children, in this lesson; I planned different activities such as; listening to songs and dance, as well as visual activities with flashcards and posters. The lessons and activities were planned taking into consideration that for young children the process is different and to teach them we need to do it with small amount of vocabulary as well as disposing of a great amount of time due to the need of keep repeating and reinforcing the input we give them so they can acquire the vocabulary and language skills in a meaningful way.

Learning through clay play is planned because it allows students to explore sensory experiences, gross motor control, manual dexterity and manipulative skills, emotional development as well as language development. (Learning through Play In the early years, 2019) Additionally, is an easy resource to work with, and that can be implemented in a variety of forms in the students' context.

Following clay, paint play is part of the proposully framed type of play in which the teacher provided students with the resources and set the rules for students to play, but let them play freely and do not intervene as much as in the guided play. However, it is important to give support when necessary and also to interact sometimes in order to provide students with the

communication input they need, this can be asking yes or no questions that will facilitate the collaboration between the teacher and students. Another example of this type of play-based approach is to make students play with Lego blocks while simultaneously introducing them to the topic of primary colors.

Some games such as “Simon says” and “musical chairs” are part of modeled play in which students will play along with the teacher and will follow the teacher’s guidance during these, and the teacher will have some participation in the activities while monitoring students’ performance. These procedures will allow the teacher to be more in control of what is happening in the classroom. Another activity proposed is taking the process outside of the classroom; taking children out of the class will allow them to explore more their surroundings in the CDC.

The following is one of the lessons designed in which students learn about the primary colors; the objective is for them to recognize these in daily life objects they can find in their houses or at the CDC surroundings. It’s important to mention that for this type of student it is fundamental to implement only a short amount of content in the lesson (In this case there are only three colors). This is something that can be observed in the other lesson plans as well.

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentation in a civic act through demonstrations appropriate to their age, such as songs, games, dynamics to demonstrate the use of the acquired vocabulary (5 words), and knowledge of the language during the project sessions.	<ul style="list-style-type: none"> ● Recognizes the three primary colors. ● Recognizes and Organizes objects taking into account their colors. ● Participates and collaborates in group activities. 	<ul style="list-style-type: none"> ● Primary colors (Yellow, Blue & Red)

Table 2: Lesson plan objectives and teaching points

For this lesson, the procedures were planned so students will start the activities planned by playing a game with Lego blocks that will make students able to relate a common object that is very familiar to them with the new input about the language.

Warm-up	You will need	During
<p>For introducing the colors, the teacher will use Lego blocks that students have in their classroom and will introduce them one by one while simultaneously constructing a tower. The teacher and students will sit on the floor and will use the blocks to categorize the color the teacher instructs. E.g.: <i>please put all the red ones together or collect and put the blue ones in the same tower.</i></p>	<p>Lego blocks</p>	

Table 3: Warm-up of the lesson plan about colors

Furthermore, in the next stage, I will use different resources such as paint, posters, and color papers to allow students to explore the new information in a more complete and deep way taking into account the variation in the students' different learning styles.

Core activities		
<p>Then the teacher will use paint and students will paint the Colombia's flag using their hands painting one color at a time.</p> <p>The teacher will paste three big drawings in the wall, one of a sun, one of a cloud and one of an apple... the teacher will divide the class into three small groups and each one will have to complete a specific drawing.</p> <p>Each student will use a piece of color that will be used to color and complete all the drawings. E.g.: yellow pieces for completing the sun and so on.</p>	<p>Poster with the Colombia's flag</p> <p>Drawing, tape and pieces of color.</p>	

Table 4: Core activities from the lesson plan about colors

Concluding, for the closure or assessment moment, students will play a “Twister” with some variations for the better developing of the game. This will help the teacher to observe if the procedures were successful and if students acquire the new vocabulary.

ASSESSMENT: The students and the teacher will play twister with some variations. The teacher will put several big cardboard circles with the primary colors on the floor around the classroom... then they will play a game in which the teacher will say “*go to blue or go to yellow*” and the students will have to run and stand in the circle of the correct color.

Table 5: Assessment from the lesson plan about colors

The lessons I designed contain many moments in which students are the main character and activities that required more of physical responses and less of large verbal interactions as in "The foreign language teaching activities in the kindergartens might be brief sessions with limited verbal interaction, which are more effective since children's verbal skills at this age are limited and their attention span is short." (Caner, Subaşı, & Kara, 2010).

5. CONCLUSIONS, LIMITATIONS, & RECOMMENDATIONS

All things considered, I can say that this internship experience has represented one of the most important factors in my teaching formation at the university. Aside from the teaching practicums, this episode of working at the Child Development Center (CDC) has required to be more of an autonomous teacher considering that I had more responsibility in the class development due to the fact that it was only me in the classroom. Besides, it was remarkably one of the most challenging experiences for me as a trainee teacher considering it was a new context and situation that would determine and conclude my teaching formation at the present degree at the university.

Regarding the implementation of the play-based approach in the different lesson plans, all in all, this has demonstrated to be a good alternative for teaching children at this age and in this context, especially because it provides a different way of learning the target language aside from the classic and usual techniques used to teach other students. Furthermore, this approach allows us, teachers, to play with it, to adapt it in the way we conceive is the most convenient, and more important to accommodate it taking into account our students' backgrounds, socio-economic status, and available resources. There are some very helpful sources of information we can use to explore more this topic

Finally, it is remarkably unfortunate that I could not carry out the activities and lesson plans I designed for this internship, that itself, I think is the biggest limitation I face during this process, not being able to put into practice all the ideas I had in mind especially because I was very

excited to work with these children so it was a little let down. However, this was a fruitful experience nonetheless, and it is rewarding that I could be part of this important project and to be able to contribute even in a small way to the development of this one so it can continue its work and to keep achieving new results, along with eliciting more changes in these children and their families' lives. With this in mind, I suggest that this report and more importantly the lesson plans can be used in future internships, allowing future interns to put into practice these ideas in a context similar to the CDC.

These lesson plans require that the teacher recognizes the target language characteristics, in this case as an English teacher, since the pedagogy I am recommending in this report has a qualitative focus that ensembles project-based and play-based approach, along with students' personal development.

One of the most important limitations I face during the internship process and that is important to highlight, is that teaching children at such a young age, who are basically toddlers, was a difficult challenge for me because as trainee teachers we have a lack of training during our teaching formation to work with this specific population, and that was highly evidenced in the issues I face during the lesson planning, and that it forced me to look for guide in external sources, such as my assessor and online resources.

Consequently, it is an issue that should be addressed, the necessity of at least including in the teaching formation some of the basic aspects of early childhood education to help decrease this existing gap. One of the advantages of training teachers to work with this community is that it allows us to explore more the limitless possibilities of starting the teaching and learning process at such stage, and the possible results of a next-generation that is more interested to learn English

at schools, and more importantly decrease the gap we find in the classrooms in which only one small amount of students had the opportunity of learning the language in an appropriate environment since they were kids.

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APPENDICES

UNIT

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

PROYECTO MIS PRIMEROS PASOS-SPEAKERS EN EL CDI EL RECURSO

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

Basic Learning Right(s): -Reconoce normas sencillas -Asocia imágenes con sonidos de palabras - Identifica, repite y utiliza palabras asociadas con su entorno inmediato - Comprende y responde preguntas muy sencillas sobre sus datos personales, tales como su nombre, edad y color preferido.	Module Goal: Los estudiantes siguen instrucciones de la dinámica de la clase de inglés al participar en juegos individuales y grupales.	Language functions: Greeting Saying goodbye Describing people, places, and things Expressing likes <i>(limited to the age, context and previous knowledge)</i>	Objectives: Los estudiantes siguen normas en inglés Los estudiantes participan en juegos individuales y grupales. Los estudiantes siguen instrucciones sencillas
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TASK/PROBLEM/PROJECT	Dimensions	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Project: Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	Corporal: Los estudiantes utilizan el lenguaje corporal para expresar las acciones e instrucciones aprendidas Lingüística: Los estudiantes verbalizan sonidos y palabras en inglés. Motora: Los estudiantes desarrollan habilidad de motricidad fina y gruesa a través de las actividades propuestas.	Colors Numbers Shapes Textures Animals <i>(limited vocabulary)</i>	Hands-on activities: -Decoración figuras para identificar colores, animales y objetos. -Hacer uso de los sentidos para participar activamente de la clase. Outdoor and indoor games: -Realización de juegos y rondas para el reconocimiento de instrucciones -Escuchan cuentos (story telling) con el apoyo de títeres de dedos (finger puppets) y videos para participar activamente en la historia. -

		Listening activities: -cantar canciones para aprender el vocabulario, identificarlo y pronunciarlo adecuadamente a través de videos o grabaciones.
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<p>ASSESSMENT: Formative assesment</p> <p>La evaluación formativa estará presente durante toda la sesión ya que se mide la palpación activa de los niños. (de acuerdo a la rúbrica propuesta)</p> <p>RESOURCES AND MATERIALS:</p> <p>Pictures</p> <p>Video beam</p> <p>Online resources</p> <p>OBSERVATIONS AND COMMENTS: Some stages of the class will vary according to the groups and needs.</p>

DATE: ____/____/____

Appendix 1. The project-based unit

Appendix 2. Lesson plans from 1 to 5

LESSON PLAN #1

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

TEACHER: Ivon Hernández **INSTITUTION:** CDI Los Recuerdos **GROUPS:**
HOURS/WEEK: 2 **UNIT TITLE:** Juego y aprendo (play and learn) **LESSON DATE:**
TIME:

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentation in a civic act through demonstrations appropriate to their age, such as songs, games, dynamics to demonstrate the use of the acquired vocabulary (5 words), and knowledge of the language during the project sessions.	<ul style="list-style-type: none"> ● Recognize when someone speaks in English. ● Recognize the words hello and bye ● Recites and sings songs in English ● Participates actively in word games & songs 	<ul style="list-style-type: none"> ● Expressions to say hello and introduce themselves ● Parts of the body

Warm-up	You will need	During
The teacher will sit down in a circle with students on the floor to practice and sing a song to learn how to introduce themselves. The teacher will practice this song until every student has introduced themselves.		10

Core activities		
Then the teacher will practice with students the words Hello and bye. The teacher will enter the classroom and say hello and then exit the classroom and say bye.		5
After that, the teacher will show students two pictures with emojis illustrating the words bye and hello and ask them to say which one is it.	Pictures	5
The teacher and the students sing a practice a song with the parts of the body. The teacher and students practice the <i>head, shoulder & toes chant</i> with them. Then with a student, the teacher shows the rest of the class what are the parts of the body in the song.		10
The teacher will seat on the floor with students and will show them some flashcards with the parts of the body and practice with them again. This time the teacher will show the parts of the body and the name so students can identify the sound of the word with how is written.	Flashcards	10
The teacher will bring a poster of a child and the different parts of the body in some cards to show students. They will come to the front and identify what are the parts of the body in the poster by pasting the card with the correct part of the body in the poster.	Poster	15
At the end of the lesson, the teacher and the students sing a goodbye song.		5

ASSESSMENT: Students recognize the parts of the body by following the song “head, shoulders, knees & toes”

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature

Advisor's Signature

LESSON PLAN #2

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

TEACHER: Ivon Hernández **INSTITUTION:** CDI Los Recuerdos **GROUPS:**
HOURS/WEEK: 2 **UNIT TITLE:** Juego y aprendo (play and learn) **LESSON DATE:**
TIME:

<p>UNIT PROJECT Presentation in a civic act through demonstrations appropriate to their age, such as songs, games, dynamics to demonstrate the use of the acquired vocabulary (5 words), and knowledge of the language during the project sessions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Recognizes commands and basic instructions such as: Sit down, stand up, clap. Turn around and be quiet. ● Gives physical responses to the teacher's commands and instructions. ● Participates in the games played in the class. 	<p>Lesson Teaching Points</p> <ul style="list-style-type: none"> ● Commands and instructions.
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<p>Warm-up The teacher will play an action song for children to sing and dance. https://www.youtube.com/watch?v=WsiRSWthV1k</p>	<p>You will need Cell Phone and speakers</p>	<p>During 10</p>
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Core activities		
<p>The teacher will organize the class and will instruct students to put their chairs in the middle of the class to play “musical chairs” The teacher will play a song while children are playing, once the teacher stops the music she will say “Sit down” and students will sit. Before starting the game again, the teacher will “stand up” and the students will start the game one more time.</p>	<p>Cellphone & Speakers Chairs</p>	20
<p>The class will continue to play until there is a winner.</p>		
<p>The teacher will paste in the board some images that represent the command “turn around” and will ask students to mimic the action. The teacher will command to turn to the right & left.</p>	<p>Pictures & tape</p>	
<p>Then, the teacher will organize a line: each student will be behind their classmates and the teacher will be on the front to guide the line. They will start in the class, the teacher will instruct either turn around, turn left or turn right... later the teacher will lead the line outside the classroom and the students will follow her commands in order to come back to the classroom.</p>		30
<p>Finally, the teacher and children will play “Simons says” with the commands learned in the classroom to reinforce that students get the basic commands.</p>		10

ASSESSMENT: Students follow the teacher commands by playing “Simon says”

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature

Advisor's Signature

LESSON PLAN #3

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

TEACHER: Ivon Hernández **INSTITUTION:** CDI Los Recuerdos **GROUPS:**
HOURS/WEEK: 2 **UNIT TITLE:** Juego y aprendo (play & learn) **LESSON DATE:**
TIME:

<p>UNIT PROJECT Presentation in a civic act through demonstrations appropriate to their age, such as songs, games, dynamics to demonstrate the use of the acquired vocabulary (5 words), and knowledge of the language during the project sessions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Recognizes the three primary colors. ● Recognizes and Organizes objects taking into account their colors. ● Participates and collaborates in group activities. 	<p>Lesson Teaching Points</p> <ul style="list-style-type: none"> ● Primary colors (Yellow, Blue & Red)
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<p>Warm-up</p> <p>For introducing the colors, the teacher will use lego blocks that students have in their classroom and will introduce them one by one while simultaneously construct a tower. The teacher and students will sit on the floor and will use the blocks to categorize the color the teacher instructs. E.g: <i>please put all the red ones together or collect and put the blue ones in the same tower.</i></p>	<p>You will need</p> <p>Lego blocks</p>	<p>During</p> <p>10 Min</p>
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Core activities		
Then the teacher will use paint and with students will paint the Colombia's flag using their hands painting one color at a time.	Poster with the Colombia's flag	10 Min
The teacher will past three big drawings in the wall, one of a sun, one of a cloud and one of an apple... the teacher will divide the class into three small groups and each one will have to complete a specific drawing.	Drawing, tape and pieces of color.	20 Min
Each student will a piece of color that will be used to color and complete all the drawings. E.g : yellow pieces for completing the sun and so on.		
The students and the teacher will play twister with some variations. The teacher will put several big cardboard circles with the primary colors on the floor around the classroom... then they will play a game in which the teacher will say " <i>go to blue or go to yellow</i> " and the students will have to run and stand in the circle of the correct color.	Cardboard circles and tape	20 Min

ASSESSMENT: Students recognize the primary colors in objects they can find in the classroom.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

OBSERVATIONS AND COMMENTS:

LESSON PLAN #4

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

TEACHER: Ivón Hernández **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** Juego y aprendo (play & learn) **LESSON DATE:**
TIME:

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentation in a civic act through demonstrations appropriate to their age, such as songs, games, dynamics to demonstrate the use of the acquired vocabulary (5 words) and knowledge of the language during the project sessions.	<ul style="list-style-type: none"> Recognizes textures (soft and hard) in objects around them. 	<ul style="list-style-type: none"> Textures (Soft & hard)

Warm-up	You will need	During
<p>The teacher will come to the classes with different objects such as plushies, Lego blocks, balloons, a blanket, and some others.</p> <p>They will play a game with the teacher; in this game the teacher will put two baskets on the floor, with the labels (soft and hard). Students and the teacher will sit on the floor and will play, passing the objects so every student can touch it, and then discuss if it goes on the soft or hard basket.</p>	Plushies, Lego blocks, balloons, blanket, baskets, soft and hard labels.	10 Min

<p>Core activities</p> <p>The teacher will show students a video about soft and hard, and then will repeat and show the contrast between a soft plushie, and a hard toy.</p> <p>https://www.youtube.com/watch?v=llba0FPeWRQ</p> <p>The teacher will give each student some clay and will instruct them to play with it and to create a character of their choice. While children are creating the character, the teacher will make comments on the soft textures of the clay.</p> <p>Later, the teacher will give students hard ice cream sticks and paint and will give children instructions to paint the sticks with the colors and decorations they would like.</p>	<p>Video Beam, computer, speakers, plushie, and toy.</p> <p>Clay</p> <p>Ice cream sticks and paint.</p>	<p>10 Min</p>
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ASSESSMENT: Students differentiate the textures “soft & hard” by experimenting with different objects.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

OBSERVATIONS AND COMMENTS:

Formative Supervisor’s Signature

Advisor’s Signature

LESSON PLAN #5

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

TEACHER: Ivon Hernandez **INSTITUTION:** CDI El Recuerdo **GROUP:**
HOURS/WEEK: **UNIT TITLE:** JUEGO Y APRENDO **LESSON DATE:**
TIME:

UNIT PROJECT	Objectives	Lesson Points	Teaching
<p>Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.</p>	<ul style="list-style-type: none"> ● Participates in the activities from the event such as “musical chairs”. ● Shows understanding of the vocabulary implemented in the lessons. 	<ul style="list-style-type: none"> ● Commands 	

Warm-up	You will need	During
<p>The teacher greets the students and continues to sing the “good morning” song. Then, the teacher tells students the objective of the event and organizes them in some lines.</p>	<p>Puppet</p>	<p>10 Min</p>

<p>Core activities</p> <p>After the kids are organized in the room, each group gets ready for its presentation previously practiced in the sessions.</p> <ul style="list-style-type: none"> - Singing and dancing to (Clap your hands/Sit down, Stand down) - Camila Parra - Play musical chairs / Simon says – Ivón Hernandez - Singing (What's your favorite color?) - Luisa Vergara - Singing and dancing “Song of the numbers” - Isaías Acosta - The song of the colors - Melissa Zapata 	<p>Video, video beam and speakers</p>	<p>35 min</p>
<p>Closing</p> <p>In this final part of the project presentation, toddlers together with teachers sit on the floor in a big circle and share a special moment to say goodbye. In this opportunity teachers must reward children with any special gift (candies or small toys)</p> <p>Goodbye songs and pictures together</p>	<p>Gifts</p>	<p>15 mins</p>

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP

OBSERVATIONS AND COMMENTS:

Formative Supervisor’s Signature

Advisor’s Signature

CHECKLIST

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

Appendix 3. Checklist used during the first encounters

ONLINE COURSES

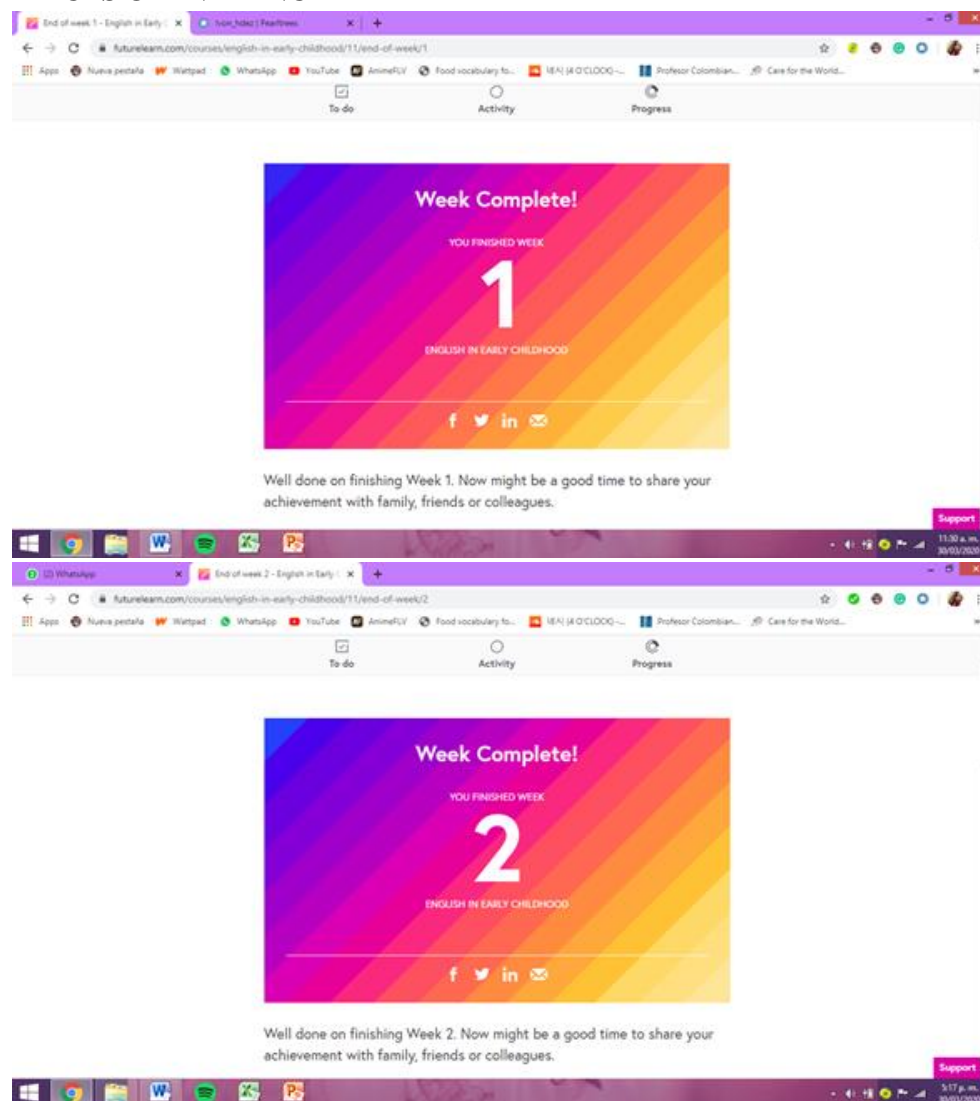
COURSE NAME: English in early childhood: Language, Learning & Development.

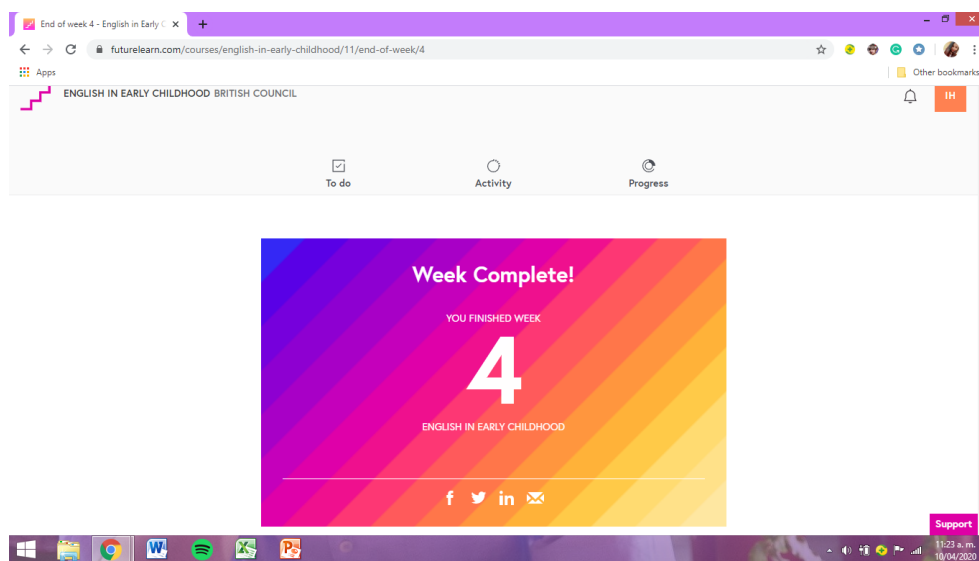
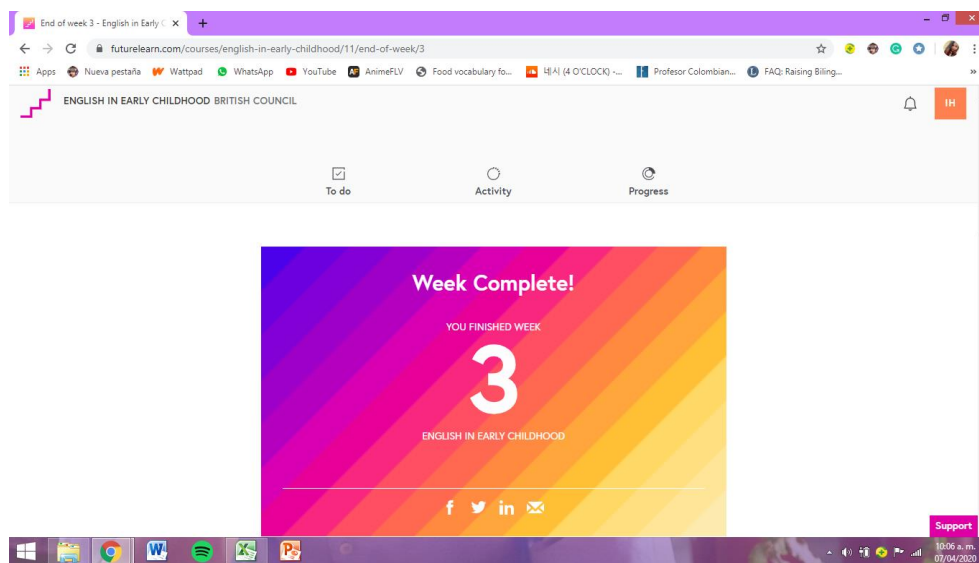
OFFER BY: British Council

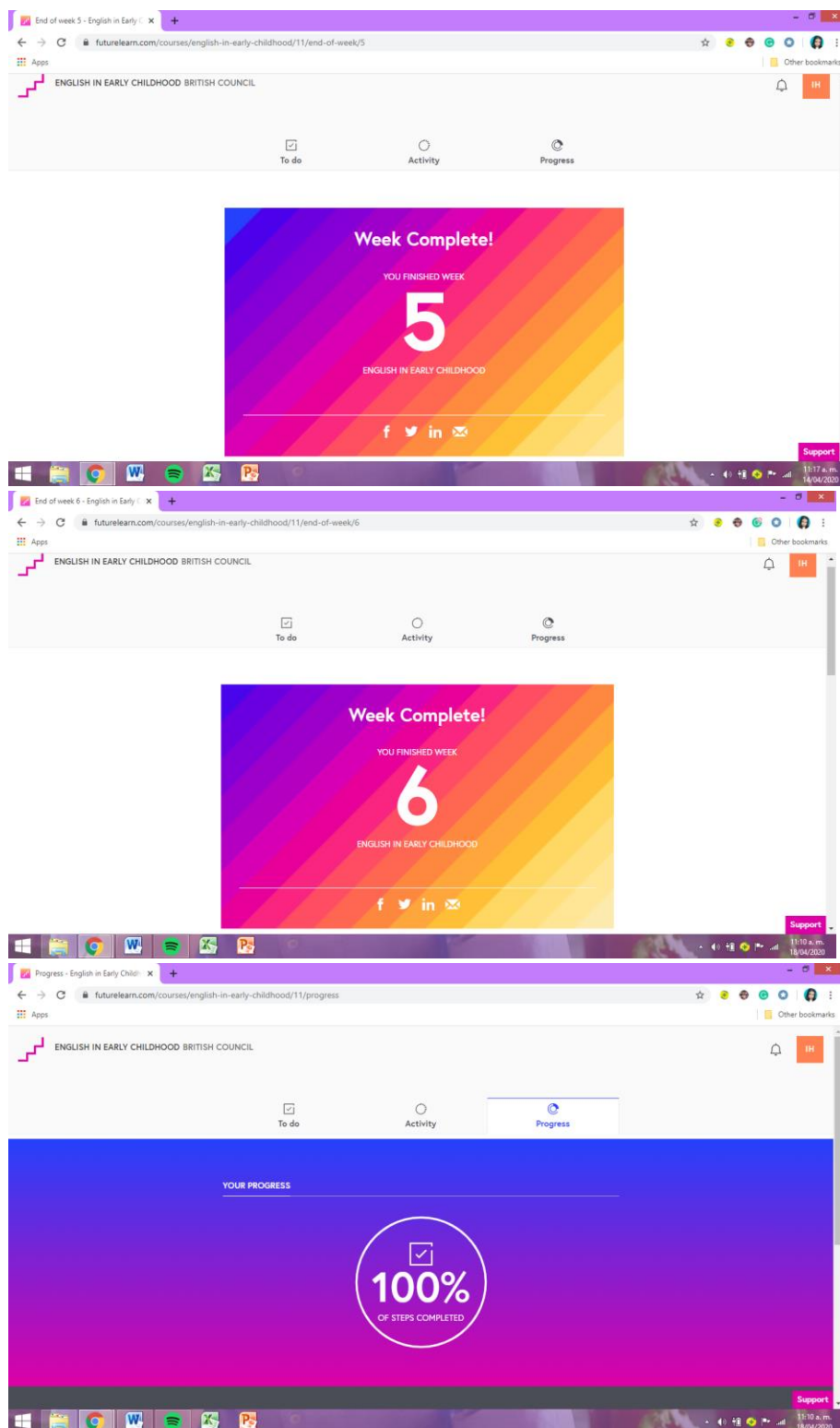
DURATION: 2hrs per 6 weeks

DESCRIPTION OF THE COURSE: This course offered by the British council explores how young children learn English and investigate many more aspects of early childhood learning and development.

PIECES OF EVIDENCE







Appendix 4. Evidences of the online course



La Fundación Universitaria Católica del Norte
y su Facultad de Ciencias de la Educación
Sociales y Humanas

Certifica que:

IVON HERNÁNDEZ LÓPEZ

CC 1063309863

Participó en el microcurso

**Enseñar en la virtualidad: Competencias y habilidades
para Docentes en Ambientes Virtuales de Aprendizaje – AVA.**

Intensidad horaria: 12 horas

Mayo 1 de 2020

Decano Facultad de Ciencias de la
Educación Sociales y Humanas.

