

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

Implementing English Speaking countries' culture to improve grammar skills at Nuestra señora de Fátima High School in Cúcuta.

GABRIELA ALEJANDRA LIZCANO ORTEGA

1094284837

University of Pamplona

Faculty of Education

Foreign Languages English French Program

Pamplona

2020

Content	
Presentation	6
Introduction	7
Justification	8
Objectives	9
General objective	9
Specific objectives	10
General Conclusions	10
Institutional Observation	11
Administrative	11
Topographic Location of the School	11
Identification of Educational Authorities	11
Identification of the Fundamental Aspects of the Institutional Educational Project	12
Pedagogical Approach.	12
Symbols.	13
<i>Emblem.</i>	13
<i>The flag.</i>	14
<i>Principles and Values of “Nuestra Señora de Fátima” High School.</i>	14
Summary of Main Aspects of The Coexistence Manual	15
Historical Review.	15
Ministerio De Educación Nacional (MEN) Guidelines And Regulations For Health Emergencies	20
Schedule	22
School calendar	25
Pedagogic	25
The planning of the language area	25
Knowledge of available pedagogical resources	30
Ministry Guide Text	30
Syllabus	30
Methodology	33
Basic foreign language learning standards	34
Technology	37
Population and Subject Information	38

Teachers	39
Administrative teachers	39
Parents	40
Chapter I - Pedagogical Component	41
Implementing Anglophone Countries' Culture to Improve Grammar Skills at Nuestra Señora De Fátima High School In Cúcuta.	41
Introduction	41
Problem	42
Research Question	42
Justification	43
Objectives	43
General objective	44
Specific objectives	44
Theoretical Framework	44
Grammar	44
Culture	45
-Communicative competence	45
Literature Review	46
Methodology of the implementation of the pedagogical proposal	47
Activities chronogram	50
Research Methodology	50
Results	52
Conclusions	53
Data chronogram	54
Chapter II: Research Component	55
The formation of the reflexive spirit in PLEX pre-service teachers, a training tool to qualify the pedagogical practice	55
Introduction	55
Justification	56
Problem	56
General objectives	57
Specific Objectives	57
Conceptual Framework	58
Methodology	63

Objectives	64
General Chronogram Of The Project	65
Results	66
Conclusion	67
Chapter III: Outreach component	68
Introduction	68
Justification	69
General Objectives Of The Proposal:	70
Specific Objectives.	71
Methodology	71
Chronogram	72
Conclusions	72
Chapter IV: Administrative component	73
Introduction	73
Objectives	73
General Objective	73
Specific Objectives	73
Methodology	74
Chronogram	75
Conclusion	75
Annexes	76
5. Bibliography	86

TABLES

Table 1 Organization of the schools	10
Table 2 School authorities	11
Table 3 PRINCIPLES AND VALUES OF “NUESTRA SEÑORA DE FÁTIMA” HIGH SCHOOL	14
Table 4 Schedule	23
Table 5 Supervisor’s English class schedules	24
Table 6 School calendar	25
Table 7 The planning of the language area	28
Table 8 Syllabus	31
Table 9 Information of the population	37
Table 10 English teachers	38
Table 11 Administrative teachers	38

Presentation

In the last semester of the foreign languages degree of the University of Pamplona students must develop an integral practice, this practice is carried out in a real context by the students of this semester. The following document presents the research to be carried out at this stage of the degree. This research is divided into four components, these are: pedagogical, research, outreach and administrative components. This process is carried out to guide practical students in their professional life and to give them experience.

First of all, the pedagogical component contains the proposal to be carried out in a school, the proposal aims to improve grammar and also seeks to get the student interested in English language as a necessity and not as an obligation through the discovery of the culture of different English-speaking countries.

Afterwards, the research component that aims to reflect on behaviors and attitudes when performing the practice and in that order, to develop critical thinking about their role as a teacher in a real context. Additionally, the outreach component, which seeks to raise awareness of teaching English in different schools in Colombia and contribute to the teaching of this language that is becoming more and more necessary in primary education.

Finally, the administrative component, this is about the different activities that a pre service teacher must carry out while being a teacher in the high school.

Introduction

In Colombia, education is a challenge that teachers and students must face day by day. From very early on, children must begin their education in schools where they are taught from the most basic to the most complex according to their age. Talking about English learning, in Colombia education in a foreign language starts from pre-school education; all this with the purpose of creating the conditions for Colombians to develop communicative competences in another language, because according to the Ministerio de Educación Nacional (MEN), this improves the quality of the Colombian educational system.

In our times, we live in a globalized world that needs to be in constant communication every day for different businesses, personal relationships, politics, among others; all this is done thanks to two fundamental elements, English and technology. These two elements make international communication possible, and in addition, technology not only helps to keep the world connected, but also plays a very important role in the learning of new generations.

The information and communication technologies (ICT) have been lately used by teachers around the world, since it allows us to digitize and adapt to different ways of learning; on the other hand, it allows the virtuality before the global pandemic COVID19, which has forced the world to stay at home and be educated by the technological devices.

Multimedia content serves as an innovative bridge that attracts the new generation as this generation is always surrounded and influenced by technology. Dieuzeide (1994, p. 11) in his book "les nouvelles technologies" presents ICTs as elements carrying intangible messages (images, sounds, strings of characters) because he was interested in the history of pedagogy as well as the evolution of teaching practices.

Nuestra Señora de Fátima School in Cúcuta, has continued the academic calendar by virtual means using different platforms for classes or learning activities. This Project will be developed with the students of tenth and eleventh grade virtually using as a main tool the culture of different English-speaking countries to improve grammar, so they could be interested in the foreign language, in this way, they can see it as a necessity and not as an obligation; besides the use of flashcards, videos, songs, native people, virtual tools so that the classes will be interactive and to be able to call the attention of the students.

This project will also take into account the reflection of the pre-service teacher when teaching in the real context and how the pre-service teacher evaluates him/herself taking into account behaviors or activities to improve the teaching role.

Justification

The teaching practice should serve to self-evaluate, reflect and improve the teaching role in real contexts, while at the same time it should contribute to the community in general the knowledge that we have learned throughout the degree, look for ways to implement it and finally, carry it out; it is also important to know very well the context where one is going to work in order to know how to do it. That is why this project contains the different components (pedagogical, investigative, outreach and administration) that involve everything necessary to be able to reflect and take action to fulfill the objectives established in the teaching practice.

On the other hand, the grammatical rules in a language are important for the good speaking of a foreign language, this helps us to speak correctly and to know the language in its totality, as non-native people, we must learn to speak taking into account these rules. In addition, this project will be addressed to Nuestra Señora de Fátima school's students from 10^o and 11^o, these students

are already close to graduating from school, and close to taking the prueba saber 11 test, which measures their knowledge in different areas including English, and the school aims to maintain or raise the scores in this area of knowledge. The author's interest is to help strengthen the grammar part in the students to help them train to present this test, also to connect with the students' interests to increase the motivation in the development of the different planned activities, that is to say to present the culture of the English-speaking countries as something linked to the linguistic and communicative contents to reach a global knowledge.

According to Villayandre (1999), the approach to culture cannot be dissociated from the practice of basic skills and linguistic content present in any curriculum. Only by taking into account all these elements and factors is it possible to adopt a global perspective capable of encompassing the multiple aspects that make up the teaching of a language and its culture.

It is also important to note that learning a language is not just about words or grammar. Learning a language implies knowing the culture of that foreign language, which is why culture plays a very important role when learning a second language. This is guided to that when discovering another language this way, the students will be more interested and will see the importance that has the English in the globalized world that every day is advancing more and more.

Objectives

General objective

- To Implement English Speaking Countries' culture to improve grammar skills in 11th grade students of Nuestra señora de Fátima High School in Cúcuta.

Specific objectives

- To implement reflection as a transforming tool of the pedagogical processes of the integral practice.
- To attend to the education needs in English of the elementary school children in the city of Pamplona.
- To participate in activities organized for Nuestra Señora de Fatima High school in order to learn more about the roles of teachers in an educational institution.

General Conclusions

Despite the global emergency due to the contingency of the COVID 19 virus, the Project could finally be successfully completed in its four components, virtual education was not an impediment to its realization.

The implementation of the culture of English-speaking countries was a valid strategy for the teaching of English grammar. The students reacted interested in the different activities planned and according to the results of a test applied to them at the end of the classes, it was possible to demonstrate the learning or improvement of grammar through culture.

In the outreach component, the use of short stories to teach English was a very fun strategy and very well received by the students, these stories were used to reinforce themes seen and use vocabulary in a different context; students learned different vocabularies thanks to stories of different themes.

In the research component, the reflection of each week served to self-evaluate and improve our practice as teachers, because it allowed us to change attitudes or activities to have a better response from our students and that they could learn in an interesting way for each of them.

The administrative component serves to integrate with the teaching staff of the institution, to know the work of the teachers in the schools in all the extracurricular activities carried out during the school year, which are necessary for the acculturation of the students.

Institutional Observation

Thanks to the observation carried out in the educational institution, it was possible to identify different important aspects to know in depth Nuestra señora de Fatima School works, these aspects are: location, school calendar, methodology, schedule and calendar of the supervisor among others.

Administrative

Topographic Location of the School

The Nuestra Señora de Fátima school is located in Cúcuta, Norte de Santander more specifically in the street 7 #5E-22 quinta Oriental, this school professes the catholic religion and was founded completely since t 2001. It belongs to the 22 schools of the Police that exist in Colombia.

Identification of Educational Authorities

The working group is made up of suitable professionals capable of advising and leading the missionary and administrative processes of the twenty-two (22) schools of the Police. Under the command of Major NYDIA ELVIRA HUERTAS MARTIN, Psychologist of the Catholic University of Colombia.

The police school of Cúcuta is one of the 22 police schools in the country, its rector is a policía officer and some of its administrators or secretaries are also policía officers. The school is governed by the higher social welfare authority of the national police, it is private, but it contains some government teachers. The schools accept only children or relatives of police officers, and the school offers services from pre-school to the eleventh grade. In the tenth grade students choose to belong to the environmental or computer maintenance staff.

CHARGE	NAMES
PRINCIPAL	Liza Melina Garzón Santos
COMMUNITY COUNCIL COORDINATOR	Gladys Suárez
ACADEMIC COORDINATOR	Aura Rincón

Table 1 School authorities

Identification of the Fundamental Aspects of the Institutional Educational Project
P.E.I

Pedagogical Approach.

Nuestra Señora de Fátima School has a humanistic approach where the student is seen as the center of the academic action, and in search of their capacity for reflection and investigation, giving space for creativity, imagination and self-realization, generating the development of competencies and personal, social, cultural and spiritual skills that allow their growth and contribution to the experience of a just and balanced society, accepting cultural, racial, religious, political differences and group as opportunities for mutual growth.

To offer an educational service of high quality in the levels of preschool, elementary and middle school, based on a philosophy humanist, in order to contribute to the personal, family and social community of the police community.

Symbols.

Emblem.

The emblem of the police school has many similarities to the emblem of the Colombian Police, this shield is related to the family, humanist and social component that the police institution has and that is why it contains a family in the center. The ‘Bienestar social’ is the area in charge of the education of the family members of this public force.



The flag.

Divided into three horizontal colors of equal proportion, the yellow color means happiness and loyalty, the white color means energy, purity and peace. The other, green, means hope, strength, longevity and immortality.



Table 3 PRINCIPLES AND VALUES OF “NUESTRA SEÑORA DE FÁTIMA” HIGH SCHOOL

Principles and Values of “Nuestra Señora de Fátima” High School.

LIFE

DIGNITY

EQUALITY AND
COHERENCE

Vocation

Honor

Honesty

Solidarity

Discipline

Engagement

Summary of Main Aspects of The Coexistence Manual

The coexistence manual allows to agree on a series of rules of behavior which allow the well-being of the people in a context, this manual contains the duties, rights of the students of Nuestra Señora de Fatima School, the teaching staff and the organization of the institution.

This coexistence manual contains:

- Title 1: General considerations.
- Title 2: Admissions, Registration and Uniforms
- Title 3: Characteristics and roles of students (duties, rights, guarantees, incentives)
- Title 4: The disciplinary committee, the faults and the training procedure applied to the students
- Title 5: National system of school coexistence and training for the exercise of human rights, sexual education and prevention and mitigation of school violence
- Title 6: Teachers, characteristics and roles
- Title 7: Parents
- Title 8: School government
- Title 9: Support agencies
- Title 10 : Special cases.

Historical Review.

To be able to talk about the school in Cúcuta, we must take into account the national situation, since it belongs to a chain of schools that was born as an initiative to educate the Colombian police and their relatives. The educational work of the schools began in 1953, by the management of Mother Maria San Luis, who with the aim of mitigating the needs of the agents and their families, created this work, under the name of "Section of Social Welfare of the Police Forces" that began by Resolution 001863 of July 2, 1953. The genesis was strictly social for the police

family, inaugurating on November 5th the first house where the care of children in day-care centers was integrated with the training of mothers. Then, different schools were created in different cities of the country, on November 2nd 1968 the school was founded in Cúcuta but under the name of Colegio Teniente Reyes Araque, it was until 2001 that the name changed to the current Nuestra Señora de Fátima.

The organization of the school is the following :

- 1 Rector
- 4 coordinators
- 1 psycho-oriented
- 830 students
- 32 teachers
- 6 secretaries

RIGHTS

- Knowing the horizon, the manual of coexistence, regulations academic, manual of quality, the commitments acquired, and give contributions to their improvement and consolidation as a product of the agreements made.
- Students have right to the development of their personality without affecting the rights of others, nor violate established rules in the Manual of Coexistence.
- To receive from teachers, directives, personnel administrative and services general, parents, good treatment inside and outside the institution.
- Training in teenagers, children the values fundamental of dignity human, acceptance and tolerance for difference between people, instilling the respectful treatment towards others.
- To receive an integral education, in equality of conditions without any kind of discrimination and agreement with the philosophy of the staff.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

- To Know and demand with prior approval by the directors and teachers the application of due process academics registered in the academic regulations, to know in a timely manner what registered in the newsletters and in the observer of the student about his academic performance and behavior.
- To be heard by the respective instance (Director group, teacher subject, academic coordinator, Management Coordinator Community) and if it is required by the case by the rector. For to present the defense of their acts, when he has infringed the established standards, before receiving the sanctions corresponding and expressing your opinions or complaints.
- To have the necessary elements and materials for its pedagogical process available in a timely manner.
- That the rights of children and adolescents be respected, as enshrined in the Political Constitution of Colombia, in the Code for Children and Adolescents, in the Declaration of Human Rights, without any discrimination.
- Leave the classroom when the situation requires it, with the respective authorization of the teacher with whom you are in class.
- To find in perfect order and cleanliness the classroom, at the beginning of the school day.

DUTIES

- To know and appropriate the institutional horizon, the Manual of Coexistence, manual academic regulation of quality, and the acquired commitments, participating in the pertinent modifications with responsibility.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

- To have as principles respect, solidarity, honesty, justice, and commitment to fraternal relationships.
- To treat all members of the educational community with kindness and courtesy, calling them by name, avoiding nicknames, whistles, jokes, shouts, mocking and foul language.
- To internalize and apply the fundamental values of human dignity.
- Be aware of the commitment you have within the educational institution by being responsible for your duties.
- To fulfill responsibly the academic and convivial activities inside and outside the Institution, at a personal and pedagogical level.
- To request in a timely and respectful manner the necessary information regarding their academic and social behavior.
- To make the pertinent claims with due respect before the respective instances, following the regular conduct and making use of the resources of law.
- Leave the name of the school out when participating in extracurricular activities.
- To advance topics and academic activities carried out in their absence and to present a good academic and social performance for their stay in that group.
- To bring timely the elements and materials necessary for their good academic performance.
- To Attend school in optimal health conditions, Otherwise, inform teachers and directors in a timely manner.
- To Know that the school cannot provide any type of medication to its students.
- To Comply with the constitutional and legal norms in force.
- To Keep discipline in the classroom, in the hallways and in training. During class hours, the student may not leave the classroom without permission from the subject teacher.
- Leave the classroom in perfect order and cleanliness at the end of the school day. Throw the garbage into the containers placed for that purpose.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

In title 4, it describes the disciplinary procedure for misconduct committed by the students, it also talks about who is part of the committee and how the corrections to the students are made, first the verbal warning, if the misconduct is committed again the written warning is made and if it is committed again finally the classroom agreement is made. If the offense is more serious, more significant warnings are applied, such as non-participation in cultural events, grades, or even cancellation of the school registration.

In title 5, we can see the committee formed to ensure compliance with the manual of coexistence and prevent different sexual, verbal, academic, etc. aggressions. The committee is made up of:

1. The school Principal, who presides over the committee.
2. The Student Representative.
3. The Community Management Coordinator.
4. The Academic Coordinator.
5. The President of the Parents' Council.
6. The President of the Student Council.
7. A teacher.

Title 6 describes the characteristics and role of teachers. Teachers must ensure that they teach with a humanistic approach, be committed to their students, know their parents, and know the context of their students in order to characterize or prevent problematic situations. It also describes the incentives, rights and duties of teachers and administrative staff.

Title 7 talks about the rights and duties of parents, also as sanctions or incentives; these according to the academic performance of your child or participation in different academic or

cultural events of the school, can be granted incentives in the family day, child's day or grades ceremonies.

In title 8 we can find everything related to school government, its functions and those who are part of it, this committee makes decisions that affect the functioning of the institution and that are not the responsibility of another authority, resolves disciplinary problems among others.

The committee is made up of

1. Student Council.
2. Student representative.
3. Student president.
4. Parent Council.
5. Other advisory authorities.

Title 9 offers us the information of the support entities to all the above mentioned, the functions of the president of the students, how this person can help in the different problems of the students, their profile and the election process, likewise it talks to us of the parents and their function in the educational institution, the way in which they can support and be supported.

Finally, title 10 talks about the special cases, how to treat them, being and what they can and cannot do at school, these cases are pregnancy, dating, disability, inclusion, illnesses, leaves, etc.

Ministerio De Educación Nacional (MEN) Guidelines And Regulations For Health Emergencies

In Resolution 385 of March 12, 2020, the national government decreed a health emergency in the country due to the global pandemic COVID19; in this resolution it prohibits agglomerations of more than 500 people and with this the initial quarantine to prevent the spread of the virus.

The national government authorized the Ministerio de Educación Nacional (MEN) to modify and make the academic calendar more flexible in order to meet the needs of schools in Colombia. In addition, in March the President decided to grant teachers and students a vacation from March 16 to April 19, during this time, schools had to look for activities and strategies to carry out virtual education, taking into account the needs of their students starting April 20, 2020.

According to the statements of the presidential directive No. 2 of March 2020, the main measures to prevent the spread of the virus and ensure the provision of public services are the use of communication and information technologies, social networks, among others. In MEN Directive N°6, it is explained that these virtual measures go until May 31, 2020, but are subject to change if the virus continues to increase.

The national ministry of education created some guidelines after having known the contexts, needs and to fulfill the right to education of the students in Colombia, these guidelines take into account Printed and audiovisual educational resources, Physical and printable resources, Audiovisual resources, digital educational resources, virtual educational resources, and teacher training and support.

Media, such as radio and television, proved to be effective and more responsive to families, so they can function as a pedagogical means for academic work at home. Moreover, this entity has shared the books of the program Todos a Aprender, the collections of the reading and writing plan, texts for emotional development, Emociones para la Vida; texts of flexible models like Escuela Nueva, Retos para Gigantes and Secundaria Activa, among others. These materials are also available in digital format for access with or without internet and can be downloaded and printed out to give to the students.

Talking about audiovisual resources, the main strategy is 3, 2, 1 Edu-Action, Educational Content for All in partnership with MINTIC and RTVC. In this scenario, we designed the strip Mi

Signal, Magic Territory, which gradually develops through the channels of the Public Media System and in link with the regional channels.

The digital resources are aimed at teachers, students and families who have tablets, cell phones, computers so they can run on those technological devices texts, audios, videos and images perfect for maintaining the interactive dynamics of learning that are consistent with the context and needs of students.

The virtual educational resources include ‘Aprender Digital: Contenidos para Todos’, where people can access more than 80 thousand educational resources. This selection is fed by the Entity's own material and others received from public and private organizations that have authorized its use in the framework of the health emergency. This offer can be consulted and adjusted to the needs of teachers and school directors and, of course, the student population and their families.

As a last guideline we have the training of teachers, the Todos a Aprender program has tutors who offer accompaniment to teachers who use the communication and information technologies, in order to guide them and help them to improve their use. Additionally, the Ministry of Education has developed the Teacher Contact platform, through which teachers and teachers' directors can continue their process of professional and personal training, share information, teaching experiences and be part of the collaborative construction of knowledge with their peers.

Schedule

In the year 2020, the police school implemented a unique schedule for all students in a face-to-face way, where they started classes at 6am until 1pm, with the difference of grades 10 and 11, since they saw more hours of class so they finished classes at 3pm.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

In the next tables it is shown the schedules according to primary or high school talking about a face to face modality.

Table 4 Schedule

Primary school

From	7:00 am
To	1:00 pm
Break	9:45 to 10:15

High school (6° to 9°)

From	6:00 am
To	12:30 pm
Break	8:30 to 9:00 am

High school (10° and 11°)

From	6:00am
To	3:00 pm
Lunch time	11:30 to 12:30

According to the presidential decrees, education became virtual, Nuestra Señora de Fatima School is conducting virtual classes using different platforms to make it possible, they manage a schedule from 6:50 to 12:30 for high school and from 8:00 am to 12:00pm for primary school.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

In the next table it is shown the schedule.

Primary school

From	8:00 am
To	12:00 pm
Break	9:45 to 10:15 am

High school

From	6:50 am
To	12:30 pm
Break	8:30 to 9:00 am

Supervisor's English class schedules

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:50-7:40			10A		10A
7:40-8:30	11B		10A		
9:00-9:50				10B	
9:50-10:40					
10:40-11:30		11A	11A	11B	10B
11:30-12:20		11A		11B	10B

Table 5 Supervisor's English class schedules

School calendar

This school has a special regime, it means, in some guidelines it follows those of the national government, but others act as a private school. The academic calendar is divided into 40 weeks, four terms, 10 weeks per term. The school had a mid-year vacation.

Semesters

First	January to June
Second	July to November

Academic Terms

First term	From January to April
Second term	From April to June
Third term	From July to September
Fourth term	From September to November

Table 6 School calendar

Pedagogic

The planning of the language area

The school year is divided into terms, in each term the students learn and are evaluated on a different topic, the level goes from the most basic to the most advanced according to the grade.

The following table is the learning plan for the fourth period of the 10th and 11th grade students.

PLAN DE APRENDIZAJE		
Docente:	Período: IV	Grado: 10°
Competencia: Comunicadores en otra lengua		

EJES DE COMPETENCIA	DESEMPEÑOS	CRITERIOS DE EVALUACIÓN
Sé producir textos (Hablar y Escribir).	16. Identifica cuál es la idea principal de un texto que escucho y qué temas abordó el hablante.	Básico: Identifica las características principales en diálogos de mediana complejidad.
		Alto: Abstrae las características y las ideas principales de lo que expresa su interlocutor y las categoriza según su importancia.
		Superior: Comprende el sentido general, la información esencial, los puntos principales en textos orales claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones en los que justifica sus puntos de vista.
Puedo comprender textos (Escuchar y Leer).	17. Identifica el contexto (¿qué?, ¿por qué?, ¿dónde?, ¿cuándo?, ¿cómo?, ¿para qué?) y el hecho narrativo de los textos informativos que leo.	Básico: Reconoce las diferentes situaciones y eventos en textos narrativos con ayuda de preguntas que guían su lectura.
		Alto: Identifica la importancia y la incidencia de los componentes semántico, sintáctico y pragmático de la lengua en la lectura de textos informativos y narrativos.
		Superior: Articula su discurso de manera clara y coherente siguiendo los patrones comunes de organización según el género y el tipo textual, y los aplica en la escritura de descripciones en textos informativos y narrativos.
	18. Crea un plan textual (borrador) para escribir, revisar y publicar textos explicativos del ámbito académico de los términos slang en internet.	Básico: Reconoce y determina los diferentes términos <i>slang</i> en texto académicos.
		Alto: Estructura con claridad un tema en que evidencia en textos escritos, la apropiación de la estructura del uso de herramientas para publicar textos en Internet.
		Superior: Reconoce, categoriza y usa dentro de sus escritos los diferentes términos <i>slang</i> para publicar textos en Internet.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

Interactuar.	19. Intenta pronunciar de forma inteligible para interactuar en situaciones comunicativas; corrige y mejora con la ayuda de sus compañeros.	Básico: Reconoce e identifica los diferentes puntos de articulación para pronunciar adecuadamente en una conversación con sus pares.
		Alto: Estructura y fundamenta con claridad un tema en una discusión grupal sin perder su objetivo comunicativo y defiende con argumentos sus ideas con buena pronunciación al expresarse.
		Superior: Produce mensajes diversos sobre asuntos relacionados con sus intereses y mejora su discurso con la ayuda de estrategias coevaluativas y trabajos grupales de comunicación.
	20. Expresa sus anhelos y arrepentimientos sobre las situaciones de su cotidianidad.	Básico: Interpreta la finalidad comunicativa de conversaciones desde sus estrategias de comprensión.
Alto: Usa elementos discursivos para expresar anhelos y arrepentimientos.		
Superior: Expone con claridad un tema en el que evidencia oralmente la apropiación del uso de anhelos y arrepentimientos desde su propia experiencia.		

PLAN DE APRENDIZAJE		
Docente:	Período: IV	Grado: 11°
Competencia: Comunicadores en otra lengua		
EJES DE COMPETENCIA	DESEMPEÑOS	CRITERIOS DE EVALUACIÓN
Sé producir textos (Hablar y Escribir).	36. Con base en el conocimiento previo, el lenguaje corporal y el contexto interpreta textos orales.	Básico: Identifica las diferentes partes e ideas principales de diálogos relacionados con temáticas vistas en clase.
		Alto: Usa estrategias de comprensión y escucha para mejorar sus habilidades comunicativas en diferentes actividades que desarrolla.
		Superior: Analiza la información general y específica de conversaciones adaptadas y auténticas, de extensión variada, en las cuales demuestra su comprensión, a través de una actividad específica.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

			<p>Básico: Determina la importancia del lenguaje en textos académicos e identifica las ideas principales y los argumentos analizados en el aula.</p>
		37. Identifica la idea, argumentos y ejemplos de los ensayos y otros textos académicos que lee.	<p>Alto: Selecciona y contrasta la información esencial de textos, reconoce sus argumentos y relaciona sus características.</p>
			<p>Superior: Comprende textos escritos de carácter interpersonal como correspondencia, anuncios, folletos diversos, narraciones, etc, aplicando estrategias de lectura como la inferencia de significados por contexto.</p>
		38. Escribe una biografía sobre famosos de su interés relacionados con diferentes momentos de la historia de acuerdo a la actividad desarrollada.	<p>Básico: Recopila y organiza información sobre activistas para realizar una biografía.</p>
			<p>Alto: Estructura, planifica y desarrolla la producción escrita de una biografía en torno a una temática central y ajusta el lenguaje a su intención comunicativa.</p>
			<p>Superior: Escribe textos claros y detallados con diferentes propósitos y realiza la corrección formal de la cohesión, la coherencia y el registro adecuado.</p>
	<p>Puedo comprender textos (Escuchar y Leer).</p>	39. Sustenta oralmente textos referidos a indagaciones sobre temas de interés; los prepara con anterioridad.	<p>Básico: Expone con claridad un tema en una discusión grupal y defiende con argumentos sus ideas.</p>
			<p>Alto: Estructura con claridad un tema en una discusión grupal y defiende sus ideas con argumentos y respeta los argumentos de los demás.</p>
			<p>Superior: Participa con progresiva autonomía en conversaciones y simulaciones relativas a las experiencias personales, teniendo en cuenta modelos vistos en el aula de clases.</p>

			<p>Básico: Identifica los diferentes recursos lingüísticos para sostener una comunicación sencilla con las personas de su comunidad.</p>
	<p>Interactuar.</p>	<p>40. Inicia, y trata de mantener y terminar una interacción comunicativa con personas de mi comunidad.</p>	<p>Alto: Produce textos orales breves o de longitud media, adecuados al receptor y al contexto, con la finalidad de comunicarse con cierta autonomía con sus pares.</p>
			<p>Superior: Se comunica oralmente a través de conversaciones y simulaciones sobre temas conocidos o trabajados previamente, en las que utiliza las estrategias adecuadas para facilitar la continuidad de la comunicación y producir un discurso comprensible y adecuado.</p>

Table 7 The planning of the language area

English teachers' methodology

The English teachers are independent at the moment of carrying out the pedagogical sequences according to the courses where they are going to teach the subject. The tables above are sent to the school and shared with the English teachers, these 'planes de aprendizaje' are received from the 'Área educativa (AREDU)', then these are analyzed by the English teachers and adapted to the necessities of the students. The Evaluation Criteria can be modified if teachers do not agree with something in it, then they decide the activities to carry out in the classes. Teachers manage a project based learning, where in each semester of the year, they must present the Project along with other subjects, the topics vary according to the grades and ages of the students: likewise, the professors manage the humanist approach, already intends to form leaders, generators of Peace.

Knowledge of available pedagogical resources

The Police Schools in Colombia made an agreement with the editorial called 'Norma', for this they made a bidding process with several editorial in order to choose the one that offered the best things, taking into account the humanistic approach of the institution. This agreement was made for three years. This editorial offers the institution a virtual platform where teachers can communicate with parents, have their virtual books, book activities, they can program activities, upload documents or make evaluations. The students must buy this platform, when they acquire it, the publisher gives them the books of the subjects, reading books, user and password to enter.

On the other hand, the school manages the 'web escolar', where teachers upload the students' grades, there is the student newspaper, information from schools, photos, events, among others.


Ministry Guide Text

For the English area, the editorial 'Norma' handles the book called -Hit the road-, for the tenth grade students it is number 5 and for the eleventh grade it is number 6. The book can be found both physical and virtual. The book is a task-based book, it is divided into units, these units contain vocabulary, grammar, listening, writing, communicative and reading activities, and the Project to be carried out after having studied all the topics that complement it.

Syllabus

The pedagogical sequence of the fourth period is under construction by the teacher in charge of the 11th and 10th grades. For the moment we have until week 6 and we have not formulated the way to evaluate them, only the level in which each criterion will be evaluated.

In the following tables you can see the pedagogical sequences of the mentioned grades.

Página 1 de 1	PROCEDIMIENTO: REALIZAR SEGUIMIENTO Y EVALUACIÓN AL DESARROLLO CURRICULAR	
Código: 3GC-FR-0014		
Fecha: 14-05-2019	SECUENCIA DIDÁCTICA	POLICIA NACIONAL
Versión: 1		
SECUENCIA DIDÁCTICA		
Docente: RINCON DUARTE JOHANA MARLEN	Período: CUARTO	Grado: Decimo - B - MAÑANA
Competencia: COMUNICADORES EN OTRA LENGUA		

Programa	Desempeño	Niveles de desempeño
Semana No.1	11. Identifica cuál es la idea principal de un texto que escucho y qué temas abordó el hablante.	BASICO-ALTO
Semana No.2	11. Identifica el contexto (¿qué?, ¿por qué?, ¿dónde?, ¿cuándo?, ¿cómo?, ¿para qué?) y el hecho narrativo de los textos informativos que leo.	SUPERIOR
Semana No.3	12. Crea un plan textual (borrador) para escribir, revisar y publicar textos explicativos del ámbito académico de los términos slang en internet.	BASICO-ALTO
Semana No.4	12. Intenta pronunciar de forma inteligible para interactuar en situaciones	SUPERIOR

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

	comunicativas; corrige y mejora con la ayuda de sus compañeros.	
Semana No.5	1 3 . Expresa sus anhelos y arrepentimientos sobre las situaciones de su cotidianidad.	BASICO-ALTO
Semana N° 6	Expone con claridad un tema en el que evidencia oralmente la apropiación del uso de anhelos y arrepentimientos desde su propia experiencia	Superior
Semana No. 10	Semana de superaciones	N/A

Página 1 de 1	<p>PROCEDIMIENTO: REALIZAR SEGUIMIENTO Y EVALUACIÓN AL DESARROLLO CURRICULAR</p> <p>SECUENCIA DIDÁCTICA</p>	 <p>POLICIA NACIONAL</p>
Código: 3GC-FR-0014		
Fecha: 14-05-2019		
Versión: 1		
SECUENCIA DIDÁCTICA		
Docente: RINCON DUARTE JOHANA MARLEN	Período: CUARTO	Grado: Once - A - MAÑANA
Competencia: COMUNICADORES EN OTRA LENGUA		
Programa	Desempeño	Niveles de desempeño
Semana No.1	31. Con base en el conocimiento previo, el lenguaje corporal y el contexto interpreta textos orales.	BASICO-ALTO
Semana No.2	31. Identifica el propósito comunicativo de textos orales que escucho: ¿qué quiere decir?, ¿por qué?,	SUPERIOR

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

Semana No.3	32. Escribe una biografía sobre famosos de su interés relacionados con diferentes momentos de la historia de acuerdo a la actividad desarrollada.	BASICO-ALTO
Semana No.4	32. Sustenta oralmente textos referidos a indagaciones sobre temas de interés; los prepara con anterioridad.	SUPERIOR
Semana No.5	33. Inicia, y trata de mantener y terminar una interacción comunicativa con personas de mi comunidad.	BASICO-ALTO
Semana No.6	33. Mejora sus textos atendiendo la coherencia y cohesión global y local de las palabras, oraciones y	SUPERIOR
Semana No. 10	Semana de superaciones	N/A

Table 8 Syllabus

Methodology

The police schools handle project-based learning, a methodology used to make learning more interesting. The projects are carried out every six months, (2 per year), they are 3 projects that are divided in the fields of formation, the projects are called: rights and public liberties, sustainable development and human welfare. The qualification is not quantitative but qualitative (Alto, básico, superior).

Now in the virtual mode, the school is handling a schedule from Monday to Friday that starts at 6:50 am and ends at 12:30 pm, classes last 50 minutes. The teachers communicate with the students through WhatsApp, zoom, the platform of the publisher Norma. Each term teacher made a

meeting with parents to let them know about their children's academic performance. The teachers use the books as the main material of the class and carry out the activities they suggest there.

Basic foreign language learning standards

In order to form Colombians capable of communicating in the English language, the MEN created some basic standards of learning in foreign languages, these are divided by levels according to the grades of the school.

The following standards belong to grades 10 and 11

The standards are divided into listening, reading, writing, monologues, conversation at B1.2 level

Listening:

- I understand instructions for performing everyday actions.
- I identify the main idea of an oral text when I have previous knowledge of the subject.
- I identify connectors in a speech situation to understand its meaning.
- I identify people, situations, places and the topic in simple conversations.
- I identify the purpose of an oral text.
- I show a respectful and tolerant attitude when I listen to others.
- I use strategies appropriate to the purpose and type of text (activation of previous knowledge, support in body and gesture language, use of images) to understand what I hear.
- I understand the general meaning of the spoken text even if I do not understand all of its words.
- I rely on the speaker's body language and gestures to better understand what it says.
- I use the images and information from the context of speaking to better understand what I hear.

Reading

- I identify key words within the text that allow me to understand their general meaning.
- I identify the author's point of view.
- I assume a critical position towards the author's point of view.
- I identify the values of other cultures and that allows me to build my interpretation of their identity.
- I value reading as a means to acquire information from different disciplines that expand my knowledge.
- I use a variety of reading comprehension strategies appropriate to the purpose and type of text.
- I analyze descriptive, narrative and argumentative texts in order to understand the main and specific ideas.
- I make inferences from the information in a text.
- In a text I identify the elements that allow me to appreciate the values of the English-speaking culture.
- I understand a variety of informative texts from different sources.

Writing

- I structure my texts taking into account formal elements of language such as punctuation, spelling, syntax, coherence and cohesion.
- I plan, review and edit my writing with the help of my colleagues and the teacher.

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

- I express values of my culture through the texts I write.
- I write different types of texts of medium length and with a simple structure (letters, notes, messages, e-mails, etc.)
- I write summaries and reports that demonstrate my knowledge of topics from other disciplines.
- I write texts of different types taking into account my potential reader.
- I value writing as a means of expressing my ideas and thoughts, who I am and what I know about the world.
- I write texts through which I explain my preferences, decisions or actions.
- I write expository texts on topics of my interest.

Monologues

I narrate in detail experiences, facts or stories of my interest and the interest of my audience.

- I make oral presentations about topics of interest to me and related to the school curriculum.
- I use appropriate vocabulary to express my ideas clearly on topics of the curriculum and of my interest.
- I can express myself with the security and confidence of my personality.
- I use metalinguistic elements such as gestures and intonation to make what I say more understandable.
- I support my opinions, plans and projects.
- I use strategies such as paraphrasing to compensate for communication difficulties.
- I give my opinion about the lifestyles of people from other cultures, based on previously studied written and oral texts.

Conversation

- I spontaneously participate in conversations on topics of interest to me using clear and simple language.
- I answer questions taking into account my interlocutor and the context.
- I use intelligible pronunciation for effective communication.
- I use my previous knowledge to participate in a conversation.
- I describe orally my ambitions, dreams and hopes using clear and simple language.
- I use functional language to discuss alternatives, make recommendations and negotiate agreements in pre-prepared discussions.
- I use strategies that allow me to initiate, maintain and close a simple conversation on topics of interest to me, in a natural way.

Technology

Nuestra Señora de Fátima School had to adapt to the new virtual modality due to the worldwide pandemic by the COVID19, for this purpose studies were carried out, surveys were conducted where students and parents were asked if they had access to internet and technological devices where they could see their classes and carry out their activities. All students at the school have access to the Internet and technological devices, so virtual classes are held on a scheduled basis.

Classes are mostly held on the ZOOM platform, but teachers have been trained on other platforms such as meet google, skype, Microsoft teams, etc. The teachers upload or program the assignments in the platform of the editorial Norma called EDUCA; for evaluations they use different applications or the students must print the evaluations and send them via WhatsApp.

The meetings are synchronous, they have master classes where the teacher explains a topic in class and then leaves them the activities to do. The classes are 50 minutes long, sometimes students have 2 hours of a signature so it is 100 minutes. Teachers use videos, youtube, paint, Thatquiz platform, Educaplay, Edmodo, in order to be in constant communication with the students.

Population and Subject Information

This project will be carried out in the 10th and 11th grades of Nuestra Señora de Fatima School, in total there are 114 students which are divided as follows:

Grade	Women	Men	Total
10A	17	14	31
10B	14	20	34
11A	11	13	24
11B	12	13	25

Table 9 Information of the population

The ages range from 15 to 17 years. According to the standards for foreign languages, students must be at level B1.2.

The school offers two techniques when entering 10th grade, one is environmental where they see subjects regarding the environment, sustainable development and ecology, in the 10th

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

grade they start a research project that must be carried out in the school, the project must be related to a type of pollution. The other technique is the one of computer maintenance where the students are advised and taught everything related to computers, disassemble, assemble, etc. 10th A is the environmental technique, 10thB is the maintenance technique, this technique culminates in the 11th grade upon graduation. When passing 11th grade, students continue with their line of study, so 11A is environmental and 11B is computer maintenance.

Teachers

The English staff is made up of 5 teachers with degrees in foreign languages, three teachers in secondary school, and two teachers in primary school. The teaching staff is divided as follows:

Teachers	Grades
Johana Rincón	10° 11° (Area boss)
María Elena Mora	7° 8° 9°
Yolanda Penagos	7° 6°
René Arciniégas	3° 4° 5°
Olinda López	Preschool, 1° 2°

Table 10 English teachers

Administrative teachers

Teachers/Name	Charge
Captain Liza Garzón Santos	Principal
Aura Rincón	Academic coordinator

Esperanza Sierra Chapeta	psycho-counselling
Sheriff Gladys Suárez	Coexistence coordinator
Hellen Torres	Community coordinator

Table 11 Administrative teachers

Parents

The parents form the group in order to organize themselves and help the school with the processes of the directive committee, this group has a representative, his name is Rafael Gordillo, he is a parent of a student from the school.

The teachers communicate twice with the parents, a meeting is held in the middle of each term to communicate how their children are doing academically and another meeting at the end where parents are informed if their children lost any signature for low academic performance.

Chapter I - Pedagogical Component

TITLE

Implementing Anglophone Countries' Culture to Improve Grammar Skills at Nuestra Señora De Fátima High School In Cúcuta.

Introduction

The importance of learning a foreign language has increased due to the world's need to be constantly communicated. Educational institutions around the world must teach at least one foreign language because of the globalized world that is becoming more and more technological and to connect the world.

Thus, teachers are challenged to teach the English language in schools from preschool to the last grade (11th), taking into account age, interests and language level according to the Common European Frame of Reference for Languages (CEFRL) that separates them by linguistic and communicative competences (A1, A2, B1, B2, C1, C2).

Furthermore, it is not only about teaching a language, but also about knowing the context of the students and their interests in order to draw attention to them and get them interested in learning. In other words, teachers must look for innovative pedagogical strategies to share knowledge and leave a significant learning.

In addition, when teaching and learning a foreign language, not only the set of symbols, letters or words are taught, but also the culture behind the language. This is why culture can

function as an interesting and striking strategy for teaching a foreign language and also for raising awareness among learners about the importance of learning foreign languages.

On the other hand, grammar is an important part of learning a foreign language, also to speak it in a correct way, to have a good basis or wisdom of grammar, it makes the person able to speak with confidence and to sound good to native speakers. This is why the purpose of this pedagogical project is to improve the grammar skills of the 10th and 11th grade students at Colegio Nuestra Señora de Fátima

Problem

The objective of this research is to improve the grammatical competencies in English of some high school students since they present a low level of language according to the level stipulated by the MEN, the students of last grade of high school should graduate with level B1.2, all this was concluded after an observation and diagnosis carried out in the English classes in grade 10 and 11 of the Nuestra Señora de Fátima school, The culture can be a beneficial factor when combining it with learning a foreign language, using it to create knowledge and to make the students interested in the language and not to see it only by obligation. This research will be conducted on 49 high school seniors at Colegio Nuestra Señora de Fátima.

Research Question

How implement English Speaking culture can improve grammar skills?

Justification

This research was implemented at Nuestra Señora de Fátima school to improve grammar and thus improve the results of the Saber 11 tests in the area of English. This is due to the need that the institution has to improve every year in all areas. The 10th and 11th grade students of Nuestra Señora de Fatima School are about to take the Saber 11 (ICFES) test which assesses the student through 5 sub tests: Critical Reading, Mathematics, Natural and Social Sciences, and English. The English test evaluates reading, grammar and lexicon.

This proposal will be carried out using the culture of the English-speaking countries so that the students can see the importance of the English language and at the same time learn the grammar for a correct use of the language. Moreover, by joining these two things, the students can learn vocabulary, lexicon and at the time of reading they will understand a text faster, that is to say, they complement the competences evaluated in the Saber 11 test.

On the other hand, if we master the grammar of a language, we will master the language itself; since we will be able to handle and manipulate words and form units with meaning that will allow us to express ourselves and be understood, in this way the communicative function of the language will increase and little by little it will be enriched and progressed.

In addition, during the confinement by the Covid19 pandemic, virtual education became a new challenge for teachers and now for pre service teachers, so we must seek innovative and creative strategies to get students interested, so the importance of using the Culture because it allows students to see a new world and know that language is not just words or phrases but the culture of their country.

Objectives

General objective

- -To implement English speaking Countries' culture to improve grammar skills in 10th and 11th grade students at the Nuestra Señora de Fátima school.

Specific objectives

- -To present English Speaking countries' culture to didactic classes.
- -To integrate culture and grammar in the virtual classes
- -To design interactive classes to maintain the interest of the students.

Theoretical Framework

Learning English implies knowing the countries where this language is spoken, knowing its importance, its culture, learning it, speaking it in a correct way to know it in its totality, this way not only the grammar level is improved, but also the communication competence, as you learn to use the language.

This section defines the main concepts of this Project, that is to say, the grammar, the culture, and the communicative competence.

Grammar

Grammar is defined by Ur (1991: 4) as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” This definition is quite close to what people normally think grammar is. On the other hand, Maugham (1938) says, “It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.” So, Grammar is an important complex phenomenon that cannot be ignored without consequences.

Culture

Culture has been defined by many researchers around the world, but in this case I think the most appropriate definition is the one given by Hadley 2001 which makes us some delineation between "big-C" culture and "little-C" culture. Big-C culture consists of a society's notable contributions to such recognizable arenas as the arts, sciences, and literature. Little-C culture, on the other hand, deals with more internal aspects of a society such as "the patterns of everyday life, the do's and don'ts of personal behavior, and all points of interaction between the individual and the society". Culture for this project would take into account both parts and integrate them to produce knowledge. Within the communicative approach, culture as knowledge of facts alone is insufficient since learners must be able to do something with the culture they have acquired by demonstrating social proficiency and an ability to communicate appropriately with other interlocutors in the target culture (Johnson, 1999)

-Communicative competence

According to Janice Light (1989) communicative competence is a relative and dynamic, interpersonal construct based on functionality of communication, adequacy of communication, and sufficiency of knowledge, judgement, and skill in four interrelated areas: linguistic competence, operational competence, social competence, and strategic competence. Moreover, Chomsky (1965), deviations from the ideal in actual performance do not reflect Competence: "A grammar of a language purports to be a description of the ideal speaker hearer's intrinsic competence" (p. 4). Finally, Tarvin (2014) Communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions.

Literature Review

This section summarizes some similar research about this pedagogical proposal in order to better understand the main topic of it.

First of all, it is important to emphasize that this Project will be carried out virtually, so it is imperative to know studies that can help make this possible, that is, to know that virtual education during a pandemic is difficult but not impossible. A study called Supporting the continuation of teaching and learning during the COVID-19 Pandemic, conducted by Reimers, Schleicher, Saavedra and Tuominen (2020), collected different virtual tools to continue education during the pandemic, they categorized each resource by type, language, subject and grade level. They also concluded the efficiency of these resources around the world according to a survey conducted a 333 participants in 99 countries.

Additionally, a study conducted by Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, Mouza (2020), showed that by using the 5 phases of e-learning (1. Asynchronous sessions, 2. Asynchronous and synchronous sessions by teachers, 3. Asynchronous and synchronous sessions by students, 4. Assessment y 5. Reflection) the virtual reading had benefits such as higher levels of student motivation and engagement, expanded educational access, high-quality learning opportunities, increased educational choice and instructional flexibility, as well as administrative efficiency The 5-Phase Process of Virtual Learning.

Now, we will look at some previous studies about culture as a means of teaching. A master's thesis by Hunter (2014) at the University of Tennessee, concluded that the integration of grammar and culture is important and beneficial in many ways as the communicative approach, but integration is complex and requires a careful balance of many factors to be successfully achieved. Jourdain (2008) presented a model lesson plan integrating vocabulary, grammar, and culture with a task-based orientation in 40 FL students, the study concluded that teachers may well find that what

they need to teach (i.e., the vocabulary, grammar, and cultural information) will emerge naturally and will be more meaningful for students. The structure of the lesson is interesting for beginning teachers, but it is also for teachers in all levels.

On the other hand, grammar plays an important role when learning a language, according to Sun (2017) who conducted research in the School of Arts and Science in China, grammar is the fundamental basis of foreign language teaching. Therefore, students must develop grammar skills to improve communicative skills, moreover, the accurate use of grammar determines the proficiency of learners' language skills, without which language skills could not develop healthily and systematically.

Methodology of the implementation of the pedagogical proposal

The main objective of this project was the improvement of grammar, Tagliante (1994) made a study where she reviews the treatment of grammar, how to evaluate and correct it. The author tells us that the students observe, reflect and analyze the grammar to discover and learn it, for this the teachers can use dialogues, texts (inductive) or explanations and systematization exercises (deductive).

In addition, according to the same author, to work on grammar there are some competences that students must develop, these are: Analysis, Synthesis, Memorization, Understanding and the application of grammatical rules. To develop these skills, there are some types of activities to develop, these are: Write words to complete a text, Choose the correct option, Complete the gaps, Word formation and Sentence transformation.

Moreover, the author also gives us some elements to use for the correction of the errors. Grammar, as a means of oral and written communication, needs to be corrected, to know the reason

for the mistake so as not to make it again. The student must discover the error, this can work as an intellectual stimulant or it can generate a blockade in the student, then it must be understood that each student has a different intellectual process. The teacher must give the student the option to correct himself, but also help him and give him clues in his correction, also give him options and not see the error as negative but a means of learning. To correct an error, the author tells us that we must train the students in self-correction, practice collective and selective correction, and propose activities of systematization, repetition and conceptualization; in this point, the activities mentioned above are used (Write words to complete a text, Choose the correct option, Complete the gaps, Word formation and Sentence transformation.)

This methodology was implemented virtually using different virtual platforms where the student can learn and correct the grammar. Each class was handled with the order -Warm up, explanation of the topic, linguistic, communicative and cultural activities, and evaluation or homework as appropriate.

Every week, the students took four hours of English. Each week I presented the culture of a different country guided to a grammar topic, this way the students made the association of the topics and generate interest in the learning of the foreign language.

Every week since the beginning of the practice, an English speaking country had been presented, combined with culture, grammar and the topic that according to the school syllabus should be learned. Every week there were four hours of virtual meetings where I explained the topic, clarify doubts and leave the work of practice of what we have seen in class.

By means of activities such as: Write words to complete a text, Choose the correct option, Complete the gaps, Word formation and Sentence transformation, the grammar was taught, first in the warm up of the classes, I introduced the country, I presented it to them by means of images or

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

videos ([see annex 1](#)), then to introduce the topic, I gave them facts about the country by means of phrases using the grammar I was going to teach, for example:

The first country we saw was the United States, then: *'North America people eat a McDonald's big mac combo every day'*, this to teach the culture of the Americans and the present simple. Another example where human rights was the topic to be taught in the class was: *'Donald Trump did not adopt any policies to protect human rights'*, this example to teach the simple past with a fact of the country. ([See Annex 2](#)).

Another of the activities carried out was exercises to order sentences, they were presented in disordered and they had to write them in order, each sentence had something of the culture of a country and grammar, for example:

'racists/Malta/ applied /any / to / has not/ sanctions', the students had to order it in the following way *'Malta has not applied any sanctions to racist'*, this means that we were looking at the country Malta and present perfect. ([See Annex 3](#)).

In addition, there were activities to complete the gaps, such as a student book activity where, according to an audio recording of people talking about human rights, the students had to complete the gaps. ([See annex 4](#))

In the same way, activities of choosing the correct option were carried out, where a sentence related to some country and a grammatical time was presented, the sentence was incomplete and there were answer options and the students had to choose the correct one. ([See Annex 5](#))

It should be clarified that all these activities were carried out by means of slides made in the Power Point platform and presented during the sessions by the ZOOM platform. On the other hand, virtual games were made in the Kahoot platform, about the grammatical topics where the students had to choose the correct options as appropriate, ([see annex 6](#)). Also, games were made as the

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

hangman by the power point application, where the students had to mention letters to guess a secret word. ([See annex 7](#)).

Activities chronogram

Activity	first class	EEUU Culture	Malta culture	England Culture	Foreign person	Australia culture	ICFES	English level test	Recoveries
Week 1	X								
Week 2		X							
Week 3			x						
Week 4				X					
Week 5					x				
Week 6						X			
Week 7							x		
Week 8								x	
Week 9									x

Research Methodology

This research was an action-research which is a systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn (Mills, 2000). The researcher was immersed in the context to collect the data necessary to reach the objectives of the research. On the other hand, this research was mixed, since it obtained both qualitative and quantitative data. Quantitative data, since at the end a grammatical test will be

carried out to know the students' knowledge about this topic, and qualitative data, since it evaluated the importance of the use of the cultural component when teaching grammar.

This research was implemented in the 11th grade of Nuestra Señora de Fátima School in Cúcuta, Norte de Santander Colombia. This group of students consisted of 49 students, 23 women and 26 men. The ages of the participants range from 15 to 18 years old. Data was gathered through participant observations, a test at the end of the Project, and class workshops.

For the data collection, it was necessary to create a participant observation card where I as a teacher examined whether the students did or acted as planned or expected, the objective of the participant observation was to know better what happens during the practice. I was able to observe and collect the data in the natural environment and be in contact with the observed subjects themselves. ([See annex 8](#)).

Thanks to this observation card I was able to take notes about the students' interest in the classes, topics or activities that were carried out, the card had different items about what I wanted to observe.

On the other hand, another instrument used was the classes themselves, where I could carry out the proposed pedagogical methodology. In these classes, the different activities for the teaching of English through the culture of the English-speaking countries were carried out. ([See annex 9](#)). The classes were planned according to the structure of before, during and after. Different activities of reading, listening, writing, etc. were carried out.

Also, an Icfes-type knowledge test was made on the knowledge acquired during the classes, relating the culture, grammar and Icfes-type questions that also served as training for the students' final test. The test was conformed by 25 questions and it was carried out on google forms platform. ([See annex 10](#)).

This study considers two main aspects: respect for the dignity of participants and respect for anonymity. They will know the results expressed in a clear and textual manner, as the data collected must be completely faithful to reality. Secondly, participants will not be judged or criticized in order to respect their dignity, which will encourage active and dynamic participation. As a result, the original first names of participants will not be included in this study and all data will be analyzed anonymously.

Results

In this section you will see the results obtained in this pedagogical project implemented in Nuestra Señora de Fátima School in Cúcuta.

First, the observation card gave us as a result that the students were interested in the topics when teaching them through the culture of the English speaking countries, likewise most of the students fulfilled the duties that were assigned to them to practice and to put in context the topics seen in class. One of those duties was to write a text using present and past simple about human rights infringed and protected in situations around the world. Student Luna wrote:

'George Floyd was hanged by a police officer. The police officer violated his right to life'.

This demonstrates the use of the simple past in two sentences referring to a situation in another country.

Student Brandon also wrote: *'In Australia all have them study in public or private schools, In England, women did not have the right to have an abortion'*. This shows us the acquisition of learning when relating culture to a subject of grammar, in this case past and present simple.

On the other hand, the observations and the classes are intertwined, since through the classes I was able to observe the different items I needed to know how to continue acting in front of the students, also to know how to do the activities to be developed. The classes were made with the

structure before, during and after, so that the students were contextualized in the topic to learn and thus be able to put it into practice. Through their participation in class, it was possible to notice the learning that they were acquiring as a topic was explained, the students were interested and asking questions like the student Manolo 'What do you think about American culture', In a class where we saw some curiosities of the United States, the student asked that question using the grammar we were learning.

Finally, the test done at the end of the classes, showed good results in the students, the test was a training for the ICFES test, so I related it to culture issues through reading activities or relating columns, the test had 25 questions, the highest score obtained was 24 points and the lowest score was 15 points. ([See annex 11](#)), this test had readings about countries like Ireland and Canada, plus some extra questions about general culture issues like their definition. The activities corresponded to completing a text, answering questions about a text or relating columns.

Conclusions

In conclusion, the proposal was correctly and satisfactorily applied, the culture was related to the grammar and the students learned in a significant way. Besides, the implemented methodology was important at the time of evaluating the students, it allowed to have a diversity of activities that can assure the learning of the students.

Culture is a very important aspect when learning a foreign language, because the foreign language has many historical aspects to learn and among those the culture. The integration of the culture is necessary to teach the target language in the best possible way and to allow it to be learned correctly and successfully. By learning the cultures of foreign countries students have the opportunity to understand diverse cultural identities that may be previously unknown to them.

The practice project was fed every week with the classes and topics that the students have learned, the culture of the English-speaking countries works as a strategy to teach the grammar, but with the help of interactive activities that allow the student to participate in the classes and be part of it.

Each week a different country was presented, some cultural aspects taking into account the topic that the students should learn according to the objectives of the institution, when relating them the students have reacted very well and have been able to learn.

Data chronogram

Week	Date	Activity
1	From 31 august to 4 september	Observation and diagnostic
2	From 7 september to 11 september	Observation and diagnostic
3	From 14 september to 18 september	Observation and diagnostic
4	From 21 september to 25 september	participant observation Report of experiences : Journal
5	From 28 september to 2 october	participant observation Report of experiences : Journal
6	From 5 october to 9 october	Project based learning
7	From 12 october to 16 october	participant observation Report of experiences: Journal
8	From 19 october to 23 october	participant observation Report of experiences : Journal
9	From 26 october to 30 october	participant observation Report of experiences : Journal
10	From 2 november to 6 november	participant observation Report of experiences : Journal

11	From 9 november to 13 november	participant observation Report of experiences : Journal
12	From 16 november to 20 november	participant observation –Test Report of experiences : Journal
13	23 november to 27 november	Recoveries

Chapter II: Research Component

Title

The formation of the reflexive spirit in PLEX pre-service teachers, a training tool to qualify the pedagogical practice

Introduction

In the context of PLEX training, the pedagogical practices of teachers in training are one of the focuses of interest and updating to be studied and documented for the improvement of teaching-learning processes, for the qualification of education.

Although there is a clear interest in the evident need to understand and transform pedagogical practice, it is also true that a good part of the local studies focuses especially on the problem of learning rather than on that of teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach to practice as a way of objectifying knowledge, behavior and attitudes that guide the work of teaching; also as an exercise of interiorization, immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search for information for the solution of problems and for self-recognition.

Justification

The formulation of this project in the context of the Integral Practice of the students of Languages, is inscribed in the professionalizing conception of the practice as a spearhead to improve the educational processes in the centers of application where the PRADO is executed. It is considered that to grant importance to the role of the reflection in the process of teaching is the first step to understand the difficulties of the profession, the own performances and to be interested in the knowledge of the models and approaches to take care of a problematic situation and to establish an analytical glance on the fact.

In accordance with what has been exposed by the philosopher of education Jhon Dewey, precursor in the field of reflective thought applied to teaching, we justify the need of this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflective action. We consider that a reflective approach protects the agents of the traditional context from the inertia and authority that permeate the school.

Problem

In the school, core aspects of the constitution of the subjects, of the institutional life without question, are assumed, they are seen as imprints, stable and invariable features that are part of the identity and the school culture. When events unfold without major alteration, teachers run the risk of becoming installed in a logic of action that does not allow for pedagogical evolution and the renewal of school culture. A practice that lacks reflection does not encourage the emergence of problematic situations; these realities are ignored, made invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of doing

things, of cultural reproduction, becoming a barrier to the emergence of emerging practices that tend to generate transformations in thought and knowledge, in order to meet social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is necessary that the teacher training process foster a critical spirit and reflection in the teachers-in-training, in the future teacher, that contributes to the improvement of their pedagogical practices, so that these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages from the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practice, to evaluate themselves, and to install a critical and constructive view of their work in the teaching role. To begin this study, the following guiding questions are formulated

In what way does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

- To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.
- To promote in the student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- Consolidate a group of teacher-practitioners with a critical spirit who reflect and present proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- Identify and analyze the strategies used by the student in his/her pedagogical practice.
- Implement workshops for reflection and development of didactic units that guide the reflection of the Student-Practitioners.
- Analyze one's own beliefs about the teaching work and about the students.

Conceptual Framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a greater degree of clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

- The Teaching Profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources oriented to facilitate an articulation between management, work and education. This is how we find

that all teachers must have competencies in the discipline that allow them to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he or she develops his or her activity. Similarly, all teachers must possess skills in the organization of content, that is to say, pedagogical practice not only requires organizing its components to be learned by the students, but also foreseeing the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or foresee the practice of teaching.

- Reflection

Talking about reflection implies approaching different conceptions about this notion. For this reason, in order to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

- Reflection as a process

The reflection is carried out from a series of stages that in a cyclical way give as a result a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation to be extracted".

The stages of the process of reflection as a process is evident in the following scheme:

- Reflection as a theme

The concept of reflection is based on a theme that is related to that concept. To this end, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of the experience. For the first two perspectives, the external aspects are the source of knowledge that allows for reflection; and the contextual aspects allow for the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the person who reflects.

- The Reflective Practice

To update and qualify the academic proposals in the University and to orient the students towards new ways of relating to the world, it is necessary that teachers ask themselves about their own practice and about the repercussions that this has generated; that they be able to objectify their behavior, and to assume the different roles in the pedagogical relationship.

Teachers play a central role in the current educational world; they act in a complex space subject to constant change determined by the interaction of diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986). In this context, the problems of practice, of the classroom space demand a particular treatment oriented to understanding and social interaction.

The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention. (Sacristan 1999).

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge; reflection is applied to the selection and appropriate use of teaching strategies that the teacher will use.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. The consequences of the adopted strategies, of the curricula, and of the SE practices are then analyzed. The teacher then chooses to apply educational criteria to teaching practice in order to make pedagogical decisions adapted to the institutional reality and to the contexts.

In a third Van Manen establishes an exercise of critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

- Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

- Academic Practice

It is aimed at preparing teachers capable of reflecting on the courses they teach, so that they can transform them into structures that students can understand.

- Social Efficiency practice.

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way technical rationality proceeds.

Development

Teaching is based on the interests and development of the students, and at the same time considers the development of the teacher as a teacher and as a person

Social reconstruction.

The object of the reflection is the social, economic, and political context, so that truly democratic relations are fostered in the classroom, and egalitarian and fair relations are fostered in the social sphere.

Generic

The programs refer to reflection in a generic way, but without specifying the pretensions of the programs or the contents to be reflected upon or the strategies to promote reflexive learning.

Activators of reflection

According to Schulman (1987), these activators are the cognitive foundations of the teacher on the life of the classroom; they are indispensable because they constitute the element of reflexive thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical element of the reflexive thought

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge 1.

2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional configuration

5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument. In this component are situated the teaching diaries in which the writing triggers the elaboration of the teacher's reflexive thought, about his or her experiences of practice, objective and subjective and intersubjective.

Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space to approach educational and labor problems. The principles of organization are autonomy, planning and self-observation.

In order to review the impact of the proposal of reflection on this process of practice, a process of socialization and systematization will be carried out.

This study is inscribed in the focus of qualitative research, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share experiences of their work to enrich their process and insert new tools that allow them to transform their pedagogical practices.

During the period of the integral practice, 3 workshops of reflection were carried out where different topics were treated. Firstly it was about individual reflection, about the different changes we had to face due to the current situation. The second workshop was to identify contents, values, attitudes that are already or should be in the program because of its formative value and to confront it with the work team. Finally, the third one was about describing the personal way of working with the students in the virtual classroom. ([See annex 12](#))

Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and insert themselves effectively in the educational center.

Self-observation sheet

The main objective of the self-observation card is to guide the student-practitioner towards a proper look at his exercise as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

Throughout the practice, a self-observation sheet was used which was created with some input from the students according to each context in which we were conducting our comprehensive practices.

([See annex 13](#)). With this sheet, we were able to reflect and take into account some aspects when giving the classes, such as speaking in English in the classes, giving feedback to our students, etc.

3	Data analysis												
4	Results' socialization												

Results

The research component in the integral practice of the degree in foreign languages of the University of Pamplona is done with the objective of implementing reflection as a tool for improving and transforming the teaching practice. For this reason, every week the preservice teacher make their narratives of what happened or how they felt during the week of practice, to reflect and improve their actions as teachers. As time goes by and one adapts more and more to the workplace, one begins to know more about the work of the institution. As a result of the narratives, we can notice a reflection on action and in action, where the classes were made and as a teacher I took into account the reactions of the students, and if the students reacted well, I as a teacher repeated the activities, always thinking about having a good relationship with the students to create a comfortable learning environment full of confidence.

Additionally, every other week, each teacher in charge meets with parents to report on their child's academic performance in each subject, which is equally important as parents can be more informed of their child's responsibility. As a teacher, it is important to be in constant communication with our students' parents to inform them of any situation.

On the other hand, as a practicing teacher I carried out a methodology based on grammar, but taking into account the culture, this generated interest in the students because in addition to learning English, they learn cultural aspects at the same time. As a teacher I used the slides as a main tool in the virtual classes, this allowed me to have animations, transitions and not to be boring the class, also the zoom platform makes it possible to scratch the screen and from there make explanations as a normal board, this allowed the students to be attentive to the explanations and can

participate in the classes. In addition, the classes were participative, it is important that the students feel part of the class and that they can also give their opinion or share some of their own knowledge. I did all this after reflecting on the activities that the students prefer, knowing them first to know how to act in the field.

In the same way, it is important to keep in touch with the students outside of the class, to receive their assignments, any questions they have or suggestions. To be in touch with the students, we created a group in whatsapp where I share information with them, they can ask questions or comment on something. With the supervising teacher I maintain communication through whatsapp also and the parents in the meetings every 15 days for the report card.

The reflective approach of the practice contributes to the transformation of my work as a teacher because it allows me to improve every day from my experience, if in a class I notice that the students are not very interested because I must look for other options to improve this aspect, also taking into account the interests of the students, reflect from what I do, perspectives of the students in order to improve. Reflecting helps us to know, identifies us as restless beings, capable of learning. Reflection also helps us to bring clarity to those aspects of our life that may seem confusing, and can help to clarify contradictions or internal conflicts that distress us and cause us anxiety or fear. If I reflect, I can improve and change my attitude towards something that I did not do well in the beginning, and if I reflect from my mistakes or experience, I can improve as a person and professionally.

Conclusion

In conclusion, reflective practice takes into account the person and not the theoretical knowledge, starting from personal and professional experience for the updating and improvement of the teaching task. As we reflect on our actions we can improve them.

The reflection in the practice does not make us self-formed from our experience, since it turns the reflection into the practice and then the practice in the daily life becomes deeper and analyzed from different perspectives, in my case always taking into account the interests of the students.

This reflection can be applied in any learning situation always aware of our students and taking into account all aspects such as communication with parents, when planning a class, virtual resources, opinions in order to improve our work as teachers.

Chapter III: Outreach component

Learning English through Short tales

Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is “to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness”(p.6). To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic, secondary and higher education, the definition of a solid and consistent evaluation system and the description and development of

training programs. This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English 84 teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all. The University of Pamplona, in its status as a public institution, trainer of trainers and more specifically the master's degree in Foreign Languages English- French, has been closed with the reality that is facing the primary school of the city of Pamplona with regard to the National Bilingualism Policy; many of the educational institutions of this city does not have an English teacher to meet the primary school teaching needs. Being aware about this reality and the problems associated with it, the current proposal of social influence aims at supply the needs in the English language, in "Nuestra señora de fátima" primary school in Cúcuta and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area. Even though the government policies identify the problematic, the institutions' emphasis is not supplied with normativity, there is a need for effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

Justification

The learning and acquisition of a foreign language, allows us to be in the vanguard of our own needs that today's world demands. That is why it is necessary to implement this process and work on it from the beginning of the children's schooling so that at the end of their basic education

cycle they have the foundations that will allow them to continue this learning in secondary, vocational and higher education, so that more people are trained in this area.

The present project aims to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the community outreach component of the integral practice developed by the last semester students of the Bachelor's Degree in Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening of the teaching of English in the primary school sector.

The realization of this project is highly beneficial to both the institutions and the student population of the city of Pamplona, as well as to the Foreign Language Program and the students who develop their integral practice. This benefit results in the possibility for elementary school children to have contact with the foreign language and at the same time for the students who are finishing their university education so that they can get to know the realities and educational needs of the environment and in this way they can contribute, intervening in processes that impact on the improvement of these needs.

General Objectives Of The Proposal:

The implementation of this social extension project, by the English-French Foreign Language Degree Program of the University of Pamplona, is aimed at the following objectives:

- To attend to the training needs in English of the elementary school children in the city of Cúcuta

- To integrate the training in foreign languages of the students of the English-French Foreign

Language Degree Program into the educational reality of teaching English in the elementary school of Cúcuta.

Specific Objectives.

With a view to a better understanding of the aspects raised above, this proposal will seek

- Familiarize the child of the elementary school of Cúcuta with fundamental knowledge of English.
- Involve the students of the English-French Bachelor of Foreign Languages Program in the process of teaching English in the elementary school of the city of Pamplona.
- To articulate the training of the students of the English-French Bachelor of Foreign Languages Program with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Methodology

Teaching children is very different from teaching teenagers, you must take into account the age at which they are and understand that not everyone learns the same, it is a challenge we must face to ensure a quality education.

Nuestra Señora de Fátima School in the city of Cúcuta has virtual classes due to the Covid19 pandemic, where students see 4 hours a week of English. This Project was guided to the children of Fifth or primary of the institution, there were virtual sessions with the help of reading short stories to learn the English language. Pre, during and post reading was done to contextualize, explain and use in context what was learned during the sessions. ([See annex 15](#))

As for this component, I worked with the 5th grade of the same school, where I thought on Fridays and Tuesdays (5A and 5B), classes are held by ZOOM in 40 minutes and the teacher in charge is there to accompany each class.

In this case, it is to teach English through short tales according to a specific theme. So we learned: countables and uncountables nouns, mathematical operations, quantifiers, organs, fruits, colors and present simple. I have created the stories. ([See annex 16](#))

Chronogram

	ACTIVITY	MONTH 1				MONTH2				MONTH 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	INSTITUCIONAL OBSERVATION												
2	-SUBPROJECT FORMULATION												
3	SUBPROJECTS' IMPLEMENTATION												
		NOVEMBER				DECEMBER							
	ACTIVITY	MONTH 4				MONTH 5				MONTH 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	SUBPROJECTS' IMPLEMENTATION												
2	INFORM												
3	RESULTS' EVALUATION												
4	SOCIALIZATION, INTERACTION												

Conclusions

The outreach component of this project has progressed well by assisting the primary English teacher to integrate them into the language and enhance learning with the help of interactive and fun activities for the students.

Each activity had stories written by the author where you can find the topic seen in the class. In each session the before, during and after are done, strategy that helps to have a learning

process that goes from the easiest to the application or use of the vocabulary in a real context at the time of speaking or writing.

Reading makes the students improve their learning, understand the English language and change the traditional methodology, it is a way to innovate and have the students interested in what is being taught, it keeps the concentration and attention of the students because they will be in the perspective of seeing what will happen in the story.

Dividing the reading into parts where the students have participation in each part makes each process important and meaningful to the students' learning.

Chapter IV: Administrative component

Introduction

In this last stage of the University degree, we must go out to a real context to put into practice everything we have learned during the degree. To go out to this context, it is important to know in its totality everything that surrounds it to know how it is organized administratively, its objectives, its approach, etc. Likewise, it is necessary to know the extracurricular activities, academic or cultural activities to be able to participate and integrate in a good way.

Objectives

General Objective

To participate in the virtual extra-curricular activities made by Nuestra Señora de Fátima School.

Specific Objectives

- To know the complete school organization
- To support teachers and administrative
- To be part of the teachers' collective.

Methodology

The pre-service teacher will be aware and at the service of the extracurricular activities necessary to know the school well and to integrate herself with the school members, to prepare them when necessary to fulfill the stipulated objectives.

For the schedule of this component, it had been proposed to attend three events during the practice. I participated in the cultural event of the discovery of America held on October 16th where the best students academically raised the flag for their academic performance, the event was pre-recorded and each teacher was in charge of sharing the video with the students. There were different cultural events, dances among others. I was a spectator along with the 11th grade, it was an interesting event where we could see and know the context of the discovery of America in a creative and innovative way. ([See annex 17](#))

As a second event, English Day was held on October 31, 2020, where a live event was held on Facebook at 8am, we could see the talent of our students, the participations were mostly singing. My role was to present and organize, I created the publicity, the school's Facebook page, the event and presented the student entries. It is worth mentioning that it was the first live and pre-recorded event that was done, that is to say, the videos were sent to me before, and I passed them on live on Facebook. I had to organize the event with the school's English teachers and the academic coordinator. After the event there is going to be a costume contest and a prize for the best costume. ([see annex 18](#))

The third event of which I was part was the socialization of the classroom projects of the 11th and 10th grade students, where the students presented their knowledge acquired throughout the class period through presentations on the theme 'acuerdos de paz' where they had to apply their knowledge in the area of English, citizenship skills, biology and Spanish language. In this case, I

participated as a guest, what I did was listen to each presentation and at the end ask questions or make comments about the theme of the presentation. ([See annex 19](#))

Chronogram

Activity	Date
Cultural act (Discovery of America)	October 16 th
Project based learning presentation	18 th and 19 th November
English day	29 th November

Conclusion

Participation in extracurricular events helps to integrate with teachers throughout the school, as well as helps to put into practice our creativity and responsibility in the events that one must organize as a practitioner. The integration with the teaching staff is very important because it allows to know the experiences of other teachers, to learn from them, also to know the school administration, the way of teaching, platforms or activities that are carried out, the practitioner is involved with everything that has to do with the educational process and the collective work.

Annexes

[Annex 1](#) : Present simple/ United states

PRESENT SIMPLE

- WHAT DO YOU KNOW ABOUT THE UNITED STATES OF AMERICA?
- EEUU HAS THE LARGEST NATIONAL ECONOMY IN THE WORLD.
- CHILDREN ATTEND SCHOOL FROM THE AGE OF SIX OR SEVEN
- AMERICAN PEOPLE EAT A MCDONALD'S BIG MAC COMBO EVERY DAY.
- AMERICANS HAVE TECHNOLOGICALLY ADVANCED DEVICES
- DONALD TRUMP HATES MEXICAN PEOPLE



[Annex 2](#): Past simple/ United States

PAST SIMPLE

- DID YOU KNOW..?
- DONALD TRUMP ADOPTED POLICIES AND PRACTICES THAT CONSTITUTED DISCRIMINATORY ATTACKS ON THE HUMAN RIGHTS.
- THE FEDERAL GOVERNMENT INTENSIFIED EFFORTS TO RESTRICT SEXUAL AND REPRODUCTIVE RIGHTS TO CRIMINALIZE PREGNANCY AND ABORTION.
- PRESIDENT TRUMP TRIED TO REVEAL THE IDENTITY OF A U.S. INTELLIGENCE AGENCY FOLLOWING AN ANONYMOUS COMPLAINT.

[Annex 3](#): Sentence transformation

been/ have/ political/ In/ Women/Malta/involved/in/affairs *

Texto de respuesta breve

rights/ Trump / to protect / adopt/ human / didn't / policies *

Texto de respuesta breve

racists/Malta/ applied /any / to / has not/ sanctions *

Texto de respuesta breve

[Annex 4](#): Complete the gaps

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

Hit The Road! 6

- expression
- degrading
- health care
- shelter
- education
- rest
- choose
- political
- discriminated
- peace
- safety
- freely

LONG TUNES. FEEL other information is mentioned about the right to work and the right to marry?

Right

a. to freedom of opinion and _____.

b. to profess your religion _____.

c. to marry and _____ the person you want to marry.

d. to education.


e. to work and _____.

f. to take part in _____ affairs.

g. not to be _____ for any reason.

h. to adequate food, _____, and _____.

i. to live in freedom, _____, and _____.



[Annex 5:](#) Choose the correct option

DONALD TRUMP _____ MEXICAN PEOPLE *

love

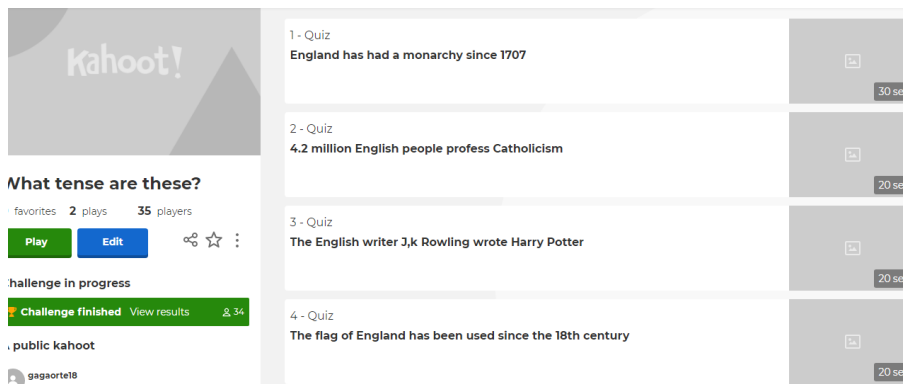
hates

does hate

does

do

[Annex 6:](#) virtual game, KAHOOT platform



Kahoot!

What tense are these?

favorites 2 plays 35 players

Play Edit

challenge in progress

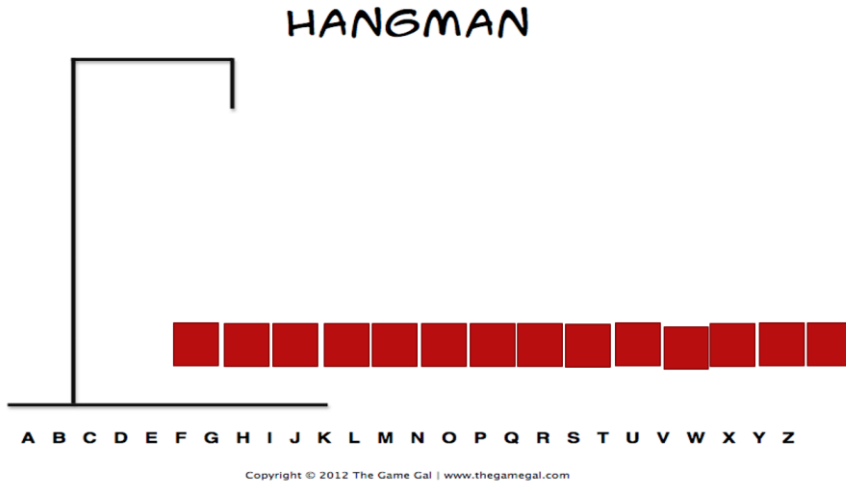
Challenge finished View results 34

public kahoot

gagaorte18

1 - Quiz	England has had a monarchy since 1707	30 sec
2 - Quiz	4.2 million English people profess Catholicism	20 sec
3 - Quiz	The English writer J.K Rowling wrote Harry Potter	20 sec
4 - Quiz	The flag of England has been used since the 18th century	20 sec

[Annex 7:](#) Hangman game



[Annex 8](#): Observation card

	<i>Item</i>	Yes	No	More or less
Students show interest in the subject ?				
Students participate in class ?				
Students complete proposed activities in class ?				
Students learned the topic ?				
Students understood the culture/grammar relationship ?				
Students connect to classes ?				
Students speak English ?				
Students understand texts/audios/phrases ?				
Students like the activities performed ?				
Teacher uses foreign language to explain topics ?				
The teacher allows for an atmosphere of trust ?				
Teacher gives feedback ?				
The teacher does playful activities ?				
Is the multimedia content well used?				
Is the example of the WGCTA test well administered?				
Is it possible that the objective of the workshop has been achieved?				

[Annex 9](#): Lesson plan

Date: 21-09-20		Course: 11th grade	
Topic: Human rights, present simple, past simple. Country EEUU			
Grammar objective: to Know the used of present simple and past simple			
Communicative objective: to talk about human rights in present and past simple			
al objective: To discover human rights in EEUU			
Methodology			
Activity	Functions	Description	Materials
Explanation of the topic	Grammar, culture, vocabulary	They were shown some slides where we could see images of USA, they were asked if they knew anything about the country. Then, I gave them general examples of the country taking into account human rights, examples like: 'American people eat a McDonald's big mac Combo everyday', this to relate culture with present simple, but also example like 'children attend school from the age of six or seven' to relate with human rights (education) and to introduce the main theme. Then, examples of past simple as 'Donald trump adopted policies and practices that constituted discriminatory attacks on the human rights', to combine grammar, human rights and American culture.	Power point, images
Activity Human rights. (Listening) Pre listening	Grammar, culture, vocabulary	To start the activity, I mentioned the declaration of human rights, date and indispensable human rights. We read them in English and I clarified doubts.	
Listening	Filling the gaps. Grammar, culture.	We listened to the audio twice, the first listening was for general understanding, after listening I asked them globally what they had understood. In the second listening it was already to answer the exercise. The exercise was to listen, complete some sentences and recognize which character was saying each sentence. (The audio was of four people talking) The sentences were human rights in the present simple, the people were from different countries.	Audio, student-book, sentences.
Post listening	Relation	After listening and answering the exercise, there are some newspapers with the headlines about a right in present simple or past simple, then the students had to read the headlines and say what right they corresponded to and if the right was protected or infringed.	Audio, student-book
Homework	Writing	Students should write a two-paragraph text on protected and violated human rights (two situations) where past and present simply apply.	

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

--	--	--	--

[Annex 10: English Test](#)

Question 1 to 5 *

	Ethics	Belief	Tradition	Art	Custom
Regular practice by a person, animal or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An action that is communicated, transmitted or maintained from generation to generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity in which man recreates, with an aesthetic purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idea or thought that is assumed to be true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical discipline that studies good and evil and their relationships with morality and human behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Annex 11: English Test results](#)

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

ICFES (Respuestas) ☆ ☰ ☰

Archivo Editar Ver Insertar Formato Datos Herramientas Formulario Complementos Ayuda La última modificación se realizó hace unos segundos. Compartir

100% 0.00 123 Predetermi... 10 B I A

Julian Rodriguez

	A	B	C	D	E	F	G	H	I
1	Marca temporal	Puntuación	Full name	Question 1 to 5 [Regular]	Question 1 to 5 [An actio]	Question 1 to 5 [Activity]	Question 1 to 5 [Idea or t	Question 1 to 5 [Philosop	Hey, are you American?
2	11/11/2020 11:02:11	23 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
3	11/11/2020 11:06:14	23 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
4	11/11/2020 11:08:48	22 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
5	11/11/2020 11:10:33	23 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
6	11/11/2020 11:11:01	15 / 25		Ethics	Tradition	Custom	Belief	Art	I would like to go to USA
7	11/11/2020 11:11:06	20 / 25		Custom	Tradition	Art	Tradition	Ethics	Why are you asking?
8	11/11/2020 11:11:59	21 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
9	11/11/2020 11:12:39	20 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
10	11/11/2020 11:15:52	20 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
11	11/11/2020 11:16:07	18 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
12	11/11/2020 11:16:37	18 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
13	11/11/2020 11:17:11	18 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
14	11/11/2020 11:18:07	21 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
15	11/11/2020 11:18:42	18 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
16	11/11/2020 11:19:43	20 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
17	11/11/2020 11:20:44	18 / 25		Custom	Tradition	Art	Belief	Ethics	I would like to go to USA
18	11/11/2020 11:21:52	19 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
19	11/11/2020 11:23:30	20 / 25		Custom	Tradition	Art	Belief	Ethics	Why are you asking?
20	11/11/2020 11:39:15	15 / 25		Art	Tradition	Ethics	Belief	Custom	Why are you asking?
21									
22									

Annex 12: Reflection workshop #1

¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles cambios? Qué consecuencias, qué impacto ejercen en el plano educativo? *

Con base a la experiencia con la comunidad educativa, puedo resaltar la manera de socialización debido a que esta crisis sanitaria nos forzó a replantearnos en la virtualidad; en ese sentido, estamos en un auge educativo basado en las redes sociales que representan un medio de comunicación rápido, seguro y efectivo. Por otra parte, los estudiantes desarrollaron un estilo de aprendizaje audiovisual llevando a replantear las clases magistrales.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican. *

La adaptación virtual puede tener aspectos tanto positivos como negativos. Por una parte, ayuda a mantener una comunicación más constante con el estudiante lo que permite un proceso educativo con mayor seguimiento. Por el contrario, se debe tener en cuenta la falta de inequidad debido a que no todos los estudiantes cuenta con un nivel socio-económico que les permita ese contacto más constante viendo entorpecido su proceso de aprendizaje.

2. Formular algunos de los cambios que se están dando actualmente en el mundo de la educación. Antes de la Pandemia, durante esta crisis En qué medida considera que esos cambios ayudan o afectan negativamente los procesos de educación. *

Pese a que antes de la crisis sanitaria se estaba explorando la virtualidad; en la actualidad, este proceso totalmente virtual tiene graves consecuencias puesto que en algunos casos esto se presta para una falsa "presencia escolar". En otras palabras, la virtualidad en su totalidad representa el riesgo de evasión de las responsabilidades académicas por parte de los estudiantes

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

[Annex 13](#): Self-observation sheet week #2

Auto-observación docente	SI	NO
1. Escuché y entendí a l@s estudiantes.	X	
2. Realicé actividades que facilitan la interacción entre l@s estudiantes.	X	
3. Animé a l@s estudiantes a comunicarse con sus compañer@s utilizando la lengua de aprendizaje.	X	
4. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas	X	
5. Dí feedback positivo a l@s estudiantes.	X	
6. Mis instrucciones y orientaciones fueron claras: Me aseguré de que l@s estudiantes las entendieran	X	
7. Las explicaciones que proporcioné fueron claras,e inteligibles.	X	
8. Presenté los materiales adecuadamente.	X	
9. Promoví la creatividad e imaginación entre l@s estudiantes.	X	
10. Pronuncié de forma clara y a un ritmo normal /adecuado al nivel de l@s estudiantes.	X	
11. Corregí en el tono, el momento y la forma adecuada.	X	
12. Animé a l@s estudiantes a participar en actividades de grupo.	X	
13. Generé un ambiente de trabajo relajado, agradable y de colaboración.	X	
14. Abordé con l@s estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera	X	
15. Me dirigí a l@s estudiantes por su nombre y/o amigablemente.	X	
16. Alenté a l@s estudiantes a hablar conmigo y con sus compañer@s en la lengua de aprendizaje.		
17. Orienté a l@s estudiantes a aprender la lengua por razones específicas: hablar con la gente, escribir un correo, dejar un mensaje o entender la letra de una canción...	X	
18. Ayudé a l@s estudiantes a fijarse metas para esta clase.	X	
19. Mantuve un ritmo adecuado al nivel de la clase	X	
20. Se habló sobre cómo aprender la lengua extranjera?	X	

[Annex 14:](#) Narrative week #2

The second week of classes there was more confidence with the students and they participated more, I used engaging activities, songs, videos to get the students' attention so they would be interested in learning, I try to make my classes participatory so that I am not the owner of the class or the only one who speaks, but in which we can create a cool learning environment and they are not afraid to answer or ask questions. There are still students who only speak in Spanish, but there are others who ask and interact in English. I try to choose the topic learned and the topic used, that is, I use the verb tenses we learned to explain something to them, maintaining the appropriate level so that everyone can understand.

When I am presented with a work, I always give them the corrections at once, congratulating them or saying that they have another opportunity to present it and improve. The students write to me at my number any doubt they have, I send them the material I used in class so they can review it whenever they want or be guided from there for the work I leave them.

The week is over and the next is a week of recess.

[Annex 15:](#) Lesson plan – Countables and uncountables nouns

Date: september 20th		Course: 5°	
Topic: countable and uncountable nouns			
Grammar objective: to differentiate how many and how much			
Communicative objective: To form a sentence with a countable or an uncountable noun.			
Methodology			
Activity	Functions	Description	Materials
Warm up	Memory game	We are going to play the memory game, there will be 8 cards turned over and the students will have to form the corresponding pairs. The pictures have to look at fast food. This is to introduce the topic of the accountants and the counters.	Memory game in a power point presentation
Pre-reading	To read a tale about countable and uncountable nouns	In this part, the students will see pictures and words, all of this is vocabulary that we can find in the story we are going to read, so it is so that they can understand the story in its entirety. There are images and words, the students will relate the image to the word, that is to say its translation into Spanish.	Slide
Reading	To learn how much/ how many	Let's read a story I created called 'The lazy king', the story contains countless countless food, it contains questions with the how many/how much to see them in context or use them. During the reading we are going to underline when we see a countable or uncountable noun.	Tale 'the lazy king'

RUNNING HEAD: IMPLEMENTING ENGLISH SPEAKING COUNTRIES

Post-reading	To answer some questions about the tale	To ensure understanding of the story, we will answer story questions using how many/ how much. In addition, as another activity there will be some pictures of the food we saw in the story and students should relate whether it is countable or not and ask a question using how many or how much as appropriate.	Slides
--------------	---	--	--------

[Annex 16](#): Evidence of class

THE LAZY KING

Once upon a time, in a kingdom far away, there was a king who did not like to eat bread, eggs, apples or chicken.

Then, the king thought of a brilliant idea, he told the people to feed him with any food except what he liked.

One day, the people brought him what they could buy at the market.

The king asked them, "How much food did you bring me?"

A farmer answered: I brought you pears.

-How many pears?

-Three pears, your majesty.

- Thank you! The king replied.

- I brought you some rice, your majesty. Said other farmer.

-How much rice did you bring?

-I brought 2 kilos of rice.

-Great!

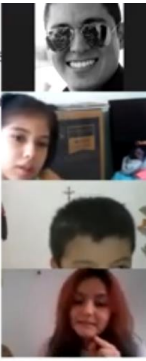
-I brought fish.

-How much money did the fish cost you?

-It was 50 thousand pesos.

-Thank you.

Days later, the people fed their king, until one day a farmer realized that it wasn't his duty, it was the duty of the kingdom to feed the people. They were so angry that they decided not to feed him anymore, and with their fury and union, they managed to get the king to give each family 5 apples, 5 chickens, 6 cows, 3 chickens and corn grains. It means, the food the king didn't like.



[Annex 17](#): Discovery of America event



[Annex 18: English day](#)



[Annex 19](#): Projects' socialization



Bibliography

"Léxico". En: *Significados.com*. Disponible en: <https://www.significados.com/lexico/>

Chomsky (1965) Aspects of the Theory of Syntax. M.I.T. Press.

Dieuzeide, H. 1994. *Les nouvelles technologies*, Editions Nathan, Paris

Hadley, A. O. (2001). *Teaching language in context*. (3rd ed.). Boston: Heinle and Heinle Publishers.

Janice Light (1989) *Toward a definition of communicative competence for individuals using augmentative and alternative communication systems*, *Augmentative and Alternative Communication*, 5:2, 137-144, DOI: 10.1080/07434618912331275126

Lynn David Tarvin (2014) *Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence*. University of Missouri

Maugham, S. W.. (1938). *The summing up*. England: Garden City Publishing Company.

Reimers, Schleicher, Saavedra and Tuominen (2020), Supporting the continuation of teaching and learning during the COVID-19 Pandemic, published by OECD.

Richard E. Ferdig Emily Baumgartner Richard Hartshorne Regina Kaplan-Rakowski Chrystalla Mouza(2020) Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field. Published by AACE-Association for the Advancement of Computing in Education

Sarah Jourdain, Building Connections to Culture: A Student-Centered Approach, Foreign Language Annals, 10.1111/j.1944-9720.1998.tb00587.x, **31**, 3, (439-450), (2008).

Sun (2017) The Importance of Grammar Teaching at College. School of Arts and Science, Jilin Agricultural Science and Technology College, Jilin 132101

Ur, P.. (1991). A course in language teaching. Practice and theory. Cambridge: Cambridge University Press.