ANGLOPHONE CULTURE AS A FUNDAMENTAL TOOL TO PROMOTE SPEAKING PRODUCTION IN STUDENTS FROM ELEVENTH GRADE AT JOSE AQUILINO DURÁN SCHOOL: AN ACTION RESEARCH

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General Presentation

This research project is aimed at contributing in the learning process of EFL (English as a Foreign Language) in an eleventh-grade course of a public institution in Norte de Santander, Colombia. The research proposal is expected to promote English as a second language through Anglophone culture. In addition, it is important to mention that this project is implemented in an institution located in a traditional neighborhood in Cucuta, Colombia, and is developed during a pandemic which challenges the teaching methods and forces the application of an E-learning process.

The structure of this study is divided in four (4) chapters or components which are: The Pedagogical Component, The Research Component, The Outreach component and finally the Administrative Component.

Bearing in mind the previous information, it is relevant to say that the first chapter, the pedagogical component is dedicated to demonstrate how Anglophone Culture can enhance the English level of the students through different activities, taking into consideration the school's necessities and the variables presented due to this global crisis.

Secondly, for the Research Component, the pre-service teachers of the University of Pamplona are participants of a study which aims at implementing reflection as a transforming tool in the pedagogical process of the integral practice.

Then, the third component, the Outreach Component, is dedicated to analyze all the supplementary extra activities that the pre-service teacher suggests to the primary school's section to enhance children's English learning.

Finally, in the Administrative Component the pre-service teacher shows how important his role as a teacher is inside and outside the classroom and how important it is to participate actively in all the activities that the school proposes, in this case, all the activities that are suggested via Internet.

Introduction

(CARLA, 2020) defines culture as "the shared patterns of behaviors and interactions, cognitive constructs and effective understanding that are learned through a process of socialization". This is why culture and language are described as inseparable, since learning a language also means studying a different culture and not only the study of words or grammar rules; this is that, when learning a foreign language, you are also acquiring information about cultural norms, social systems, cognitive processes and ways of life.

Teaching a foreign language has as a purpose to open the students' academic, working or professional opportunities, showing them that there is a world outside, that differences exist among cultures and that there is an importance of speaking a second language, in this case English, all due to the globalization, the opening of the economy, the scientific and technological advances and the working opportunities. In other terms, this is the reason why it is necessary to improve students' performance as people able to face new world challenges developing a communicative competence using a foreign language.

For this reason, the formulation and implementation of this research project was considered, which focuses on students' English learning process as aforementioned, taking into account the Anglophone Culture as a main tool to enhance the English level of the students in the public institution; all of this bearing in mind that according to the Ministry of Education (MEN) the eleventh-grade students should have a B1 English level.

Justification

As a way to enhance students' high school English performance, the Foreign Languages program of the University of Pamplona has as a purpose to offer the knowledge and the capability of the pre-service teachers as a way to improve the English communicative skills of the students, all this through different proposals that can give significant results in the learning process of a foreign language.

In Colombia, most of the high school students have problems when learning a second language, especially in public institutions, all this due to different factors such as the number of hours in which they have direct contact learning the language or the methods teachers are using to implement English as a second language. These are reasons why most of the students showed difficulties with the communicative competences in English such as the speaking production, thus also avoiding contact with the Anglophone culture since they cannot understand or express their way of thinking.

According to Chastain (1998), "speaking is a productive skill which involves many components and goes beyond making the right sounds, choosing the right words, or getting the constructions grammatically correct". For this, this study aims at implementing speaking production activities with the eleventh grade students at Colegio Jose Aquilino Durán using Anglophone culture as the main topic aiming to motivate the students to learn a second language and at the same time to change the students' conception of the world, thus showing them that there are other ways of life and social norms that can stimulate them to think on exploring the opportunities that a globalized world offers when learning a second language whether in the educational, professional or recreational field.

In addition, it is relevant to mention that according to the teacher in charge of the eleventh-grade course, the students have a good disposition when learning the second language despite of the pandemic's conditions that have forced students to work autonomously more than ever due to the short contact they have with the teacher. Moreover, all in the eleventh-grade have internet access that allows and facilitates the interactions between the teacher and the students when developing all the activities that the school proposes, a reason why implementing this project with a group that can work actively developing the activities that involve the Anglophone culture as the main tool to improve the communicative skills of the high school students.

Objectives

General Objectives.

- To use Anglophone culture to promote English as a second language at Jose Aquilino Duran School.

Specific Objectives.

- To apply reflection as a transforming tool in the pedagogical process of the integral practice.
- To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- To address the English Teaching demands from the child population in the Elementary School at Jose Aquilino Durán School.
- To participate in all the activities proposed by Jose Aquilino Duran School during the practicum process.

Institutional Observation

This section provides the most important aspects of Jose Aquilino Durán School in Cucuta, Colombia such as the school's location, the school's authorities and the fundamental aspects of the public institution.

The public institution where this study is carried out is located on Avenida 17a #19 -41 in San José neighborhood in Cucuta, Colombia.

The school was created by decree 2703 of October 1959 of the departmental government, with the name of San Pablo Apostol, where the seat B of the school is currently located. Later, on April 7, 1978, while being the parish priest of Nuestra Señora de las Angustias, Juan Miguel Ardanaz saw the need to expand the institution at that time due to the demand of students and made the donation for the construction of the building where the main seat of the school is located today. Currently, the public institution has three school seats, the main seat Jose Aquilino Duran and the others, Pedro Fortul and Las Angustias presented in the following imagines:

Figure 1
(School' seats)

Source : https://www.webcolegios.com/colaquilino/

Administrative Aspects

Institutional Symbols

School Flag

The flag consists of two stripes; beige and brown (In descending order).

- Beige: symbolizes the purity of the youthful soul, the greatness of the pure heart, clean of evil, hatred and sin.
- Brown: the hope in the youth that is formed in school and prepares them for the triumph of tomorrow to be the pride of the family and the country.

Figure 2

(Jose Aquilino Durán´s flag)

Source : https://www.webcolegios.com/colaquilino/
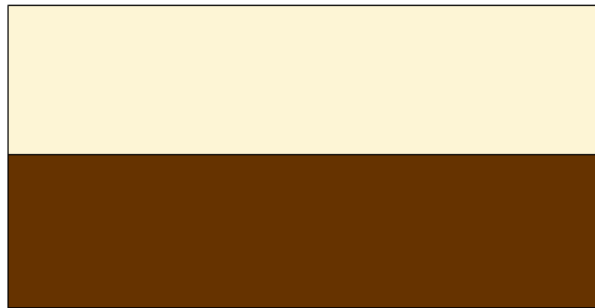
School Shield

In the background, an open book is placed on the flag, with a legend "science and values", which invites us to study.

Next to the book there is a torch, representing the light that illuminates the understanding and leads it towards wisdom. Surrounding the book there are two laurel branches crossed at the base, symbolizing the "V" of victory, acquired after the struggle and hard struggle of duty accomplished. The school shield us shown in the following image.

Figure 3
(Jose Aquilino Durán´s shield)

Source : https://www.webcolegios.com/colaquilino/

Institution General Authorities

Figure 4
(School authorities)
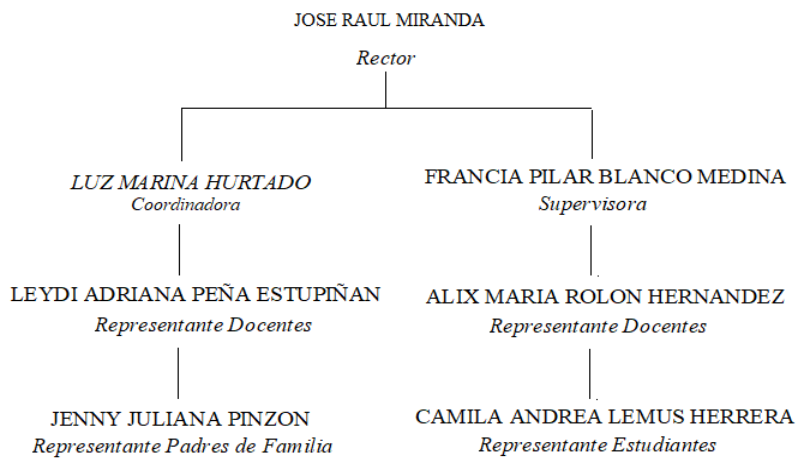
Source: own source

Institutional Objectives

- To direct, manage, administer and monitor the Educational Institution.

- To design and update the academic syllabus, subjects and pedagogical projects according to the needs of the environment in the productive sector.

- To increase the actions of the evaluation process and the continuous improvement of the service.

- To train students comprehensively and in healthy coexistence.

- To strengthen the level of performance and institutional climate, increasing the results in Pruebas Saber at all levels year after year.

- To increase the participation of parents in the academic and behavioral processes of their children and other spaces stipulated by the Institution.

- To improve continuously the processes established in the Quality Management System.

- To perform quality certification in all its institutional processes that satisfies the needs and expectations of the community.

Institution's Philosophy

The José Aquilino Durán Educational Institution in Cucuta, Colombia, is oriented with the philosophy of imparting an integral education that takes into account "the education of the complete man, of each and every one of his faculties and dimensions" having as a basis the civic and moral principle that lead to a generation of peace, through the practice of values such as: Justice, honesty, respect, authenticity, solidarity, transparency, tolerance and others. All this starts from a process of teaching with love and through love that helps to enrich the

ethical, moral and civic values, so that our students experience a balanced development, thus guiding them to be active and useful individuals to themselves.

Principles of the School

The institution Jose Aquilino Duran seeks to educate an integral human being having as a purpose values such as: Justice, honesty, respect, authenticity, solidarity, transparency, tolerance and others as mentioned before, and for this reason it establishes the following principles:

- Quality management: seeks to consolidate processes and managements, growth and development to be successful.

- Learning for life: an education that is aware of the development of skills and abilities in male and female students, for them to be able to function in all areas of personal, family and social life.

- Pedagogical autonomy: where participation and communication are encouraged and that in turn it is understood that the limits of our actions are marked by the borders of rights and freedoms.

- School's inclusion and integration: An inclusive education with quality that serves all children and youth from special populations (displaced people, ethnic groups or people with special needs) according to their characteristics, needs and interests.

- Promoting a sense of belonging: developing attitudes of commitment to the institution, its processes of quality, environment and Aquiline values in all their performances.

- The active participation of parents: accompaniment through collaboration, a better achievement of the educational excellence objectives in the comprehensive training of their children.

- Adoption of the environmental culture: That allows the caring, maintenance, exploitation and the proper use of natural resources and their relationship with the social environment.

- Proactive and productive attitude: inclusion to the job opportunities of our graduates.

- Order and discipline: understanding the commitments of coexistence to generate harmony in the school environment and live school life with love and happiness.

Mission

The JOSE AQUILINO DURAN Educational Institution of the Municipality of San José de Cucuta embodies in its students, throughout their enrollment from pre-school to eleven grade, a comprehensive quality training, focused on the development of basic, labor, civic and affective skills, from four fundamental terms and competences: LEARN TO BE, LEARN TO KNOW, LEARN TO DO AND LEARN TO COEXIST. This is done as a way to promote individual, institutional, family and communal quality of life, promoting the inclusion of boys, girls and young people in situations of vulnerability, this guaranteeing the construction of solid life projects that facilitate the improvement of dignity and life quality according to the new assessment scales and Colombian educational legislation and the transformations and advances of globalized society.

Vision

In 2020, the JOSE AQUILINO DURAN Educational Institution will have achieved great recognition and positioning at the municipal level, developing programs and curricular plans to

meet the needs of educational and technical training and implementing projects to expand coverage and quality, training its students in the scientific, ethical and human-values aspects, responding to the social commitment to become an institution that generates change, progress and quality forever.

Quality Politics

The JOSE AQUILINO DURAN Educational Institution is committed to the design and provision of the Educational Service at the levels of Preschool, Basic Primary, Basic Secondary and Technical Medium to offer an excellent comprehensive training and healthy coexistence, this, implementing a Quality Management System with competent staff and adequate resources that permeate each of the directive, academic, administrative-financial and Community managements to satisfy the requirements, needs and expectations of its members and continuously improve their educational quality processes.

Pedagogical Model

Social Constructivist and Dialogical Pedagogical Model:

The social pedagogical model has been called "Self-management Pedagogy", which is based on the responsibility of the student before his learning process and his awareness to modify the conditions of his political, ideological and social evolution. The community is a social community; therefore, it must form its personality around social values such as creativity, autonomy, affectivity, collective participation and the projection of social change, contributing to the historical and cultural development of a community. This model proposes the maximum and multifaceted development of the capacities and interests of the individual. Such development is determined by the society, by the collective, in which the productive work and education are

intimately linked to guarantee not only the development of the collective spirit but also the multi-faceted pedagogical knowledge and the basis of practice for the scientific training of new generations.

MEN Guidelines and Regulations for Health Emergencies face to COVID – 19

Work at Home Guidelines

According to MEN 2020, there are some guidelines for the provision of the home education service following some criteria of care and biosecurity. The strategy of the Ministry of Education is focused on trusting the homes to continue the educational process from there, facing different challenges for the student and the family nucleus, inviting them to adapt, and also establishing the considerations for the development of the work at home. This is why the following aspects are taken into account within the considerations:

- Review the curriculum, timing, and how to carry it out.
- Identify and prioritize in the curriculum learning and strategic skills to develop the academic work at home, as well as strengthening the development of healthy living habits, social-emotional skills and coexistence.
- Identify relevant teaching options (integration of flexible and innovative physical or virtual resources) to be worked on at home with the mediation of families that privilege the development of transversal projects, optimizing resources derived from an interdisciplinary approach.
- To offer guidance so that at home it would be possible to organize the times, adapt the routines, as well as the spaces to facilitate the development of academic work at home of the children and young people.

- To open and energize spaces for the remote participation of the educational community and with the opportunity that the situation and conditions that students and their families have demanded.

- To adapt the remote monitoring to the development of academic work at the students' homes and to value their achievements and productions according to the conditions of the emergency.

School's Calendar

Table 1
School´s Calendar

Planning and Institutional Development	*Begins*	*Ends*
Institutional Development Activity (Start of School Year)	January 6th, 2020	January 19th, 20
Institutional Development Activity (Easter)	April 6th, 2020	April 6th, 2020
Institutional Development Activity (Student Recess)	June 15th, 2020	July 5th, 2020
Institutional Development Activity (Student Recess)	October 5th, 2020	October 10th, 2020

Institutional Development Activity (End of School Year)	November 30th, 2020	December 4th, 2020

Pre-Service Teacher's Schedule

In the following chart it is shown the pre-service teacher's schedule that the school authorities designated to work in the institution.

Table 2

Teacher´s schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:15 – 7:10					10 – 02
7:10 – 8:05					
8:05 – 9:00			10 - 01	10 - 02	
9:00 – 9:30	*Break*	*Break*	*Break*	*Break*	*Break*
9:30 – 10:25	11 - 1				
10:25 – 11:20	10 – 1				
11:20 – 12:15	10 – 1				

12:15 – 1:20	11 – 01
1:20 – 2:15	11 – 01

<div align="right">Source: own source</div>

Pedagogical Aspects

The Area Plan

According to Law 115 of 1994, educational institutions in the national territory can design an area plan according to the needs of each subject, taking into account the parameters of the syllabus and the objectives that the educational institution has.

In this case, the area plan for the eleventh grade English course at Jose Aquilino Duran School contemplates the development of communicative competencies through the development of components such as listening, reading, writing and conversational monologues that aim to identify the characteristics and key aspects of a topic of general interest using studied expressions and structures.

Figure 5
*(*Area Plan)

COMPONENTE	COMPETENCIAS COMUNICATIVAS	PROCESO	ENUNCIADO	EVIDENCIAS	
ESCUCHA LECTURA	COMPETENCIA LINGÜÍSTICA	(2) Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. (10) Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.	(1) Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.	(saber) identifica en un texto las estructuras básicas de los condicionales. (hacer) identifica las características y aspectos claves de un tema de interés general. (ser) es responsable, honesto y comprometido con las tareas del área.	First and second conditional
ESCRITURA	COMPETENCIA PRAGMATICA	(1) Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión.	(3) Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos	(saber) diferencia las estructuras de los condicionales reales e irreales. (hacer) responde preguntas sobre un texto haciendo uso de los condicionales. (ser) presenta buen comportamiento y cumplimiento de sus deberes con las actividades en el aula clase.	Can, could, will be able to for possibility
MONOLOGOS CONVERSACIONES	COMPETENCIA SOCIOLINGUISTICA	(3) Utilizo un vocabulario apropiado para expresar mis ideas con claridad	(5) Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en	(saber) reconoce la pronunciación de palabras homófonas.	Verb + ing and verb + to infinitive

Source : https://www.webcolegios.com/colaquilino/

Methodology

Taking into account the area plan that the teacher in charge of the eleventh grade established, it is important to mention that there are different procedures when teaching the second language, in this case English. According to the information provided by the educational institution Jose Aquilino Duran, there are different methodological methods and strategies that enrich the student's' learning process, such as the feedback of contents, the use of technological resources, the translation of texts with the help of dictionaries, the development of workshops based on comprehension, translation, interpretation and text production, among others, that potentiate the correct learning of English as a second language.

Material for Teaching English

At this stage it is important to mention that the educational institution implements didactic material that are sent via email and WhatsApp due to the conditions presented by the pandemic.

Moreover, it is relevant to say that the institution uses worksheets as the main material to continue the learning process of the students, those divided by weeks and the teacher in charge gives specific instructions about the material using videos as a tool to explain the topic and the activities to develop. All the videos are sent it via WhatsApp and at the same time the teacher is fully attentive to answer questions and to solve doubts presented by the students.

Population

When talking about the population it is important to keep in mind that the educational institution assigned the tenth and the eleventh grades to work during this practicum process

- In this case, the population of these grades at Jose Aquilino Duran School is composed of 27 and 26 students in the tenth-grade courses, including male and female members with different ages. In the case of the eleventh-grade course there are 24 students, both male and female as well. Moreover, it is relevant to take into account that the educational institution is located in a border zone, understanding that the population of the institution is also composed of foreign students.

Communication

In terms of communication, it is important to clarify that due to the pandemic, the educational institution has implemented flexible communication channels to address the concerns of students, parents and teachers.

The educational institution Jose Aquilino Duran has a website with relevant information about the school and its internal processes, as well as e-mails as communication channels. In the case of school teachers, the communication with students and parents is done through e-

mails or WhatsApp application as it permits immediate communication that is more in line with current needs.

Figure 6
(School Website)

Source : https://www.webcolegios.com/colaquilino/
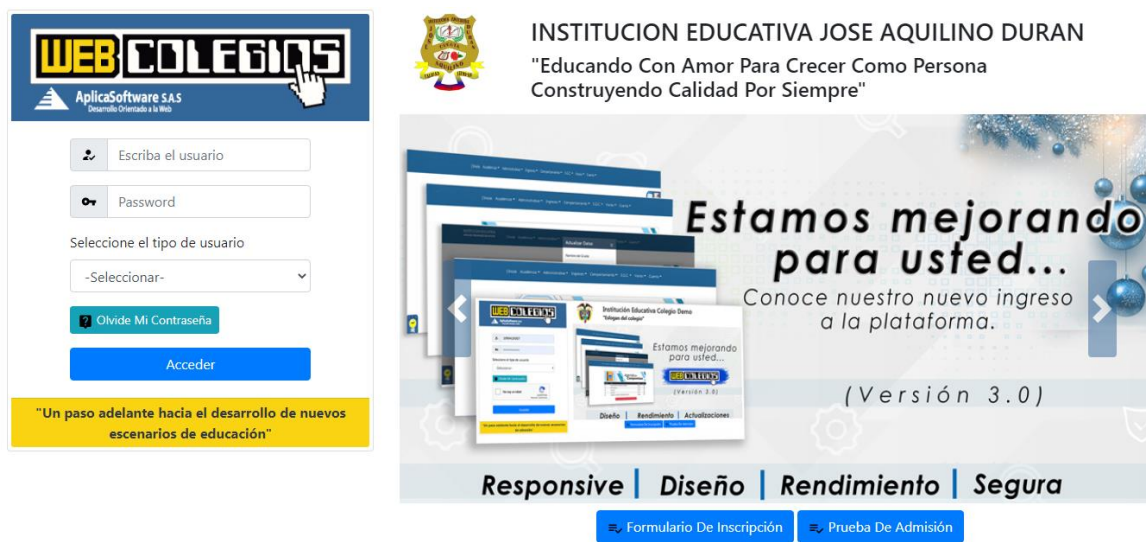
Chapter I: Pedagogical Component

Anglophone Culture as a Fundamental Tool to Promote the Speaking Production in Students from Eleventh Grade at Jose Aquilino Durán school: an action research

Introduction

Nowadays more and more people are dedicating time to learn English as a second language thanks to the ongoing globalization and the vast number of opportunities that an open world offers taking into account the different fields of action in which people can develop their abilities. The majority of international communication within important areas such as politics,

marketing and the financial world is doing in English (Höglin 2002, p.7). All this bearing in mind that English is considered as the main language in which people from many cultures can communicate with others taking into consideration different purposes to use it.

Teaching a foreign language is a complex process that involves different methods or strategies to catch the student's attention or interest to learn a new language, this is a reason why this action research focuses its application on implementing a different way to teach English as a second language and to enhance the speaking production of eleventh grade students using Anglophone culture as the main tool, since when we talk about culture we take into account behaviors, interactions, norms and way of life, characteristics that are communicated through language which is an integral part of culture (Taga, 1999). Moreover, it is clear that a close relationship exists between human culture and language since the acquisition of culture requires the learning of a language for the transmission of attitudes, ideas, and values to the next generation (Emitt & Komesaroff, 2003), which sounds familiar when we are learning a second language that is spoken by people who live in another country with different ways of life.

Problem

After carrying out the institutional observation that was developed taking into account the virtual scenery due to the pandemic, it seems relevant to mention that all the procedures to establish the purpose of this study were made via Internet, analyzing the Institution' web page, the teacher-students' interaction using a mobile phone application and examining information provided by the teacher in charge of the course.

Through this process of observation it was evidenced that students understood the topics presented by the teacher in charge of the course but at the same time it was remarkable that the

virtual modality has affected the process of contact with students since there is no active participation and everything is done through pedagogical guides that are sent every two weeks, for this, it was necessary to talk with the teacher to analyze the postures of the students to design tthe purpose of this study. That is why talking with the teacher in charge of the course it became fundamental to establish the research proposal since she stated that the students seemed not to know a world beyond the place where they lived; that is, the students showed the need to know a different world from the one they are used to live in.

However, in spite of what the students expressed, the teacher has looked for a way to implement the cultural component through the pedagogical guides that are sent to the students, since she considers the teaching of culture as a fundamental tool in the learning process of a second language.

Research Questions:

Central Question
- How the use of Anglophone Culture can promote the English learning process?

Sub-Questions
- In which ways Anglophone culture can motivate students when learning a second language?

- Can Anglophone culture stimulate the interest of the students when learning a second language?

Justification

Based on what it was evidenced during the institutional observation mentioned before, it was necessary to carry out a proposal that not only benefited eleventh-grade students and the whole institution Jose Aquilino Duran but also the pre-service teacher in this enriching stage. This study is aimed at promoting English as a second language through the use of Anglophone culture as a main tool, given that it seems necessary to change the way in which students learn the language and at the same time to change the way in which they think or they perceive the world' opportunities and ways of life. All of this taking into account the importance of the speaking production as a main component in the process of learning a language. Nunan (1999) and Burkart & Sheppard (2004) stated that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language; as a result, it can be said that speaking is a priority during the process of learning a second language and a basis in this study.

The population of this study, the eleventh-grade students that were mentioned above, are benefited of this proposal since they are agents of their own learning process and actively are developing the school activities in an autonomous way due to the virtual conditions, an important to step to work on this kind of projects.

Research objectives

General Objective
- To use Anglophone Culture to promote English as a second language at Jose Aquilino Duran School.

Specific Objectives
- To motivate English students through the use of Anglophone culture at Jose Aquilino Duran School.

- To stimulate the interest of the students when learning a second language using Anglophone culture at Jose Aquilino Duran School.

Theoretical Framework

This study is constructed according to the following theoretical structures: teaching speaking, culture and teaching culture.

The theories mentioned at this stage are relevant to understand the research topic of this study, thus the categories implemented give a more specific vision of this action research.

Teaching Speaking

Considering that speaking production gives us the ability to communicate with each other or to convey a message and that every language has different kinds of challenges such as receptive and productive skills, speaking is seen as a relevant part in learning a second language. Speaking is *"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"* (Chaney, 1998, p. 13) therefore, it is fundamental in this study, which aims at using speaking production taking into account different contexts when talking about Anglophone culture.

Culture

Hofstede (1980) defines culture as *"the collective programming of the mind which distinguishes the members of one group from another"* which is passed from generation to generation, which means that culture can be learned by others that have contact with a member of a specific group of people, their way of life or with their language.

Teaching Culture

Taking into account that culture is define as the characteristics of a group of people or community, encompassing language, costumes, cultural norms, or habits, it is imperative to mention that teaching a language and teaching culture are close topics that work together, that is to say that cultural aspects of the language being learned must be taught at the same time along with the linguistic aspects. According to Singhal (1998), teaching of culture should basically consist of giving students a true representation of another culture and language by fostering empathy with the cultural norms of the target community as well as awareness of one's own cultural logic; therefore, when teaching foreign languages teachers are teaching norms, behaviors or ways of life.

Literature Review

This section displayed an analysis of previous studies which contributed with implementation of Anglophone culture as a main tool to enhance speaking production. Three studies were reported with their relevant aspects for this project.

"Teaching Culture in the EFL/ESL Classroom" conducted by Tran-Hoang-Thu (2010). This article is intended to discuss prominent issues in teaching culture to second and foreign language students. The relationship between language and culture is also pointed out during the analysis of the study. Moreover, factors such as teachers, curricula, and textbooks that have an impact on the success and failure of teaching culture are related as relevant aspects when teaching a foreign language. This article also showed that despite the fact that researchers and scholars may have different definitions for language and culture, most of them are likely to agree on the fact that these two salient concepts coexist in any society.

"*Developing Oral Skills through Communicative and Interactive Tasks"* conducted by Gutierrez, Dorelly (2005) describes a research project carried out with a group of students at the Institución Educativa Distrital Britalia, in Bogotá. The starting point was an analysis which revealed the lack of practice regarding speaking skills. In this case, the researcher implemented speaking tasks as activities which let students express their ideas, feelings and opinions freely. The teacher was a facilitator of learning by interacting with students giving feedback, offering solutions and assessing speaking in a collaborative way.

"Teaching culture in Colombia Bilingüe: From theory to practice" conducted by Yamith José Fandiño Parra (2014). The main topic of this paper is related to the incorporation of culture into the teaching of English as a foreign language (EFL) within the context of Colombia Bilingüe. The main premise of this study is that effective teaching of culture can be achieved if the Colombian EFL community strives to construct a coherent discourse that allows developing teaching models and learning experiences within the theoretical framework of the post method condition, world Englishes, and critical multiculturalism.

Methodology

Regarding the methodology, this project aims to explain the importance of using Anglophone culture to promote English by using a qualitative design, a method that is used to understand or analyze social phenomena, people's beliefs, experiences, attitudes, behavior, and interactions in their natural setting generating non-numerical data and providing more descriptive results that can be taken from their natural setting; therefore, I decided to implement worksheets, videos and questionnaires to collect the necessary data.

The target population of this study are the 24 eleventh-grade students at Jose Aquilino Duran School at Cucuta, Colombia. This course has 3 hours of English classes per week.

Regarding the target population it is relevant to mention that the participants of this study were chosen taking into account the conditions given by the pandemic, in this case, the idea was to select people with sufficient time availability and internet access, reason why the eleventh-grade course students were willing to collaborate during the development of this project. Moreover, it is also relevant to say that taking into account that this project used a qualitative design that usually involves contact with the participants I decided to use the following instruments to collect essential data from the eleventh-grade students.

Instruments to Collect Data

In order to develop this action research during the pandemic and to collect all the data four main instruments were used: journals, questioners, worksheets and videos; instruments that provided useful information to analyze the importance of teaching culture when learning a second language.

Journals

Journals are notes or writings where the researcher, in this case, a pre-service teacher reflected about the process in which she is involved. The reflection process during this period of time allowed the researchers to analyze the way in which they are working and the manners in which this learning-teaching process is developed. **(Annex 1. Journals)**

Questionnaires

McLeod S. (2018) defines questionnaires as a research instrument consisting of a series of questions for the purpose of gathering information from respondents; in other words, questionnaires allow the researcher to understand the population ideas and to transform those ideas into useful data. This instrument was implemented at the final stage of this project just to analyze the impact of the project and the student's perceptions of the implementation of culture when learning a second language. (**Annex 2. Questionnaires**)

Worksheets

Taking into account the conditions given from the pandemic, worksheets were considered as a fundamental tool to work with the students. In this case, in order to collect the data using the same worksheets that the teacher in charge used to the developed the course it was necessary to implement a section related to Anglophone Culture that allowed the eleventh-grade students to work on it. (**Annex 3. Worksheets**)
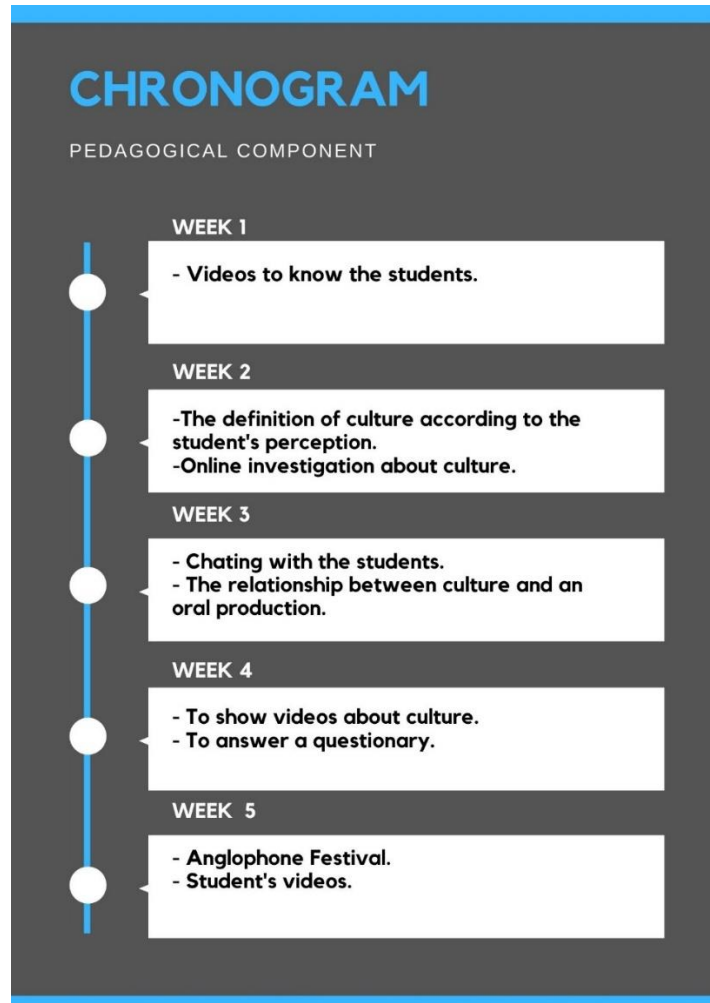
Videos

Taking into account the pandemic's condition and the lack of physical contact with the students it was necessary to implement videos as an instrument to know the students, to watch them on a video and to analyze their speaking production when talking in English. (**Annex 4. Videos**)

Chronogram

This chronogram is presented taking into account the needs of this research project and also the possibilities that students have to participate in all the activities that are proposed. In addition, it is also important to mention that not all the proposed activities were carried out since the eleventh-grade course was focused on the ICFES preparation. On week number three an activity was proposed, the idea was to chat with the students just to know their perception about culture, the activity was not developed due to the student's availability; in the same way, on week number five was proposed an activity to develop an Anglophone Culture festival that was not develop due to the ICFES preparation and the student's disposition. The chronogram was divided by weeks and the activities were designed via WhatsApp as the school's authorities suggested.

Figure 7

(Chronogram)

CHRONOGRAM

PEDAGOGICAL COMPONENT

WEEK 1
- Videos to know the students.

WEEK 2
-The definition of culture according to the student's perception.
-Online investigation about culture.

WEEK 3
- Chating with the students.
- The relationship between culture and an oral production.

WEEK 4
- To show videos about culture.
- To answer a questionary.

WEEK 5
- Anglophone Festival.
- Student's videos.

Source: Own source.

Material and activities

Worksheets

These worksheets (tenth and eleventh grade) were planned following the teacher in

charge's recommendations and the student's level according to the CEFR and also according to

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what I have observed as a pre-service teacher. These worksheets allowed us the implementation of an item or section in which students can participate in this project and also allowed us to develop the activities proposed by the teacher in charge of the courses. All worksheets are composed of an explanation of the topic, listening exercises, reading, games and an online research. (**Annex 5. Worksheets Tenth and Eleventh Grade)**

Evaluations

To evaluate the students, the teacher in charge of the course and I as a pre-service teacher used digital tools that allowed us to collect as many answers as possible in the shortest time. Also, students were allowed to respond to the assessments throughout all the day to avoid connection problems or time pressure. The quizzes were designed using the Google Forms platform as a digital tool taking into account exercises presented to the class via WhatsApp. (**Annex 6. Evaluations**)

ICFES

Considering that the eleven-grade students from all over the country must be prepared for the ICFES state test, the teacher in charge of the course and I, as a pre-service teacher designed a video that helped the Aquilino's students to understand the stages of the test and the types of questions. The video was created taking into consideration the generalities of the exam focusing on a specific area, in this case, English. (**Annex 7. ICFES**)

Tutoring

These tutoring sessions were designed to help the tenth-grade and the eleventh-grade students to understand a specific topic or simply to guide them through their learning process. Students who had a specific question or need to improve on a topic approached the teacher (in this case, the pre-service teacher) and required a tutoring session that takes place via WhatsApp. (**Annex 8. Tutoring**)

Videos

Taking into account that videos are one of the data collection instruments presented on this project, I decided to make an activity in which students should send a video talking about themselves and their personality, all this in order to know the students and to analyze their speaking production. The videos were collected via WhatsApp and then edited to obtain a final product. In addition, some of the videos were part of the "Aquilino's Talent show" a personal project of the teacher in charge of the courses in which we were working guiding the students during this creative process. Those videos aim at link the students from all the courses of the educational institution taking into account different themes. Some of the videos are in English and others in Spanish.

(**Annex 9. Videos**)

Contact

To establish contact with the students and the teacher in charge of the courses, the main tool used was the mobile application WhatsApp; the idea was to facilitate the contact between students, parents and teachers following the school's authorities' recommendations.

(**Annex 10. Contact**)

Findings

Taking into account the data collection process in which I decided to use questionnaires, worksheets and videos that were carried out during this period of time, we can conclude that students have a positive perception of the implementation of culture when learning a second language, thus, promoting the speaking production using culture as a main tool. Considering the worksheets, I can deduce that students seem interested when developing the sections related to culture, doing online investigations or just giving their opinion; in this case, the information provided by the online investigations related to this topic were complete and well organized. On the other hand, when analyzing the data provided from the questionnaires, it can also be deduced that students consider that culture is a fundamental tool when learning a second language and that most of them prefer to learn a second language involving culture. In addition, it is important to mention that the questionnaires were designed using Google Forms and presented in Spanish following the school recommendations.

Figure 8

(Questionnaires answers)

2. ¿Crees que la cultura es importante al aprender otro idioma?
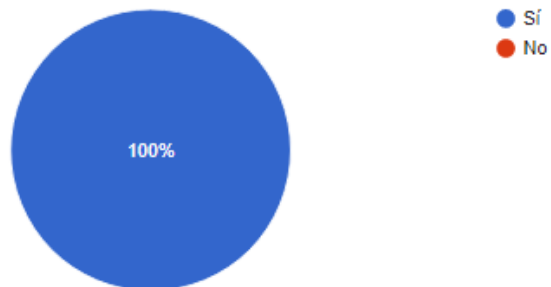
21 respuestas

- Sí
- No

100%
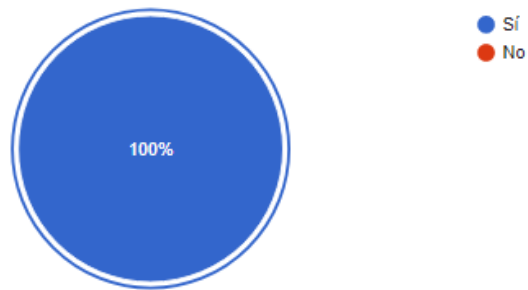
Source : Own source

Figure 9

(Questionnaires answers)

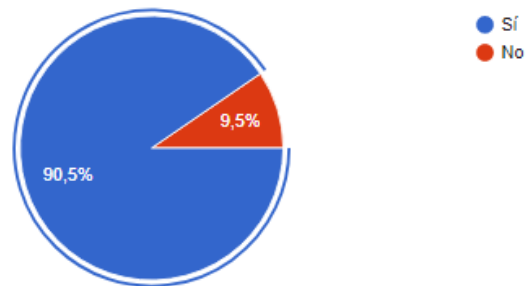4. ¿Crees que el aprendizaje de una cultura extranjera facilita aprender otro idioma?

21 respuestas

- Sí
- No

100%

Source: Own source

Figure 10

(Questionnaires answers)

5. ¿Te gustaría aprender inglés priorizando la cultura en la enseñanza?

21 respuestas

● Sí
● No

9,5%

90,5%

Source: Own source

Finally, in the case of the videos there is not a lot of information due to different factors that affected this kind of activities, this is a reason why the only collected videos were related to the personality of the students that resulted in getting to know the students and to analyze their speaking production and their abilities to talk when learning a second language.

Conclusion

The Pedagogical Component of this project and the findings suggest that culture can be considered as a fundamental tool to promote English as a second language. In this case, the use of culture when learning a second language demonstrate that students feel comfortable learning in this way and also that they are interested in learning English using culture as a way to acquire

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knowledge. In the same way, this study allows us to understand the importance to use different strategies to motivate the students and strategies that allow them to explore the world through the use of culture while learning a second language, in this case, English.

Chapter II: Research Component

Introduction

In the Foreign Languages Program training context, training teachers' pedagogical practices are one of the interests and focus update to study and document the teaching-learning process improvement in order to qualify education. Even though there is a clear interest to the evident necessity to understand and transform the pedagogical practicum, it is beneficial that local studies especially focus on the learning problem than in matter of teaching. It was relevantly considered to design a project that involved a reflective focus on the practicum with the purpose of objectifying knowledge, behavior and attitudes in order to orientate teachers' labor, as well as an internalization, immersion and mindful exploration exercise on the own teacher's subjectivity through the questioning and search for information to seek for solutions and self-recognition.

Justification

The design of this project in the Foreign Languages practicum context focused on a professional conception of the practicum as a cutting edge sharpen to improve educative processes in the application institutions where was being executed. It was considered that conceding importance to the reflection role in the teaching process was the first step to understand the difficulties of the profession, one's performances as well as to be interested in knowing the different models; ultimately, it approaches to respond to a problematic situation and establishes an analytical look at it.

In accordance with what the philosopher of education John Dewey, (precursor in the applied teaching reflective thinking field) exposed, it was justified the necessity of carrying out this project was justified with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

Problem

At school, it is assumed the core aspects of the constitution of the subjects, of the institutional life without questions which are seen as imprints, stable and invariable characteristics that make part of the school identity and culture. When the events disentangle without major alteration, the teacher takes risks of setting up in the operating logic that does not allow the pedagogical development and the renewal of school culture.

A practicum devoid of reflection does not foster the emergency of problematic situations, realities that are being ignored, invisible. In this way, the pedagogical practicum was assumed from reproductive codes that installed teachers in a traditional-doing of cultural reproduction, becoming a barrier to the rise of emerging practices tending to generate thinking and knowledge transformations in order to address social necessities.

Because of this situation that affected teachers in varying degrees, it was required that the teachers training process, fostered in the training teacher, a future teacher, with a critical and reflective spirit, contribute to the improvement of his/her pedagogical practices for them to be key elements that impact and transform their chore and their future performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, reflection was conceived as a fundamental exercise for students who carried out their integral practice to self-evaluate and installed a critical and constructive look about their work in the teaching role.

To start this study, the following questions were formulated:

- How did the implementation of reflection contribute to the transformation of pedagogical processes of the development of the integral practice?

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

Objectives

General Objectives
- To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.

- To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.

Specific Objectives
- To consolidate a group of teachers-practitioners with a critical spirit who reflect and present proposals and alternative solutions to problems presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be placed effectively in the institution.

- To identify and to analyze strategies that students use in their pedagogical practice.

- To implement reflective workshops and development of didactic units that guide the reflection of Students-Practitioners.

- To analyze one's beliefs about the teaching work and about the students.

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study' theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

Teaching profession.

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledges based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

Teaching requires a series of skills that currently constitute a conceptualization and a way to operate the planning and management of human resources in order to facilitate a link between management, work and education. With this in mind, each teacher must accomplish all the teaching competences that allowed her/him to control of a group of knowledges and skills in a specific area, given that the first intellectual requirement of a professional is the level in which he/she develops his/her activity. Similarly, each teacher must possess some competences regarding the content organization, which means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

Reflection.

Talking about reflection implied addressing different conceptions about this notion. For this reason, in order to deepen its definition, two different aspects were taking into account: a) reflection as a process; and b) reflection as a theme (Correa Molina et al 2010).

Reflection as a process.

Reflection is developed through a series of stages that result in a cycling process. According to Schön (1983) cited by Correa Molina et al (2010) reflection on experience implies "un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

Reflection as a theme

The conception of reflection is based on a theme related to this concept. Taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects which allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective Practice

It was necessary that teachers asked themselves about their own practice and about the impact they had generated in order to update and to qualify academic proposals at the University

and to orientate students towards new ways to relate to the world. Teachers played a main role in the current educational world; they performed in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The teaching profession requires that: "los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes" (Ebutt y EllioT:1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction. The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work. This study served teachers who participated to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure. (Sacristán 1999).

According to Van Manen (1997) different levels of reflexivity exist. At one level, the effective application of skills and technical knowledges occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

At the second level, reflection bears on the implicit budgets of the specific classroom practices. Then, it was analyzed that the consequences of the adapted strategies and the curriculum and practices were based on the application of the educational criteria to the teaching practice to make pedagogical decisions to be adopted to the institutional reality and to the contexts.

At a third level, Van Manen established a critical reflection exercise; in this level it was presented a more elaborated reflection, an ethical, normative and moral criteria questioning linked directly or indirectly to the classroom.

Pedagogical Practice

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assumed Zeichner's proposal which established several modalities of the practicum as follows:

Academic practicum

It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

Social Efficiency Practicum

Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

Development

Teaching is based on students' interests and development, and, at the same time, it considers teachers' development as a teacher and as a person.

Social Reconstruction

The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

Generic

Programs refer to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection promoters

According to Schulman (1987), these promoters are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element on reflective thinking

This element of the reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991:39. The interest in social justice and ethics in education.

These authors established the following categories of knowledge:

1) Knowledge of content

2) General pedagogical knowledge

3) Curricular knowledge (materials, programs, etc.)

4) Teaching knowledge and professional configuration

5) Students' knowledge and their characteristics

6) Knowledge of educational contexts

7) The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is one of the reflective thinking elements that make part of this study as an instrument. This element was related to the teacher's narratives in order to encourage short stories about his/her experience in the classroom which came in different forms but accomplished diverse functions in the subjectivity, and in the constitution of subjectivity. In this component it was situated the teachers' journals in which writing unchained the elaboration of the teacher's reflective thinking about his/her experience of practice, objective, subjective and inter-subjective.

Methodology

The methodological strategy proposed in this study had as central exe the ongoing reflection that, additionally, considered the convening of meetings to strengthen the practicum group as an initial space to address the education and professional problematic. The principles of organization were autonomy, planning and self-observation. In order to review the impact of the reflective proposal about this process of practicum, it carried out a process of socialization and systematization of itself.

This study belonged to the qualitative research approach, from the perspective of reflection as a vocational space that greatly contributed to the description, identification and analysis of the pedagogical practice itself.

With regards to the data collection, it was proposed the implementation of the following instruments:

Reflection workshops

The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but at the same time, to socialize and to share own experiences of their work in order to enrich their process and include new tools that allowed them to transform their pedagogical practices. Reflection workshops were carried out three times during the ten weeks of practicum.

Self-observation cards

The self-observation card aimed at guiding the student-practitioner towards an own perspective of his/her exercise as a teacher and his/her role in the classroom and the educational community field where he belonged to. These self-observation cards were done online fortnightly.

Narratives

The reflection exercise allowed students to express themselves about their work through narratives of their experience as a way of making sense to teachers' everyday lives, since this exercise allowed pre-service teachers to express their process. They were done each week.

Class recordings

Having evidence of the students-practitioner's performances in the classroom allowed to reflect on different aspects regarding the teaching-learning processes in the Foreign Languages

context that were taken into account by the training teacher in his/her reflection exercise. These recordings allowed to have an external and constructive look at his/her pedagogical practices.

Context

Pamplona, Colombia, founded in 1549, is the oldest city of the department of Norte de Santander. It is located in the "Espíritu Santo" valley, in the Colombian Andes. This city, known as the founder of cities in the colonial era, has been throughout history a center of religious confluences and influences; it hosted a myriad of religious communities such as Francsicanos community; Clare sisters; San Juan de Dios brothers; the Company of Jesus; likewise, feminine religious communities: La Presentación sisters; Bethlemitas sisters; among others. Because of the presence of these communities, the city created educational institutions based on their beliefs and values. Due to this geographical context, this study had the school as the environment where these school actors' practitioners perform.

School refers to a specific educational community in charge of the formal education, it means, the school is the place where education is carried out, where education is accomplished and required. Currently, the school is considered as the way of living of the community, it transmits knowledge and values that are necessary and carry students to use and improve their capacities in the interests both of the society and of their own.

At school, we found a series of fundamental elements that took part of teachers and students' actions and performances which depended on a social and cultural order that school took its organization from.

The school is a dependent body of society, a social institution addressed, inside a specific area of education, to administer the systematic education and to condition the formation and organization of groups by teachers and learners (Crespo, 2010).

The school as an educational institution fulfills some specific functions as the following:

Socialization role

This function refers to the youth learning of values, norms, behaviors, attitudes or aptitudes focused on the dominant social culture, in the political and economic context where they belong. This function encompassed all the socialization processes in which the school members took part of.

Instructive role

The instructive role uses two functions, the improvement of spontaneous socialization processes in order to guarantee the training of human capital which requires the functioning of labor market. This implied a higher level of culture, knowledge, values, etc.

Educational role

The educational role requires a community of life, democratic participation, intellectual pursuit of dialogue and learning. An educational community that breaks down barriers between school and society, a space of culture where concepts are learnt, technical tools and cultural codes of humanity, as a consequence of the active participation in the exchange of meaning, desires, and behaviors between colleagues and adults (Vizcaino, 2010).

Population

The whole population of this study was constituted by 53 students from tenth semester, practitioners of the Foreign Languages program of Universidad de Pamplona.

Direct benefited population.

Training teachers, teacher supervisors, and the school community of the centers in which the integral practice is implemented.

Indirect benefited population.

It was composed by the teachers' community of the Foreign Languages program, results re-fed the program's agents vision about their practices and the group of the integral practice.

Institutional units linked to the project.

Foreign Languages program

Department of Languages and Communication

Faculty of Education

External institutions linked to the project

Jose Aquilino Duran School

Expected results

The expected results derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in the PLEX practitioners as a training tool to qualify the pedagogical practical.

- To analyze the setting, realities and the social representation of training teaching, the notions and concepts about the school context.

Chapter III: Outreach Component

Presentation

In this proposal, the reader will find a dual objective: a) to receive the social impact from the Foreign Languages program through the implementation of the outreach component to the integral practice community; and b) to sensitize students from elementary schools with the essential foundations of English as a foreign language.

At first instance, the justification of the project is presented along with the objectives, its characterization and the contribution lines to the project.

Subsequently, the theoretical framework that supported this proposal is presented, the population that was beneficiated and its timetable.

Introduction

To make part of the global policies in the academic, cultural and economic contexts have motivated the Colombian National Government to foster the foreign languages learning in the different educational institutions across the country, in order for citizens to have the chance to participate in cultural exchanges that allow them to access to more equitable conditions towards the personal and social development of the country.

With the aim of promoting the learning of English language in Colombia as well as creating competitive citizens, the National Ministry of Education launched in 2004 its policy of bilingualism which has as a main objective "to have citizens able to communicate in English, with international comparable standards that insert the country in the universal communication processes, in the global economy and in the cultural openness". In this way, the Ministry has implemented a wide range of strategies in the different levels of education with a view to the accomplishment of this goal. A clear example of that is the creation of English high standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed across the country and has integrated the work made by the Secretaries of Education, public and private Universities, and Language centers; however, the results have not been encouraging given that many of the educational institutions in the country have not been impacted by the project.

With regards to elementary school, the National Government tends to expand the English-teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning processes and, consequently, the evaluations applied nationally are not very encouraging.

The University of Pamplona, in Colombia, is known as a public institution which is trainer of trainers, more specifically, the Foreign Languages program has approached to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training needs in elementary schools.

In recognition to this reality and the problem it generates, this social projection proposal sought to address both English teaching needs of child population from Pamplona, and the integration of the foreign languages training of the pre-service teachers from the Foreign Languages degree to this reality in order to decrease irregularities between the public and private schools in the foreign language area.

The governmental policies have identified the problem; however, these needs have not been fulfilled; money support is necessary as well as foreign languages trainers in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

Justification

The acquisition and learning of a foreign language allow students to be at the forefront of the needs that today's world demands. It is therefore necessary to implement and work on it from

the beginning of children's schooling; in this way by the time, they finish their basic education cycle, they will have foundations that will allow them to continue learning in high school.

The aim of this proposal is to raise awareness towards English teaching in elementary schools in Pamplona, Colombia and other cities, in this case at Aquilino Duran School, in Cucuta, Colombia, contributing to the basic education in foreign language which is necessary and essential in these levels. For this reason, this project was carried out as part of the outreach component to the community of the integral practice that was developed by the last semesters' students of the Foreign Languages program of the University of Pamplona, as a way to contribute to the strengthening of English teaching in elementary schools.

This benefit redounded in the possibility that children had in elementary schools of having contact with the foreign language and, at the same time, with students that were finishing their university education in order for them to know the realities and needs of the educational context, so they could contribute by intervening in processes that impacted on the improvement of these needs.

Objectives

General Objectives.

This proposal of the outreach project is focused on the following objectives:

- To address the English Teaching demands from the child population in the elementary schools in Pamplona, Colombia and also in other cities; in this case, at Jose Aquilino Duran School in Cucuta, Colombia.

- To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French; to the educational reality in elementary schools in

Pamplona, Colombia and also in other cities, in this case at Jose Aquilino Duran School in Cucuta, Colombia.

Specific Objectives.

With regards to a better comprehension of the aspect mentioned before, this proposal aimed at:

- Familiarizing children of the elementary schools in Pamplona, Colombia to the essential knowledge of English.
- Involving students from the Foreign Languages program in English teaching at elementary schools in Pamplona, Colombia and other cities.
- Articulating the students' training from the Foreign Languages program with the programs of social projection that are offered by the office of social interaction from University of Pamplona.

Typology of the project

This was an educational disciplinary project in the curriculum area, open to all the institutions in which the practicum was developed and that offered elementary education in Colombia. This project was part of the training project of the foreign languages program at University of Pamplona.

This study coordinated with social projection and went beyond institutional environment allowing the articulation to the community of Pamplona and other regions in Colombia. The main objective at a pedagogical and communicative level was framed into the outreach community institutional lines of University of Pamplona.

Theoretical Framework

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with four specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

Bilingualism.

Bilingualism refers to the different degrees of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

Preproduction is the stage in which the child developed the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that "there are different kind of reasons that justify the learning of a foreign language at school". For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a positive level of performance than others.

- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults.

- Children not only tend not to fear making mistakes but also to acquire and transmit meaning through gestures and pantomime.

- Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' learning process is in function of experiences with the environment in which is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field, it is argued that the learning is given by the observation and listening of sounds that put the attention of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

School context

This proposal was developed in the fifth-grade course in the public institution Jose Aquilino Duran School that is located at on Avenida 17a #19 -41 in San José neighborhood in Cucuta, Colombia

Direct benefited population.

The direct benefited population and population of this proposal were students from 5th grade at Jose Aquilino Duran elementary school.

- Elementary school students

- Elementary school teachers

- Preservice teacher
- Jose Aquilino Duran School

Indirect benefited population.

- Foreign language program at University of Pamplona

- Academic community of Pamplona

- Academic community at Jose Aquilino Duran School
- Teacher in charge of the course

Institutional dependencies articulated to the project.

- Jose Aquilino Duran school

Methodology

The main purpose of this project was to give extra help to the teacher in charge of the fifth-grade course at Jose Aquilino Duran Elementary school. The idea was to implement flashcards to enhance the English vocabulary, all this taking into account that flashcards are a series of cards which contain images as visual information and vocabulary related to different topics.

Flashcards

Taking into account that the flashcards were from an elementary school course I decided to design them considering the parameters of the worksheets that were used to developed the course, in this case, the topics were related to fruits, colors, some verbs and animals.

(Annex 11. Flashcards)

Conclusion

To implement flashcards as a tool to enhance the vocabulary of the students was a significant experience according to what the teacher in charge of the course manifested. Unfortunately, in this step, the contact with the children was not possible due to different factors such as internet connection, lack of availability via WhatsApp and students' time.

Chapter IV: Administrative Component

Being a teacher not only means being involved in teaching, it also means being committed to the educational environment, especially when you become part of an educational institution such as Jose Aquilino Duran School where, despite the conditions imposed by the pandemic, the contact between students and teachers was fundamental. That is why the communication between the supervisor, the teacher in charge of the courses, and the pre-service teacher seems essential to know all the processes in which the institution is involved. In addition, it is important to mention that, as future teachers, the professionals in training at the University of Pamplona have the necessary skills to perform as important actors when participating in

different events such as meetings, festivals or school activities, all this demonstrating that a foreign language teacher can be active not only inside the classroom but also outside it.

Objectives

General Objective

- To participate actively in all the activities that are proposed by the school

Specific Objectives

- To help or lead the organization of different school activities

- To propose new school activities according to the pandemic conditions

- To learn about the administrative aspects of an educational institution

Methodology

Due to the conditions given by the pandemic, the activities proposed by the Educational Institution Jose Aquilino Duran school were almost entirely reduced; the meetings between the principal and the teachers of the school were carried out through web conferences that did not allow access to the teachers in training. On the other hand, the cultural activities were reduced to flag raisings in which some courses of the school made videos that contained the regular protocol to develop a flag raising, hymns, cultural activities such as dances, the explanation of historical events and others.

School Activities

As I mentioned before, school activities were reduced to meetings and flag raising, that is why during the month of October the flag raising commemorating the day of the race took place. This activity gathered different activities within a video, taking into account hymns, historical reviews, recognition to the students and finally words from the principal of the school. The video was posted on YouTube to allow access to all students, parents and teachers. *(Annex 12. Flag Raising)*

School Activities - Chronogram

The following chronogram is presented taking into account the administrative activities formulated from the Jose Aquilino Duran School authorities.

CHRONOGRAM

ADMINISTRATIVE COMPONENT

OCTOBER 12
Flag Raicing (Día de la Raza).

FROM NOVEMBER 9 TO 20
Final exams.

FROM NOVEMBER 23 TO 25
First chance to resit a class.

FROM NOVEMBER 26 TO 27
Evaluation and promotion commission.

FROM NOVEMBER 30 TO DECEMBER 1
Study Guides for January 2021

Materials

As presented in the previous schedule, final exams and study guides are part of the activities proposed by the school to develop during the last weeks of the school year. In this case, I designed the final evaluations for the eighth, tenth and eleventh grade courses following the school's parameters and also the recommendations of the teacher in charge of the courses.

The final exams were designed using the Google Forms platform taking into account an ICFES type format with a language level according to each grade, in this case, eight-grade, tenth-grade and eleventh grade of the educational institution. *(Annex 13. Final Exams)*

On the other hand, in the case of the study guides, some worksheets that gathered the topics discussed during the school semester were designed; each worksheet consists of two pages, all this taking into consideration the school parameters and recommendations. *(Annex 14. Study Guides)*

Conclusion

Running an educational institution carries with it a great responsibility that involves not only the teachers and the students but also the parents and all the staff needed for the proper function of the institution's facilities. The administrative component is important not only because it shows us the extra activities that an educational institution develops, but also because it motivates us to be involved in those activities that have a great impact on teacher in training as a future actors of this kind processes.

Annexes

(Annex 1. Journals)

REFLEXIÓN: *Semana Uno*

Como docentes en formación de la Universidad de Pamplona, es importante recalcar la importancia de la reflexión como base fundamental de este proceso de enseñanza-aprendizaje, proceso que se lleva a cabo en la institución educativa Jose Aquilino Duran de la ciudad de Cúcuta, Colombia, una institución comprometida con la formación integral de sus estudiantes.

Durante la semana uno (1) o semana de inmersión fue relevante analizar todo lo relacionado con la institución educativa, desde sus componentes administrativos, componentes pedagógicos y todo lo relacionado con la población beneficiada. Es por esto que como docente en formación fue fundamental establecer un contacto con la docente encargada de los cursos asignados para realizar la práctica docente, así como con los estudiantes de dichos cursos, contacto que fue dado por medio de la aplicación móvil WhatsApp siendo el medio escogido por la institución y la docente para comunicarse de forma inmediata y asertiva.

Compromiso y trabajo autónomo fueron las primeras palabras en mi mente al terminar esta semana de inmersión en la cual pude evidenciar el compromiso de la docente y los estudiantes por seguir trabajando a un ritmo adecuado a pesar de las diferencias de una educación virtual a la que la comunidad educativa no estaba acostumbrada y a la que fue forzada a aplicar debido a los protocolos de contingencia a causa de la pandemia que estamos enfrentando durante lo que va del polémico 2020. Así mismo, es importante resaltar que la grata sorpresa por el compromiso de las partes implicadas generó en mi un sentimiento de entrega y empatía para con la comunidad educativa del colegio Jose Aquilino Duran, teniendo en cuenta que comprendo el difícil proceso por el que están pasando tanto docentes como estudiantes para adaptarse a esta nueva modalidad que muchas veces reta la dedicación y el compromiso de los estudiantes que deben llevar como bandera el trabajo autónomo.

Durante la semana tres de este proceso como docentes en formación se llevo a cabo el receso escolar para las instituciones del país, una oportunidad para reflexionar sobre las actividades y sobre el rol como docentes en la modalidad virtual. Personalmente, aproveché la semana de receso tanto para desarrollar las guías de los cursos a cargo y editar el material ya recopilado, así como para pensar en nuevas estrategias que atrajeran la atención de los estudiantes sin necesidad de cambiar los parámetros ya establecidos por la docente a cargo y la institución educativa.

Es innegable mencionar que la virtualidad se ha convertido en un reto para la comunidad educativa y la sociedad entera, por ello, muchos estudiantes muestran cierto desinterés por las clases ya sea por dificultades con el acceso a la red o simplemente porque no se tiene un control directo como se hacía dentro del salón de clases. Por esto, considero que para mí como docente en formación este proceso ha significado un reto especial en un momento épico para la sociedad entera y además en una motivación para buscar nuevas herramientas que me permitan enseñar y al mismo tiempo motivar a los estudiantes pese a las limitaciones. Por otra parte, también debo mencionar que afortunadamente he encontrado estudiantes sumamente comprometidos con aprender y ayudar a sus compañeros, ya sea comunicando la información o guiándolos durante el proceso en el que la idea siempre ha sido trabajar como un gran equipo, docente encargada, estudiantes, directivos de la instrucción, padres de familia y yo como futuro docente.

(Annex 2. Questionnaires)

Link: https://forms.gle/eRBNdqbV1W85v6YMA

(Annex 3. Worksheets)

- Take:
- Listen to:
- Watch:
- Stroke:
- Park:
- Make it as:
- Set up:

LISTENING- TRACK 1

Match the speakers with their favorite things. Write a – e next to the numbers 1 – 5.

1._____ Speaker A   a. a tablet
2._____ Speaker B   b. a sewing machine
3._____ Speaker C   c. a scooter
4._____ Speaker D   d. a set of knives
5._____ Speaker E   e. a cat

Post listening exercise:

1. What is your favorite thing?
2. Why it is important to you?

7. Online investigation. Read about culture and identify:

➤ What is culture?
➤ What is Anglophone culture?
➤ Why is it important to learn culture when we learn English?

73

(Annex 4. Videos)

Archivos　　　　　　　　　　　　　　　　　　　　　　Nombre ↑

likendontlike.mp4　　myfamily.mp4　　myschool.mp4　　mytalet.mp4

Link: https://drive.google.com/drive/folders/1bhevAlfhwc2qqjSLbRsixjVXYGKHZAZ-

(Annex 5. Worksheets Tenth and Eleventh Grade)

INTRODUCTION: Esta guía te va a ayudar a comprender el significado y la aplicación de los *Phrasal Verbs*.

1. WHAT I AM GOING TO LEARN? En esta guía encontrarás una breve explicación sobre los *Phrasal Verbs*, así como también algunos ejercicios para ponerlos en práctica.

> Los *Phrasal Verbs* son verbos compuestos, es decir, verbos que se hacen con dos palabras. Un *Phrasal Verb* consiste en un verbo y una preposición o adverbio, y éste cambia el significado del verbo.

For example:

> get = conseguir, comprar, llegar, etc.

> get up = levantarse

> get over = superar algo

> get around = moverse (llegar a donde tienes que llegar)

Y así la diferencia de significado – el verbo get no cambia, pero la partícula (o sea, la otra palabra, up, over, around) cambia el significado de la frase.

2. WHAT I AM LEARNING?   LO QUE ESTOY APRENDIENDO

¿Cómo se usan los *Phrasal Verbs* en inglés?
> Verbo normal: I got this jacket for my birthday.
> Phrasal verb: I got up early this morning.

> Phrasal verbs en *Presente Simple*: I get up at 7 o'clock every day.

> Phrasal verbs en *Pasado Simple*: I got up at 6 o'clock this morning.

BEFORE LISTENING

1. Do this exercise before you listen. Match the correct words with the pictures:

- Historical
- Drama
- Action
- Science fiction
- Cartoon
- Romantic
- Comedy horror

LISTENING- TRACK 1

2. Do this exercise while you listen. Match the speaker to the genre of film. Write a–e next to the numbers 1–5.

1....... Speaker 1   a. A science fiction film
2....... Speaker 2   b. A modern vampire film
3....... Speaker 3   c. An action film
4....... Speaker 4   d. A romance
5....... Speaker 5   e. A romance based on a book

(Annex 6. Evaluations)

Link: https://forms.gle/R9DhPuRhM9ZUTMYcA y https://forms.gle/G9rKNdJZZ2NdkBrM7

(Annex 7. ICFES)

Link: https://www.powtoon.com/c/dlRfyS8Q0rd/2/m

(Annex 8. Tutoring)

ASERORÍAS / TUTORING

JOSE AQUILINO DURAN SCHOOL

Date - Time	Course	Student	Topic
14-09-2020 10:25 – 11:20	Tenth grade	Brayan Estupiñan	Listening – School day
14-09-2020 10:25 – 11:20	Tenth grade	Sahome Lobo	Listening – School day
15-09-2020 12:15-1:20	Eleventh grade	Maruan Alvernia	Quiz - Questions
22-09-2020	Eleventh grade	Maruan Alvernia	Questions – Part 4
26 -10-2929	Tenth grade	Sahome Lobo	Past Participle

(Annex 9. Videos)

Link: https://drive.google.com/drive/folders/1y0YLiFEhG3pX-4EiViMjnQpL4h0uzGCH
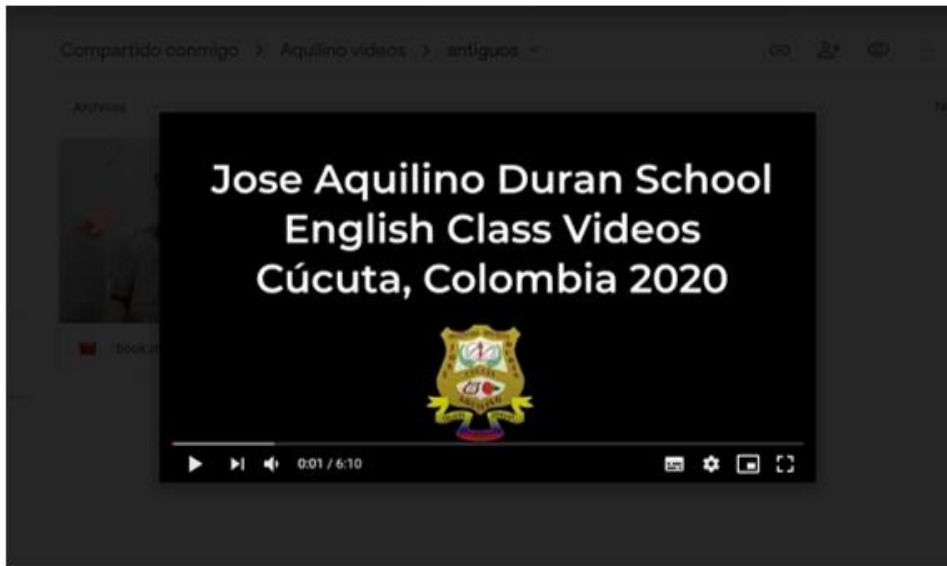
(Annex 10. Contact)

(Annex 11. Flashcards)

PLAY	SEE	WATCH	USE
SPEAK	READ	TURN ON	TURN OFF

bike	car	train	top
doll	toy telephone	robot	hula hoop
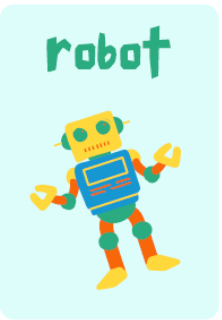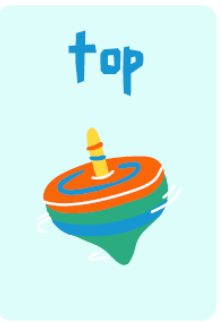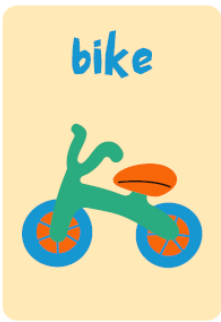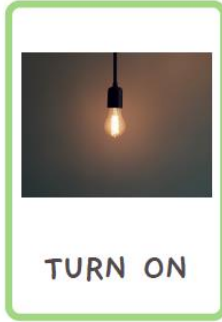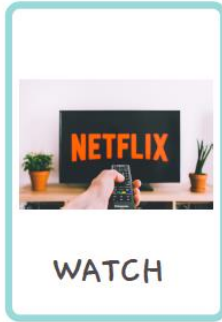
Annex 12. Flag Raising

Izada Aquilino 701

Link: https://www.youtube.com/watch?v=AIQrQQZitzY&feature=youtu.be

Annex **13. Final Exams**

Link: https://forms.gle/WodvuWaJLkKw2n9Z6

BIMESTRAL - INGLÉS

ONCE GRADO.

Nombre y apellido. *

Texto de respuesta corta

1. ¿Dónde puede ver estos avisos? *

HISTORY SECTION IS CLOSED TODAY

FOR BOOKS MAINTENANCE

○ A. In a library

○ B. In a supermarket

Link: https://forms.gle/qvUWkZeZCqyDTHh8A

Read the following story and answer the questions.

My name is Annie and this is what I normally do.
I love to walk on the mountain. During the week I
wake up early and go for a small walk on the mountain.
I usually go with my father or my brother. We like
to get some fresh air before we start our day. We

Link: https://forms.gle/fwt1emZUoySC4toF7

Annex 14. Study Guides

REPUBLICA DE COLOMBIA
INSTITUCIÓN EDUCATIVA JOSE AQUILINODURAN
Guía de aprendizaje autónomo3

AREA:	HUMANIDADES	GRADO:	11	SEMANA:		FECHA DE RECIBIDO: FECHA DE ENTREGA:	
ASIGNATURA	INGLES		ESTUDIANTE:				
Competencia:							

INTRODUCTION: Este taller te ayudará a fortalecer tus conocimientos sobre el Presente Perfecto.

➤ **RECUERDA:** El *Present Perfect* se forma con have / has + el verbo en participio.

Ouch ! I **have burnt** my fingers.

1. Complete the sentences with the participle of the verb in parentheses.

1. I have_____(do) many things in my life.
2. I've_____(travel) to many countries and I've _____(see) many beautiful places.
3. I've_____(meet) lots of interesting people all over the world.
4. I have_____(visit) cities in all 5 continents.
5. I've_____(sail) round the world and I've _____ (climb) some of the highest mountains.
6. I have even⁴_____(participate) in a north pole expedition.
7. I have_____(eat) fried ants in Africa.
8. I have_____(have) some difficult moments but I **have** _____(forget) all of them.

2. Complete the sentences using the verbs in the box.

| not buy | not do | not eat | forget | go | invite |
| meet | not phone | not see | take | | |

---

3. Ask and answer using Present Perfect.

➤ Example: **you / phone / the doctor?** = Have you phoned the doctor?

1. she / finish / her meal? =
2. they / buy / a new car? =
3. Harry / tell / you / the news? =
4. John / go / on holiday? =
5. Megan / open / her presents? =
6. you / be / to the opera? =
7. Rick and Emma / make / many mistakes? =

4. Translate in English the following sentences.

1. Todavía no he desayunado /
2. Carla no ha regresado de la tienda /
3. ¿Has terminado los ejercicios de inglés? /
4. ¿Tu papá ha estado pintando la casa? /
5. He disfrutado mucho esta semana. /
6. He trabajado fuerte esta semana /

4.1 Complete the verb STUDY using present perfect simple:

- I _____
- He _____
- _____ I _____?
- _____ You _____?
- She _____ (Negative)

5. Complete the following sentences with Present Perfect.

1. She _____ (already/finish) her English exercises.
2. Paul _____ (just/eat). He doesn't want to eat any more.
3. _____ (you/ever/be) in London?
4. Kate _____ (never/go) to Australia.
5. _____ (you/hear) the news yet?
6. Mary _____ (buy) a new house.

---

2. Complete the sentences using the verbs in the box.

| not buy | not do | not eat | forget | go | invite |
| meet | not phone | | not see | take | |

1. No, I_____ my sister. I'll text⁵ her later.
2. She_____a lot of people to her wedding⁶.
3. We_____a lot of photographs during ourholidays.

4. A: Where's Mike?
   B: I don't know, I _____
   him today.
5. Mum, Alex_____his bed!!
6. It's Megan's birthday tomorrow but I _____her present.
7. A: Where's Ann?
   B: She_____to bed.
8. I think we _____
   before but I _____ your name.

9. I'm starving⁷! I_____anything since yesterday.

_____

ÁREA: HUMANIDADES   GRADO: 10   SEMANA: FECHA DE RECIBIDO:
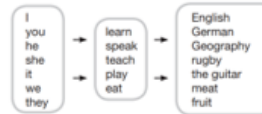ASIGNATURA: INGLES   ESTUDIANTE: FECHA DE ENTREGA:
Complexión:

INTRODUCTION: Este taller te ayudará a fortalecer tus conocimientos sobre el Presente Simple / Futuro Simple

➤ **RECUERDA:**

Present simple affirmative	Present simple negative
I/you/we/they + infinitivo	I/you/we/they + don't (do not) + infinitivo
he/she/it + infinitivo + -s/-es	he/she/it + doesn't (does not) + infinitivo
I speak English.	We don't play rugby.
She teaches Geography.	He doesn't go to school.

Present simple questions	Present simple short answers
Do + I/you/we/they + infinitivo ... ?	Yes, I/you/we/they do.
Does + he/she/it + infinitivo ... ?	Yes, he/she/it does.
Do they eat meat?	No, I/you/we/they don't.
Does he work at the weekend?	No, he/she/it doesn't.

1. Complete the sentences:

- Example: Peter **doesn't** live in Spain. He lives in England.

1. I go to school on Mondays. I _____ go to school at the weekend.
2. We don't play rugby at school, but we _____ football.
3. He teaches Geography. He _____ teach English.
4. Dogs don't eat fruit, but they _____ meat.
5. _____ he learn German at school? Yes, he does.
6. _____ you live in Madrid? No, I don't.
7. Do your parents work in a school? Yes, They _____
8. Does Hanna speak English? No, she _____

2. Write the sentences in affirmative, negative or as a question.

- Example: she / live / New York (✓) = She lives in New York.

they / speak / English (X) = They don't speak English.

we / go / to school / every day (?) = Do we go to school every day?

1.1 Identify the mistake in each sentence. Then write the correct sentence.

- Example: They plays football at the weekend = They play football at the weekend.

1. He don't learn English =
2. Do she live in Sydney? Yes, she does =
3. We doesn't play the guitar =
4. You watches TV every day =
5. Does you work at the weekend? No, I don't =
6. Does Fred work every day? Yes, he do. =

3. Write three sentences in affirmative, three sentences in negative and three questions. Use the words in the boxes.

I you he she it we they	learn speak teach play eat	English German Geography rugby the guitar meat fruit

- Example:
- I speak English.
- He doesn't speak German.
- Do you play rugby?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

4. Futuro Simple

➤ **RECUERDA:**

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will work	I won't work	Will I work?
You will work	You won't work	Will you work?
He/She/It will work	He/She/It won't work	Will he/she/it work?
We will work	We won't work	Will we work?
You will work	You won't work	Will you work?
They will work	They won't work	Will they work?

5. Complete the blanks with the simple future of the verbs in brackets.

1. He .... (be) at home tonight.
2. Europe .... (have) one government in the year 2100.
3. Mary .... (not/phone) you tomorrow.
4. What time .... we .... (meet)?
5. In the future, people .... (travel) to other planets.

5. Transform these sentences into the simple future.

1. We have a party tonight. ....
2. I travel to Spain next week. ....
3. I'm sure Jeff gets the job. ....
4. The concert begins at 8.00 o'clock. ....
5. He is busy this evening. ....
6. She wins the election. ....
7. I think he is successful. ....

---

brackets.

1. He ……………………………………… (be) at home tonight.

2. Europe …………………………… (have) one government in the year 2100.

3. Mary …………………………… (not/phone) you tomorrow.

4. What time ………… we …………. (meet)?

5. In the future, people ………………………. (travel) to other planets.

6. Write sentences saying Lauren will … or Lauren will not/won't….

1. Pack the cases	affirmative
2. Go shopping	negative
3. Meet some friends	negative
4. Have a tea	affirmative
5. Phone her grandmother	negative

1. Lauren will pack the cases

2. _____

3. _____.

4. _____.

5. _____.

7.I think he is successful. …………………

REPUBLICA DE COLOMBIA
INSTITUCIÓN EDUCATIVA JOSE AQUILINODURAN
Guía de aprendizaje autónomo3

AREA:	HUMANIDADES	GRADO:	9	SEMANA:	FECHA DE RECIBIDO: FECHA DE ENTREGA:	
ASIGNATURA	INGLES			ESTUDIANTE:		
Competencia:						

INTRODUCTION: Este taller te ayudará a fortalecer tus conocimientos sobre Pasado Simple.

➤ **RECUERDA:**

Past simple affirmative	Past simple negative
Verbos regulares I/you/he/she/it/we/they + infinitivo + -d/-ed/-ied *Verbos irregulares: hay que memorizarlas* eat – ate, drink – drank, learn – learnt I studied French at university. They ate the salad.	I/you/we/they + didn't (did not) + infinitivo We didn't play rugby. It didn't rain yesterday.

Past simple questions	Past simple short answers
Did + I/you/he/she/it/we/they + infinitivo … ? Did you watch TV yesterday? Did she work in Madrid?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

1. Complete the following sentences taking into account the Past Simple.

   ➤ Example: Petra didn't learn French at school. She learnt English.

1. I ate the fish. I _____eat the salad.
2. We didn't play rugby at school, but we ____football.
3. Liz studied Geography at university. She ____ study English.
4. My dog didn't drink juice, but it ____ water.
5. _____ he cook dinner? Yes, he did.
6. _____you live in Madrid? No, I didn't.
7. Did they watch TV? No, they _____
8. Did it rain yesterday? No, it _____

2. Re write the sentences in affirmative (√), negative (X) or as a question (?).

   ➤ Example: she / study / English √ = She studied English.
   we / eat / salad (?) = Did we eat salad?

1. they / play / football √ = _____
2. he / learn / English X = _____
3. you / drink / water (?) = _____
4. she / watch / TV √ =

3. Complete the sentences with the subject and the correct form of the verbs in parentheses.

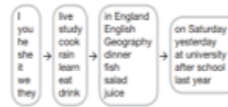   ➤ Example: Did they live in England? (they / live) Yes, they did. (they) They lived in Liverpool. (they / live)

1. _____ English? (they / study) No, _____ (they) _____Geography. (they / studied)

2. _____TV yesterday? (they / watch) No, _____ (they) _____TV on Saturday. (they / watch)

4. Write three sentences in affirmative, three negative sentences and three questions. Use the words from the boxes.

I you he she it we they	→	live study cook rain learn eat drink	→	in England English Geography dinner fish salad juice	→	on Saturday yesterday at university after school last year

   ➤ Example: I studied English at university. He didn't cook dinner yesterday.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

5. Identify the mistake in each sentence. Then write the correct phrases in the past simple.

   ➤ Example:
   (I didn't studied at university).
   I didn't study at university.

1. He live in Oxford last year.
2. Did she study English? Yes, she does.
3. Did the dog ate the fish? Yes, it did.
4. We didn't not play football.
5. Did Anna watch TV? No, they didn't.
6. It rain on Saturday

6. Write the past simple of the following verbs.

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