EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Implementing Explanatory Videos as A Strategy to Improve Grammar Skills in Pandemic

Times In 9th-Grade Students at Nuestra Señora De Belén High School, In Salazar De Las Palmas,

Colombia: An Action Research

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Teaching practicum

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Acknowledgments

I mainly want to thank God for allowing me to complete this stage, my mother for being a tireless

fighter, my family who has guided me to be a human being with values and ethics, they have been

my support in this process of being a professional in life being the source of inspiration and finally

for my teachers who educated me and prepared me to go out and face real life.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

APPROVAL NOTE

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Tutor

Maryan Lizeth Diaz Ferrer

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CHAPTER 1. GENERAL PRESENTATION

This research article will be split out into four basic chapters which correspond to four research components. Firstly, the pedagogical component in which tenth-semester Foreign Languages student must serve as pre-service teacher in an institution to develop her teaching practicum. In a first diagnostic, the student will identify some weaknesses of the institution in order to present solution alternatives in the English subject. In this first component it will be presented and described the problem to be enhanced and the strategy to be carried out.

Secondly, the research component that aims to improve the teaching-learning process of the pre-service teacher in the institution by presenting some experiences with critical and reflective characteristics, Therefore, in this session it will be found the reflections made by the students in the academic field during the process.

Thirdly, the outreach component aims to support primary students with the foreign language, in this component the students will count with a space of virtual classes given by the practitioner for 12 weeks (four hours per week). During this process the pre-service teacher will help students being a guide with the shortcomings in the language learning.

Finally, the administrative component aims to present community and extracurricular activities in which the pre-service teacher will work on since they are stablished in the institution's calendar, so that the practitioner develops an administrative role positions within the institution.

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1.1. Introduction

In the present worldwide world, the significance of English cannot be denied and overlooked since English is the most noteworthy language spoken generally. To learn English requires consistent practice and tolerance. According to Krashen (2007) the importance of learning a second language is not limited to the ability to communicate with people who speak different languages, but in the ability of students to think differently, be more creative, and develop higher cognitive skills compared to children who are monolingual. Thus, Colombian Ministry of National Education (2016) has been creating a bilingualism program for basic, middle, higher education students to acquire skills in English language, with the objective of having citizens capable of communicating in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening.

In this national program teachers and education institutions, public and private play an important role from kindergarten to superior students 'levels to raise communication skills in English throughout the educational system and strengthen national competitiveness. Bilingualism program takes as a reference the Common European Framework of Reference [CEFR] (Council of Europe, 2001) which stablishes that teachers specialized in foreign languages should have a C1 level; professionals in other areas B2 level; B2 for English teachers at the elementary level, B1 for students who finish the secondary level, and A2 for teachers of other areas at the elementary level. To achieve this objective, Colombian Ministry of National Education is implementing resources that guarantee greater and better learning in students, these resources allow teachers to improve the accompaniment in the classroom by increasing the possibilities for pedagogical innovation.

However, these resources can hardly be implemented in the classroom due to the current pandemic covid-19 the country is facing, that is why this project aims to create audiovisual material

based on the textbooks provided by the national ministry of education, in order to provide students with facilities in learning grammar, since grammar for teaching and learning the language is not only useful, but necessary. In this regard, Andrés Bello (1832) states the following:

"National grammar is the first subject presented to the intelligence of the child, the first test of his mental faculties, his first practical course of reasoning: It is necessary, therefore, that everything in it gives a right direction to his habits; that nothing is vague or obscure; that he is not accustomed to give a mysterious value to words that he does not understand; that a philosophy, the more difficult and delicate it is, the less it has to be shown, exposes and classifies the facts, that is, the rules of speech, in such a way that, generalized, they are reduced to the simplest expression possible".

1.2. Justification

The health emergency that the country is going through has directly affected the education of the country because in many educational institutions students and teachers do not have the necessary resources to implement virtual classes, so these institutions have had to adopt measures that are available to students, in the case of Nuestra Señora de Belén high school, teachers had to resort to the use of worksheets which are sent via WhatsApp to each parent, tutor or legal representative of each student, but these worksheets sometimes are not enough for students to understand a subject perfectly and even more when we refer to the teaching and learning of English as a foreign language, teachers might use many strategies and methods that make students learn with ease and enthusiasm, they should implement innovative and creative activities to achieve student attention and interest in English in this pandemic time.

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The purpose of this study is to explore the benefits of implementing explanatory videos as a strategy to improve the students' grammar skills. Moreover, it will be noticeable that students will not only improve their grammar skill, but they will learn new vocabulary.

The importance of implementing this proposal lies in the fact that it will not only benefit the pre-service teacher but also the population involved. On one hand, he will gain meaningful experience due to it is the first time working with students as an English teacher in a virtual way and real setting, facing different challenges that arise daily and need to be enhanced.

On the other hand, the beneficiary population involved in this research are the students of 9th grade at Nuestra Señora de Belen high school who will be part of the applications aiming at improving some of their shortcomings regarding the grammar and lack of vocabulary. Moreover, learners will get more motivated to learn English due to they will have a contact more directly with the pre-service teacher thanks to the videos which will reinforce the grammar skill. Since as stated by Wang (2009) in his study "The value of grammar teaching is important in English language teaching field. Grammar is the base of English language. It is not acquired naturally, but learning, it need to be instructed."

Finally, the students from 5th grade will also be part of this pedagogical proposal whose goal for them is to reinforce the vocabulary through the use playful strategies, according Figueroa, Osorio & Pinto (2018) "play and games are one of the most significant strategies for children and are a fundamental motivation in learning English".

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1.3. Objectives

General Objective

- To enhance grammar and vocabulary through the use of explanatory videos in 9th-grade students of Nuestra Señora de Belén high school

Specific Objectives

- To implement reflection as a transformative tool of the pedagogical process all along with the teaching practicum
- To promote in pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work
- To reinforce secondary students' difficulties when learning English
- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Salazar
- To use playful strategies as a tool to learn and reinforce vocabulary in primary school

1.4. General Conclusions

The execution of this project not only benefited the institution, the grades in which the project was carried out, but it was also a rewarding experience for the undergraduate teacher, since he had the opportunity to work in a real educational environment and with new work modalities due to the current health emergency. The apprentice developed technological skills and different teaching tools that he applied to the beneficiary population, in this case the technical institute Nuestra Señora de Bélen specifically in grades 5 and 9, in addition to the proposed administrative component, the educational community in general participated in various events virtually. On the

other hand, the practitioner developed a critical and self-evaluation view of her work done in the

practice process and at the same time contributing to the research project focused on the reflective

spirit of the student practitioner.

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CHAPTER 2. INSTITUTIONAL OBSERVATION

This section contains a diagnostic, where certain aspects were analyzed and described such as a brief description of the Institutional Educative Plan (PEI), some important aspects of the coexistence handbook, the mission and vision, the school symbols, the institutional organization, the supervisor's schedule, and finally, some pedagogical aspects.

2.1. Documentary analysis

2.1.1. ADMINISTRATIVE

Fundamental Aspects of the Educational Institutional Project (PEI)

The school Nuestra Señora de Belén, was founded on March 11, 1915 in the municipality of Salazar de las Palmas, Norte de Santander by request of the reverend father José Trinidad de Jesús Zafra, parish priest of the place and distinguished gentlemen of the locality, who managed before the provincial superior of Bogota, to send the sisters of charity. This institution offers a technical education in administrative assistance through an agreement with the National Learning Service SENA. In addition, this institution offers preschool and elementary education in three locations: the José Celestino Mutis School, the Nueva Genreacion School, and the central campus.

Institutional philosophy.

We have a solid educational project in constant articulation with the reality that aims at the integral formation developing harmoniously the ethical, spiritual, cognitive, affective corporal, aesthetics, communicative and sociopolitical dimension of the person. We want to form people with a broad sense of life, capable of a commitment to build an equitable, fair, solidary and participatory order.

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Mission.

We are an educational community of public character, directed by the Dominican Sisters of the Presentation, with a qualified and suitable staff, who provide comprehensive guidance to children, adolescents and adults; at preschool levels, basic primary, basic secondary, technical media based on the guidelines of the Ministry of Education, the advice of the Comfanorte Foundation for Higher Studies (FESC), SENA, educational projects SER HUMANO and A CRECER, with responsibility, respect, honesty, piety, work, simplicity and solidarity, to present to the community, men and women, socially, culturally and professionally competent, to improve the quality of life of Salazar people's families.

Vision.

The Instituto Técnico Nuestra Señora de Belén, Salazar de las Palmas, in 2020, will be an educational institution, leader in academic training of professionally competent citizens, with values of responsibility, respect, honesty, piety, work, simplicity and solidarity; making possible the social and economic improvement of the family and its environment.

Quality policy

The Instituto Técnico Nuestra Señora de Belén in its evangelizing educational process is committed to offering its students a quality educational service that meets their expectations and that of their families. To this end, it has a qualified staff committed to improving its processes and communicative competences, citizen and labor skills that seeks to contribute to the development of the locality, the region and the country.

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School Symbols

Institution's Emblem

Figure 1: Institution's Emblem

The shield is located in the center of the institution's flag.

The circle with a blue background symbolizes the harmony and simplicity that should distinguish us. Carved on it, a golden bee symbolizes work, constancy in study, intellectual discipline, appreciation, constant improvement and good use of time. "ALWAYS THE BEST". Framed in a decade of the rosary, which represents the taste for prayer and piety that should inspire the life of students, and especially the link that unites them to the Virgin Mary: love for her as a model of Christian woman.

Institutional Flag

Figure 2: Institutional Flag

The flag of our school is essentially Marian like Salazar; hence the white and blue colors, distributed in three equal horizontal stripes: two blue and a white one that goes in the middle of the two blue ones.

White symbolizes the transparency, clarity and peace that should distinguish a student Presentation.

Blue symbolizes simplicity and loyalty; the depth and prudence that should distinguish a student

Institutional Motto

"CON CALIDAD HACIA LA CALIDAD"

Figure 3:Institutional Motto

Main Aspects of The Coexistence Handbook

In the community handbook people can find all the legal aspects related to the constitution of this educational institution. It represents the regulation with a very detailed description of sections such as the general guidelines; student admission and enrolment process; students' rights, duties and guarantees; regulation and application of sanctions; about the academic life; parents or authorized attendants; and the students' instances of participation among others.

Some relevant students' rights are:

- To receive an integral education that develops harmoniously and healthily all the dimensions of the human being.

- To receive an education that enables him/her as a citizen to participate actively in democratic activities.

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- To access to the use of the units of the institution dedicated to the activities of the educational

service and to use appropriately the educational aids and   that are available for it

Some relevant students' duties are:

- To value and respect the life and personal integrity of the other, as his/her own life.

- To respect the rights of others, not abuse their own and respect the belongings of others.

- To obey the orders of the superior and comply with the cohabitation manual

Distribution of the Physical Plant

The Instituto Técnico Nuestra Señora de Belén School is an educational institution that is

composed by three main headquarters in terms of infrastructure which are: La Nueva Generación

and José Celestino Mutis, the ones designated for the primary grades; and the main headquarters

named Instituto Técnico Nuestra Señora de Belén.

The latter is the one designated for the secondary and the technical media grades, which is divided

into two main blocks. One is for 7th, 8th and 9th grades and the rest of the secondary grades are in

the other one. Making reference to the groups found, there are two groups by grade in primary and

secondary grades, except the 11th grade in which there are three groups.

Generally talking, the institution's infrastructure is in good conditions. All the classrooms

are well illuminated and most of them have fans. A few classrooms count on TVs, this institution

also have two virtual classrooms (one in the library and the other in the multiple-purpose room),

one audiovisual classroom and two classrooms with computers. Moreover, for those classrooms

that do not have any kind of those materials previously mentioned, the institution also has one

video beam that is on the principal's disposition and all the teachers have access to it.

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Organizational Chart of the Educational Institution

Figure 4: Organizational Chart of the Institution

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School Calendar of the Institution

The school calendar was reformulated once the virtual methodology was initiated.

In accordance with the provisions of article 85 of Law l15 of, they will have only one day at a given time.

In basic and secondary education, each grade shall be studied in two semester periods, each comprising twenty weeks of the calendar weeks to be used for this purpose. In health emergency time, the academic calendar has been adjusted in two semesters and four periods, as follows:

First Semester

20 January to 15 March 2020 (Eight weeks)

20 April to 12 July 2020 (Twelve weeks)

Second Semester

13 July to 06 December (Eighteen weeks)

- The periods are made up of 38 academic weeks, as follows:
  - First period: from 20th January to 15th March (Eight weeks)
  - Second period: from 20 April to 12 July (twelve weeks)
  - Third period: 13 July to 25 September (nine weeks)
  - Fourth period: from 28 September to 06 December (nine weeks)

The weeks of student recess vary during the health emergency is made up of fourteen weeks:

- December 30, 2019 to January 19, 2020 (Three weeks
- from March to 19 April 2020 (Five weeks)

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- 20 July to 02 August 2020 (Two weeks)

- October 5th to October 11th (One week)

- December 07 to December 27 (Three weeks)

-The institutional development weeks are distributed over seven weeks corresponding to the

following dates:

- January 06 to January 19, 2020 (Two Weeks)

- March 16 to March 29, 2020 (Two Weeks)

- 20 July to 02 August 2020 (Two Weeks)

- 05 October to 11 October 2020 (One Week)

Supervisor's English Schedule

The teacher in charge of the English course, Pedro Alonso Torrado Patiño, has a schedule

according to the high school main calendar. He works with 6th, $7^{th,}$ 8th, and 9th graders in this way:

Table 1: Supervisor Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	$6^{th}-2$	$7^{th}-1$	$9^{th}-1$	$7^{th}-2$
	$6^{th}-2$	$7^{th}-2$	$9^{th}-1$	$9^{th}-2$
$6^{th}-1$	$8^{th}-1$	$7^{th}-2$	$6^{th}-1$	$9^{th}-2$
BREAK				
$6^{th}-1$	$8^{th}-1$			
$8^{th}-1$	$9^{th}-2$	$8^{th}-2$	$7^{th}-1$	$7^{th}-1$
$6^{th}-2$		$8^{th}-2$	$8^{th}-2$	$9^{th}-1$

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2.1.2. PEDAGOGICAL

Methodology of the work of the Language Teacher Collective

At this point it was evident that the methodology implemented by the teacher is based on the realization of workshops focused on reading comprehension that are sent via WhatsApp to each group of students from sixth to ninth grade. These workshops are sent weekly in pdf format, students have a time limit to send the workshop resolved.

In special cases, such as students with whom it is not possible to establish communication via the Internet, the teacher assigns a stationery store where students can find these same workshops so that they can print the workshop. The place where the students print the workshops was previously established once the virtual mode was started, these students send the workshops to the teacher physically. Finally, the students are also evaluated with a reading comprehension workshop.

The Ministry of National Education, however, provided authentic material for use in English classes. The resource on which the English teacher relies for the development of the classes with 9th grade students is the following one called English Please:
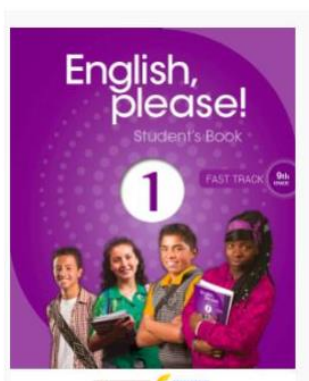

Figure 5: English Please Book

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Ministry of National Education's Guidelines in Health Emergency

The Ministry of National Education is aware of the enormous challenge that the education sector represents the health emergency that the country is experiencing, and of the deep commitment deployed by all actors to address this situation, recalls that today it is essential that we act in a coordinated manner, teaming up to safeguard the health and life of our children, families, teachers, managers and technical team that make up the sector, from both the official and private sectors.

In accordance with the declaration of a health emergency decreed by Resolution 385 of 12 March 2020 of the Ministry of Health, and the guidelines issued in Circulars 11 of 9 March (jointly by the Ministry of Health and the Ministry of Education), March 19 and March 20 of 2020 of the Ministry of Education, it is very important to extend the guidelines and recommendations to all private provision in formal education, including the establishments that provide enrolment through education service contracts under Decree 1851 of 2015.

Considering the characteristics, interests, needs and particularities of those who make up the educational community, it is necessary to guarantee that its members:

Access clear information on the measures they must take to minimize the risk of contagion of covid-19 and support to put them into practice.

- Participate in the construction of strategies that favor health promotion and the appropriation of effective practices in the care and prevention of contagion.
- Have opportunities to analyze the circumstances that each person has with respect to these requirements and assess whether they are in a position to meet them.
- Be heard and can make decisions.

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- Be accompanied in the preparation, understanding and assimilation of the circumstance of contagion by COVID-19, in the expression of the emotions that the current situation arouses and in the identification of tools to manage them.

- Assume with commitment and responsibility compliance with the measures established to prevent contagion and provide an educational service in safe conditions.

- The Ministry of Education will develop a guide for teachers and another for families with orientations that contribute to the development of their responsibilities within the framework of the academic work process at home and the progressive transition from the educational service to the face-to-face modality with options for alternating home-institution educational.

2.1.3. TECHNOLOGY

Due to the fact that the school is located in a small town and the constant access to the Internet by the students is not possible since a great part of the educational community lives in rural areas, the institution took measures for the development of the educational activity. The teaching-learning process is done through the use of workshops, the teachers do not carry out synchronous meetings with the students, but the teachers do use platforms to carry out virtual meetings on certain occasions.

Population and Subject Information

The population corresponds to 32 students of the 9th grade of Nuestra Señora de Belen high school, which 13 are men and 19 are women in average age between 13, 14 and 15 years, who have a basic language level of language.

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Table 2: Ninth Grade Students

SURNAMES AND NAMES
Arias Mojica Carlos José
Bacca Ortiz Jaider David
Bastos Garcia Maria Alejandra
Calvo Buenaver Anderson
Cárdenas Bautista Mary Yulier
Cárdenas Vaca Yeiny Lorena
Carrillo Serrano Danna Aylen
Cuesta Niño Frank David
Duque Llanes Diana Marcela
Garcia Osorio Lucio Ivan
Gomez Botello Maria Vanessa
Jaimes Angarita Yurley Natalia
Maldonado Jimenez Brian Steven
Manjarres Mogollon Maria Catalina
Molina Mendoza Pedro Juan
Moncada Vejar Karen Paola
Ortega Laguado Brayan Estiven
Ortega Rodriguez Ana María
Ortiz Ibañez María Trinidad
Palacios Cárdenas Victor Camilo
Parada Díaz Julieth Tatiana
Parada Gelvez Angie Carolina
Parada Parada Yeimy Daniela
Parada Vargas Cristian David
Pérez Arguello Kaleth
Pérez Carrillo Robinson Damian
Ramirez Contreras Brigui Beatriz
Ramirez Laguado Karen Daniela
Ramírez Peñaranda Keyla del Pilar
Remolina Ibarra Lizeth Paola
Torrado Cárdenas Karol Andrea
Valencia Gelves Kevin Stiven

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Teachers and Administrative Staff

Table 3: Teachers and Administrative Staff

Name	Area	Position
Hna. Delia Vargas Galeano	Bachelor of Arts in Philosophy and Religious Sciences	Rector
Hna. Lourdes Del Pilar Ibañez	Bachelor of Music	Coordinator
Rosa Margarita Bautista Ramírez	Psychologist	Orienting Teacher
Ilva Gómez	Secundary School Graduated	Paymaster
Alix Omaira Ferre Cárdenas	Graduate in Children's Education	Teacher
Blanca Nubia Camargo Ortiz	Graduate in Children's Education	Teacher
Ruth Constanza Osorio Tiria	Graduate in Children's Education	Teacher
María Rangel Calderón	Graduate in Spanish And Communications	Teacher
María Elena González Villamil	Graduate in Primary Education	Teacher
Fabiola Ramirez	Graduate in Spanish And Communications	Teacher
Carmen Rosa Peña Contreras	Graduate in Educational Supervision	Teacher
Carlos Alberto Sierra Ramírez	Bachelor of Music	Teacher
Elda Rosa Cárdenas	Graduate in Spanish And Communications	Teacher
Maryury Xiomara Suárez Rojas	Business Administrator	Teacher
Nancy Aurora Maldonado Rolon	Graduate in Basic Education	Teacher
Luis Alfonso Rojas Pinto	Graduate in Primary Education	Teacher
Jorge Armando Villamizar Cote	Physical Education Degree	Teacher
Alonso Mantilla Ramirez	Graduate in Mathematics	Teacher
Carlos Enrique Torrado Patiño	Graduate in Philosophy	Teacher

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Fernenfi Wilches Villamizar	Graduate in Commerce	Teacher
Guillermo Espinosa	Physical Education Degree	Teacher
Carmen Alicia Mendoza Meneses	Graduate in Education Science	Teacher
Reynaldo Alberto Pinto Colmenares	Bachelor of Arts in Philosophy and Religious Sciences	Teacher
Martha Contreras Rios	Education Graduate, Specialist in Spanish, French	Teacher
Pedro Alonso Torrado Patiño	Foreign Language Degree	Teacher
Anyela Julieth Yañez Toloza	Foreign Language Degree	Teacher
Eliana Marcela Gutiérrez Ropero	Graduate in Biology	Teacher
Yenny Zulay Molina Ibarra	Computer Science Graduate	Teacher
Victor Manuel López Núñez	Systems Engineer	Teacher
Jairo Alexander Hernandez Casadiegos	Bachelor of Mathematics	Teacher
Rosa Toscano	Secundary School Graduated	Secretary
Inocencia Gutiérrez Jaimes	Secundary School Graduated	General Services Assistant

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CHAPTER 3 PEDAGOGICAL COMPONENT

Implementing Explanatory Videos as A Strategy to Improve Grammar Skills in Pandemic

Times in 9th-Grade Students at Nuestra Señora De Belén High School, In Salazar De Las Palmas,

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3.1. Introduction

In a globalized world the acquisition of a foreign language (FL) is a necessary process. For some people learning another language is a complex work for this, the use of several teaching strategies on the part of educators is essential to facilitate the student's learning growth. According to Safran (2013) "effective learning strategies improve language performance. Language learning strategies appear to be among the most important variables influencing performance in a second language".

When teaching it is fundamental that the educator uses strategies to develop the skill he or she wants to strengthen in his or her students, there are different ways to educate, which have has been changing over the course of history, in at first the tools to educate were only the chalk and the board, with the rise of new technologies and their incorporation into educational processes, the use of video as a teaching strategy stands out as Medina (2015) affirms "It is important to note that video is a means of transmitting information, which can be used as a strategy for teaching a foreign language, in this case we will call video to all that expression, information or communication expressed through a screen."

Due to the present health emergency Covid-19 in the world, educational institutions have had the need to employ virtual study methods. This is why using explanatory videos for teaching foreign language grammar is a useful and necessary strategy since learning grammar is essential for mastering a language, according to Zhang (2009) "It is exact to put grammar in the

foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language". On the other hand, for students, learning grammar on their own is a complex task, for this reason, this study intends to use explanatory videos as a strategy to strengthen the students' grammatical skills and thus make it easier for students to acquire the foreign language.

3.2. Problem

After applying a diagnosis from the observation conducted at Nuestra Señora de Belén institution for one week and after contacting the English teacher, the researcher identified the working methodology used with the 6th, 7th, 8th and 9th grade students during the time of the pandemic. Reading comprehension is the only contact that students in the area of English are having with the language, in addition, classes are taught mostly through teaching sheets. While it is true that reading helps students acquire new vocabulary, spelling and semantic categories of words, but it is necessary to reinforce different skills such as grammar, knowing that it is an important basis for learning the foreign language.

For these reasons the researcher aims at answering the following question to work on this situation presented at Nuestra Señora de Belén high school:

- How does the use of explanatory videos enhance the grammar skill in 9th-grade students?

3.3. Justification

When learning English at school, students and teachers have some expectations for the teaching and learning process. But it is tough that in primary school students do not receive a complete, effective and a deep accessory in the teaching process of English.

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During a week of observation, and in conversations with the supervisor in charge, it was presented that students in primary school did not have an English teacher who supports the learning process. Consequently, students reach secondary school without having a well-constructed base knowledge in English facing different difficulties regarding grammar structures and vocabulary.

On the other hand, teachers in secondary school in these pandemic times have focused the classes on providing lectures to enhance reading comprehension leaving aside the development of other linguistic components that due to the virtual way are impossible or too difficult to work on.

The previous information revealed that students in 9th grade at Nuestra Señora de Belén high school have problems with the implementation of writing competence most specifically in grammar production, due to the lack of practice during the classes and during pandemic times, for this reason, the pre-service teacher was challenged to improve this problem through the implementation of explanatory videos where students will receive a guidance to practice the grammar skill and in the same way acquiring more expressions and vocabulary implicitly.

3.4. Objectives

General Objective

• To enhance grammar skill and vocabulary through the use explanatory videos in 9th-grade students of Nuestra Señora de Belén high school

Specific objectives

• To encourage students in learning the grammar of the target language in a didactic way so that they can feel guided without being present in a classroom

• To increase students' vocabulary so that they can have a wide range of ideas to express

• To implement technological tools to raise the students' motivation on English learning.

3.4. Theoretical framework

To set out this project, it is essential to clarify some concepts and definitions that are related to keywords of this proposal such as grammar, vocabulary, video as a pedagogical tool.

GRAMMAR

In language learning, grammar plays a vital role due to it allows to express ideas using correctly structured sentences. According to Wilcox (2004) who defines grammar as "a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences", while he in his study cited the definition of grammar provided by The New Encyclopedia Britannica (2003) suggests that grammar, at its most basic level, comprises "rules of a language governing the sounds, words, sentences and other elements, as well as their combination and interpretation" Additionally, The system of the English language, according to The World Book Encyclopedia, "depends on three features: (1) word order, (2) inflection, and (3) function words" which one could study in a grammar textbook. So far, so good. This system of rules about how language works is the same system that Kolln (1999) refers to as "the grammar in our heads—our native competence" and also "the internalized system of rules that speakers of a language share".

VOCABULARY

According to Neuman & Dwyer (2009) vocabulary can be defined as "words that we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" on the other hand, Suyanto (2007) prepend a four-step process to teach vocabulary. Firstly, introducing: the teacher should mention the pronunciation of new words clearly and correctly by using pictures or realia. Secondly modeling: the teacher gives an example

as a model of new words. For example, the teacher introduces the word "sad", and then he shows a sad expression in front of the class. So, learners could imagine the word in real activity. Thirdly, practicing: the teacher must pronounce the words many times for students to repeat and remember them easily. This allows better memorization of the vocabulary that is being learned. And finally, applying: the teacher must create an interesting situation for the student to apply correctly the new words. He should make the students understand how to use and express the words according to the different situations.

VIDEO

The video is a technology linked to the television, since it was born as an auxiliary of the last one to be able to record and to store the programs. Medina (2015) as defined by Martinez (1999) states that video is considered a cultural hybrid that has managed to integrate trends from other media with multiple meanings, where the same word, video, is used to refer to the media, the camera for recording and recording, the home entertainment system, the support in the form of cassettes and the programs recorded in themselves. Additionally, Arch C. Luther (1999), believes that everyone knows that video is another word for deno--mining television, which has been an integral part of our society for over 40 years. News, information and entertainment are received through it; he concludes these words by stating that, from an engineering point of view, "video is the technology for the capture, recording, transmission, and electronic reproduction of images and moving figures. It is possible to emphasize that video, as Medina(2015) states, is the reproduction of images and sounds in movement through a technological means of communication; through it linguistic and non-linguistic signs are transmitted, it is part of the new technologies, for being a technological system of recording and reproduction of images with or without sound; sequences reproduced through

screens or other video players, it can be said that video goes beyond television, since the latter is only the audiovisual means of presenting images at a distance.

3.5. Literature Review

Before implementing this study there is one essential phase that is discussed here in this section which is the review of those studies that have guided this writing process to contribute to and support the research proposal. They are divided into two categories. Firstly, the importance of grammar in education. And secondly, the video as a teaching strategy.

THE IMPORTANCE OF GRAMMAR IN EDUCATION

Given the role that grammar plays in the teaching of a foreign language, it is necessary to know the importance of learning grammar in education. This is shown in the file of three studies, the first of which is: "The Importance of Grammar in Schools Today", by Russell Paul, published in 2017; the second one that is entitled: "The Role of Grammar in Improving Student's Writing", by the author Beverly Ann Chin, this article was published in 2005; And finally, the third one which has as its title: "La enseñanza de la Gramática en la Enseñanza Secundaria Obligatoria" by Benjamín Mantecón and Francisca Zaragoza in 1998.

First of all, some authors agree when they affirm that Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar, that is why to teach grammar English in institutional education is fundamental to students since effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write and read with greater competence and confidence.

On the other hand, grammatical competence is a sub-component of communicative competence, which specifically addresses mastery of the language code, moreover, researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. Finally, writing competence is a complex activity for many students, so teachers should focus on the grammatical concepts that are indispensable for the clear communication of meaning.

THE VIDEO AS A TEACHING STRATEGY

Multimedia requires planning for its incorporation into education, since its success depends not only on the attractiveness of the material, but also on the objectives for which it was designed. Many studies support this statement, in this section the author based on 3 studies such as: "El uso del video didáctico" an article published by the digital magazine for teaching professionals in 2011, the second study entitled: "Videos as a didactic strategy during the process of social science learning in students of the Instituto Superior Pedagógico de Puno del año 2008" published in 2008 by Balbina Churquipa Parqui; and finally a third study entitled "El video tutorial como herramienta de apoyo pedagógico" published by Yazmín González Castelán in 2017.

On the one hand, audiovisual media are curricular elements and have been evolutionarily incorporated into the educational context. And they are perceived as transmitters of information, and as elements of expression. In addition, video is a simple way of sharing information and that students can apply the knowledge it offers with the possibility of reviewing it as many times as necessary to achieve full knowledge and development of a skill, it is so important to stress that this learning strategy provides both auditory and visual information, thus keeping various communication channels open for student learning.

The use of video applied in educational institutions, apart from being a striking, innovative tool, with great expectations of motivation for students, also facilitates the construction of meaningful knowledge since it takes advantage of the communicative potential of various facts such as images, sounds and words to transmit a series of experiences that stimulate the senses and different learning styles in students.

Finally, the use of ICT in education is advancing every day, with firm steps referring to the approaches of new strategies that serve to develop the significant learning of students. However, this use of video as a tool for group and individual learning requires the teacher to make a guide that facilitates the study of the program, the aspects to which they should pay special attention, and the activities that are advisable to carry out after viewing the material.

3.6. Implementation Methodology

After two weeks observation and identifying the necessities of the school the author decided carried out the development of her project based on sending short explanatory videos, the videos' topic was coordinated by the supervising teacher in charge, those videos were sent weekly to 9th grade students via WhatsApp group. The 6 videos and the workshops shared were related to the use of the past simple. It is important to highlight that six workshops designed, each one of them were based on the methodology of the task-based learning approach (pre-while and post-task). In the same way, each workshop had different activities to be developed at each step according to the methodology.

The activities developed were consecutively the following:

In this first video, the practitioner made the explanation of the use of "was and were" in the affirmative form, she began with an introduction of what the verb translated and when it is used,

then she presented the structure with which it works the past tense with the verb "was and were",

then she differentiated the uses of the verb, that is, which subjects work with "was" and which with

"were", once the difference was made she gave examples of the structure using simple sentences

with different subjects so that the students would notice the uses.

Once the affirmative form was explained, the practitioner started the explanation of the

negative form, she started by describing when this form is used, then she presented the structure of

the negative form emphasizing the two forms of writing the negation, for example was not or wasn't,

then she gave examples with the same sentences used for the explanation of the affirmative form but

this time using the negation.

Finally, she ended the video by thanking the attention and suggesting that if there were any

doubts on the subject, they should let her know by internal message via WhatsApp. However, none

of the students indicated that they had any doubts.

On the other hand, the practitioner designed a workshop to evaluate the explained topic, in

the workshop there is initially a reading that includes the use of "was and were" in order to put in

context the students of the use of this time. Then the practitioner added 10 practical exercises for the

students to conjugate with "was or were" depending on the subject that used each sentence and

finally the practitioner added 10 exercises in which the students had to complete the sentences with

the use of the "wasn't or weren't" according to the subject presented. (Appendix 1)

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR
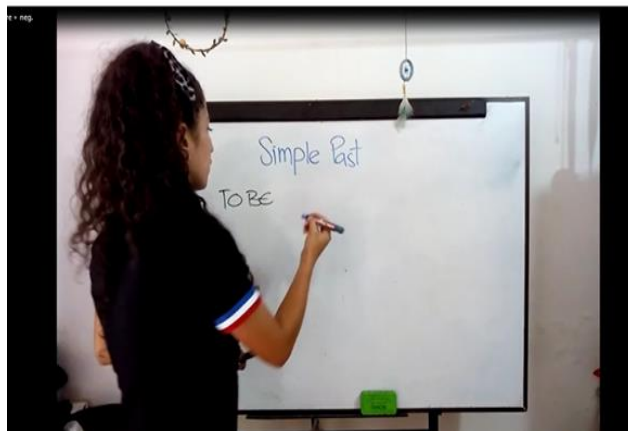
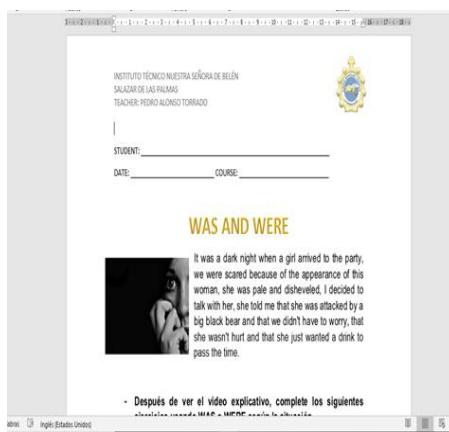*Figure 6: First Video Past Simple "was-were"*

Figure 7: Workshop "was-were"

In the second video, the practitioner explained the interrogative form of the verb "was and were", for this, she started by describing when this form is used and she gave the structure of the interrogative form emphasizing the subjects that work with the "was" and the subjects that work with the "were", then she gave examples with simple sentences, then the practitioner explained the short way to answer these questions.

As soon as she finished the explanation of the interrogative form, she presented the Wh questions with their respective translation and explained on which occasions it was used, as well she

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

explained the structure for asking questions with the Wh questions using the "was and were" and she gave some examples.

She finished her presentation thanking her for her attention and emphasizing that if there were any concerns or questions regarding the subject, they would let her know through a message via WhatsApp.

On the other hand, the practitioner designed a workshop to evaluate the topic, this workshop included a list of exercises that the students had to solve. In the first exercise the students had to complete certain interrogative sentences using "was or were" and in a second exercise the students had to relate two columns in order to answer some questions using the Wh questions. (Appendix 2)
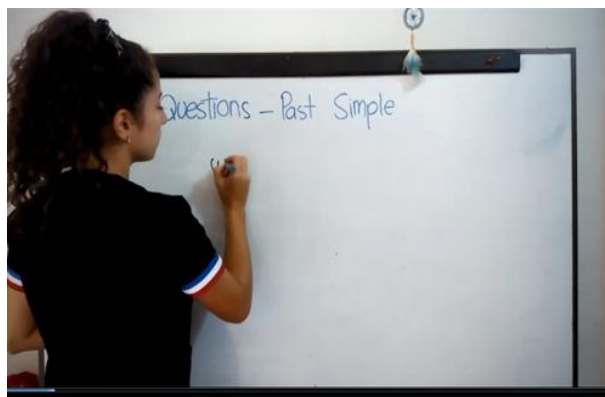
Figure 8: Second Video Past Simple "was-were interrogative form + Wh questions

Figure 9: Workshop "was-were interrogative form + Wh questions

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

In a third video the practitioner made the explanation of the past simple with the regular verbs, for this she started the video indicating the use of this tense, presented the structure of this tense and gave an example, in the example she underlined the ending "ed" of the verb, to give way to the explanation of the rules of conjugation. she made the explanation of the four rules of conjugation giving examples with several verbs.

She finished the video by highlighting the difference between regular and irregular verbs and she said that she was available to answer any questions from the students. With the video of the week, the practitioner sent the evaluable workshop which contained as a first exercise 10 sentences in which the students had to conjugate in past tense the verbs that appeared in parentheses and a second exercise that consisted of ordering the words to form a coherent sentence and identifying the verb to conjugate it in past tense according to the explained rules. (Appendix 3).

Figure 10: Third Video "Regular Verbs"

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Figure 11: Workshop "Regular Verbs"

In a fourth video, the practitioner explained the past simple with the irregular verbs. She began by emphasizing that there was no rule for conjugating these verbs and that they had to be learned by heart, then she presented the structure of this tense and clarified that it was exactly the same as the regular verbs, next, the practitioner presented a sentence using the past simple and in parallel she wrote the same sentence but in the present tense to emphasize how the verb changed in the past tense, likewise, she highlighted that it was totally wrong to apply the rules explained in the previous video with these irregular verbs. The intern ended the video by saying that with the week's work she would send a list of irregular verbs for the students to know and memorize.

On the other hand, the weekly workshop included three exercises, initially a text on which the students had to underline the verbs they found in simple past, then as a second exercise, the students had to answer some questions related to the text and finally, in the third exercise the students had to write the past tense of the verb that appeared between parenthesis. (Appendix 4).

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Figure 12: Fourth Video "Irregular Verbs"

Figure 13: Workshop "Irregular Verbs"

In a fifth video the pre-service teacher explained the negative form of the past simple, in this video initially she greeted the students, then she explained the topic presenting the structure of this time, she showed examples emphasizing the auxiliary verb used in this tense, once the topic was explained, she said goodbye to the students and thanked them for their attention.

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For the evaluation of this topic, the practitioner sent the students a workshop consisting of two exercises, in the first one the students had to change the sentences presented in present simple to past simple in the negative form and in a second exercise the students had to write freely 10 sentences using this same time. (Appendix 5).
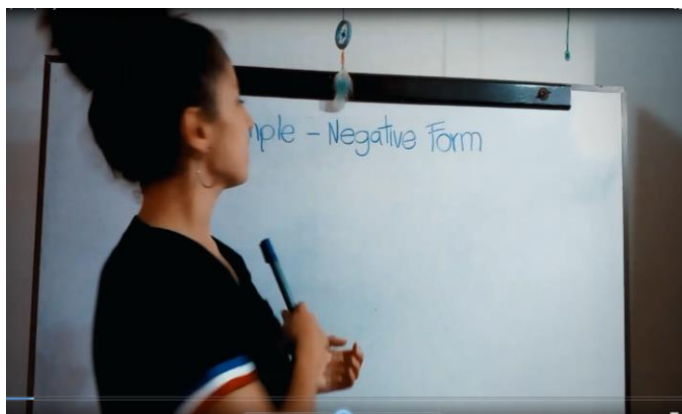

Figure 14: Fifth Video "Past Simple- Negative Form"

Figure 15: Workshop " Negative Forme"

Finally, a final video sent by the practitioner included the past simple subject with the interrogative form, in this video the practitioner explained the topic using simple sentences for the students to understand correctly, she made special emphasis on the auxiliary verb used in this form and how the main verb of the sentence should go.

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In addition, the teacher sent a workshop that included a list of 15 sentences, which the students had to transform into a question in the simple past tense and a second exercise where the students had to describe their weekend using all the tenses learned during the fourth period. (Appendix 6).
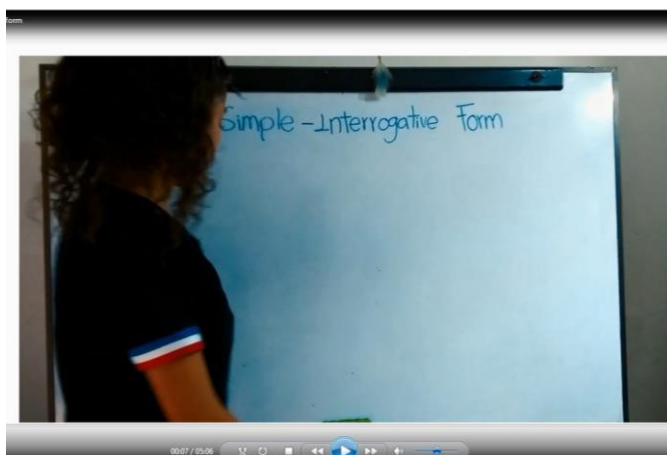

Figure 16: Sixth Video "Interrogative Form"

Figure 17: Workshop "Interrogative Form"

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To finish the practice process and in order to evaluate what was learned during the period, the intern designed the final exam for the ninth-grade students, this included 7 exercises of 5 points each, covering the topics worked on during the school period. (Appendix 7)

Figure 18: Final Exam

3.7. Research methodology

The methodology is part of the research procedure (scientific method) which follows the set of knowledge and disciplines needed to prepare the study and allows systematizing the methods and techniques needed to carry it out. In accordance with this, this section discusses the type of research that the researcher used during the execution of the project and describes the design that was followed to complete the study.

This project adopted a qualitative study because the purpose and research question are set to better understand the participants, and it also considers a phenomenon of educational interest because it can benefit both teachers and students.

In the same way, this project seeks to answer general questions that will vary according to the participants, as their point of view gave the research project diverse and more detailed information.

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The project was developed with an action research design, according to Mills (2011) cited by Creswell (2012) "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning".

This design fits to be used while implementing explanatory videos as a pedagogical tool pandemic times, since it aims at improving a part of the education process concerning the teaching and learning procedures, additionally to provide new teaching strategies in the high school. moreover, Action Research allows educators to reflect on their own practices arriving at the point of looking for new strategies to learn and teach English in this case.

In the record of these videos the practitioner appeared next to a white board of school in which she will carry out the explanation of the topic, this way, the students could feel in their habitual environment of a classroom and this way distractions were avoided at the moment of being seen. Likewise, it is important to highlight that in conjunction with the explanatory videos that the practitioner developed, a pedagogical workshop was designed following the method of task-based learning like it was mentioned previously, that according to Willis (1998) stated that Task-Based Learning (TBL) is a design of communicative tasks to be developed in the target language. TBL aims to the use of authentic language and to ask students to carry out meaningful tasks by using the target language (p. 173). This method may help the learners by placing them in a situation like in the real world.

In the TBL approach, the main focus is the authentic use of language for genuine communication. Furthermore, these workshops were sequenced so that the student understands the subject perfectly and also, the practitioner knows the student's teaching process.

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TBL is developed through three stages: Pre-task, Task-cycle, and Post-task. In the first one, the teacher remembers the previous knowledge of the students and offers them helpful words that might be required in the context of the assignment. The teacher aids them in recognizing the task directions. Students perform real-world activities with the teacher's guidance in the second stage, the Task-cycle. This stage is divided into three sub-stages: task, planning, and reporting, in which students develop the task, plan the presentation of the work outcome and present a report to their classmates. Finally, during the Post–task stage, language forms used during task development are the focus.

3.8. Proposal Implementation Time Table

The topics stablished by the supervisor were the following shown in the table:

Table 4: Schedule of Activities

Schedule of Activities	
Week number	**Activity**
WEEK 1	Diagnostic information of the institution
WEEK 2	Exams, reading comprehension workshop
WEEK 3	Video past simple was-were affirmative and negative form + workshop
WEEK 4	Video past simple was-were interrogative, short answers + workshop
WEEK 5	Video past simple, regular verbs affirmative form + workshop
WEEK 6	Videos past simple, irregular verbs + list of verbs
WEEK 7	Videos past simple negative form + workshop
WEEK 8	Videos past simple interrogative form, short answers + workshop
WEEK 9	Survey
WEEK 10	video present perfect affirmative form + workshop
WEEK 11	Video present perfect negative form + workshop
WEEK 12	Video present perfect interrogative form + short answers + workshop
WEEK 13	Video to have Vs have got + workshop
WEEK 14	Final Survey

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

3.9. Data Collection Techniques and Instruments

In order to give credibility to this project, answer the research question and support the study, three instruments were used to collect data.

Firstly, a survey was applied to 10 the participants (9th grade students), which is a data collection technique that is carried out by applying a questionnaire to a sample of individuals. The surveys provide information on participants' opinions, attitudes and behaviors in relation to their knowledge of grammar and their level of this skill. According to Creswell "A questionnaire is a form used in survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information" (2002, p. 382). (Appendix 8)

In general terms the students answered the surveys through a phone call made by the researcher, these calls had a maximum time of 10 minutes, the students answered 7 questions related to the project applied by the practitioner. The answers given by the students help to answer the research question since the students agreed that the great majority have improved their written production thanks to the explanations given by the practitioner in her videos. (Appendix 9)

A second instrument is the document analysis was used to know the learning process of the students once the implementation of the project has started, in addition, the document were studied rigorously, limiting itself to what it says, clarifying allusions or insinuations, showing the gaps, silences or distortions of the document, and showing what ideology the author refers to, with the aim of answering the research questions.

When analyzing the documents worked on during the period and a final exam, the practitioner can roughly say that the methodology applied in relation to the use of the videos for the

explanation of the topics was appropriate since the students' grades were good, few were the students who had a low score during the period.

Finally, a third instrument based on journals the exercise of reflection allows pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event and allows the researcher to keep the essential entries of the students' perspectives during exploration of the phenomenon.

Richards and Lockhart (2007) stated:

"A journal is a teacher or a student teacher's written response to teaching events".

It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool which allows studying and analyzing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.

2. Questions or observations about problems that occur in teaching.

3. Descriptions of significant aspects of lessons or school events.

4. Ideas for future analysis or reminders of things to take action on

In the narratives described in the journal, the practitioner related her practice process emphasizing the work done weekly, in these narratives the practitioner was initially concerned because of the lack of importance that students gave to the delivery of work on time, but fortunately over the course of the period most students presented their work showing good achievement.

3.10. Data Analysis

To analyze data, it is important to consider the type of data this proposal gathers, which is qualitative. For this reason, some steps were followed to organize and interpret the data. According to Hatch (2002) "Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories". The Analysis of the data gathered to allow the researcher to understand and interpreted the phenomenon being studied.

Therefore, this project adopted an inductive method. According Hatch (2002) inductive data analysis is a search for patterns of meaning in data so that general statements about phenomena under investigation can be made. The inductive analysis begins with an examination of the particulars within data, moves to "looking for patterns across individual observations, then arguing for those patterns as having the status of general explanatory statements "(Potter, 1996, p. 151)

This type of analysis proposes nine steps listed as follows:

1. Read the data and identify frames of analysis

2. Create domains based on semantic relationships discovered within frames of analysis

3. Identify salient domains, assign them a code, and put others aside

4. Reread data, refining salient domains and keeping a record of where relationships are found in the data

5. Decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains

6. Complete an analysis within domains

7. Search for themes across domains

8. Create a master outline expressing relationships within and among domains

9. Select data excerpts to support the elements of your outline

3.11. Population

The participants taken into account in this study were the students from 9th grade at Nuestra Señora de Belén high school whose ages range from 13 to 15 years old. Regarding their selection, it is suitable to adopt simple random sampling proposed by Creswell (2002): "Simple random sampling intends to choose individuals to be sampled who represents the population." This procedure aims to choose students voluntarily in order to study their progress.

3.12. Chronogram

Table 5: Chronogram

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	WEEKS															
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Socialization of the proposal																
Development of the schedule																
Document analysis																
Survey																
Data analysis																
Findings socialization																

3.13. Ethical Considerations

The researcher guaranteed the protection of the rights of the participants. First, the participants were not affected by the research results and their integrity was respected. In addition, it was taken into account that all misleading information must be avoided, as well as the representation of the results of the primary data in a biased way.

Second, before the study began, parents of participating students received an informed consent letter where they allowed their children to be part of this study. (Appendix 10)

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Their privacy, anonymity and confidentiality were guaranteed by assigning pseudonyms to the participants. Third, the investigator and participants in this study received no financial benefit. Honesty and transparency during the research process were the key features in this research.

3.14. Findings

After analyzing the data with the help of the 3 instruments used, it emerged three main categories: a). Use of videos, b). Grammar, and c). Vocabulary. From these categories were found some subcategories, this information was taken by the three instruments analyzed, the documents, the survey and the journal.

Use of Videos

According to Marques (2003) the educational video, also called didactic video is the one used to develop different pedagogical functions; of which it is possible to emphasize in its use in the registry of steps to learn a skill, the registry of natural phenomena, registry of documentaries, the school news, the ethological observation (it allows to know forms of habitat) and the registry of the learning evolution. For this reason, this category is emphasized in this research project since the data found in the analysis of the instruments highlighted that most participants agree that the use of explanatory videos for teaching English was an appropriate educational strategy because thanks to this, participants could have a better understanding of the subject, they categorized the video as a guide to follow for the realization of their workshops because they were clear and accurate in the subject presented.

On the other hand, the participants saw the videos as a different way of having classes since due to the health emergency by the Covid-19 the participants only receive classes from explanatory guides, according to the voices of the participants in the surveys, "the use of the videos was a creative

way, this way they were leaving the routine of their new methodology of virtual classes". (P10, survey 8)

Grammar

As stated by Wang (2010) Grammar, as a set of rules for choosing words and putting words together to make sense, plays a significant role in language teaching. Without grammar, language does not exist. Also, it is difficult for students to speak English well without learning English grammar. So, in the formal education, it is inevitable for teachers who teach foreign languages to teach grammar. Taking into account this project, it is of vital importance to highlight that all the participants agree that they liked the competence chosen by the teacher (grammar) since it is one of the most important for learning the language, additionally, thanks to the use of videos focused on grammar skills, their written production has improved, participants justified that they learned better the structure of the simple past tense, as it was mentioned by some participants in the survey, "now I write short sentences" (P3, survey 6).

Vocabulary

Wilkins (1972) stated that " while without grammar one can express very few things, without vocabulary nothing can be transmitted". In the case of this project, the vocabulary was taught from the examples given in the explanatory videos and through the workshops that the participants had to develop, for that reason in the survey carried out all the participants affirmed to the question of if they had learned new vocabulary in the course of the school period with the accomplishment of the project on the part of the pre-service teacher.

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3.15. Conclusions

The main purpose of this action research was to enhance grammar skills by using short explanatory videos with 9th graders at Nuestra Señora de Belen high school in pandemic times. and to get this objective, there were established three specific objectives, when it comes to the first specific objective: "To encourage students in learning the grammar of the target language in a didactic way so that they can feel guided without being present in a classroom" Although the topic raised at the beginning of the project could not be completed due to the short time, with the work done it was demonstrated that the videos are an innovative, creative and excellent strategy to teach grammar in a didactic way since the students had them as a guide to develop their workshops.

Additionally, another objective was related to increase students' vocabulary so that they can have a wide range of ideas to express. This aspect was accomplished as it was evidenced on the grades obtained by the students in their final exam since they had to write an event from the past, using the topics learned, at this point the students used new vocabulary that had been presented during the period in the videos and workshops.

In terms of the objective related to implement technological tools to raise the students' motivation on English learning. It was evident that this objective was met thanks to the strategy used by the pre-service teacher, the use of videos as a pedagogical tool was well received by students as it was a way to get out of the routine of virtual classes conducted on workshops, with this strategy students were more committed to the delivery of work and thus stimulated motivation.

3.16. Recommendations

As a recommendation for future research, it is important to take advantage of the time when planning and developing these kinds of strategies, being organized and keeping students motivated with new and different daily activities are key aspects.

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In addition, many tools need to be used to facilitate data analysis. For example, the use of interviews or questionnaires before and after the application to know the suggestions, preferences and level of the students at the beginning of the practice process, to corroborate the improvements with the application of the project.

Finally, when evaluating written productions, it is necessary to use a detailed rubric that describes and completely delimits the criteria to be analyzed in order to make the rating much fairer.

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4. CHAPTER II: RESEARCH COMPONENT

The Formation of Reflective Spirit in PLEX Practice Teachers, Training Tool to Qualify

Pedagogical Practice

4.1.Introduction

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

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

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

4.2.Justification

The formulation of this project in the context of the Integral Practice of the students of Languages, is inscribed in the professional conception of the practice as a spearhead to improve the educational processes in the application centers where the PRADO is executed. It is considered that to grant importance to the role of the reflection in the process of teaching is the first step to understand the difficulties of the profession, the own performances and to be interested in the

knowledge of the models and approaches to take care of a problematic situation and to establish an analytical glance on the fact.

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

4.3. Statement of the Problem

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

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

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

How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?

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

4.4. Objectives

General Objective:

- To implement the reflection as a transforming tool of the pedagogical processes of the

integral practice.

- To promote in Students-Practitioners the development of a critical spirit that allows them

to analyze their pedagogical work.

Specific Objectives:

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and

presents proposals and alternative solutions to problems presented in their pedagogical

practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and

insert themselves effectively in the institution.

- To identify and to analyze the strategies that the student uses in his / her pedagogical

practice.

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

- To analyze one's own beliefs about the work of teachers and students.

4.4. Theoretical Framework

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

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. In addition, he/she has the responsibility of his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develops his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands to not only organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

-The Reflection

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

-Reflection as a process

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

The stages of the process of reflection as a process is evident in the following scheme:
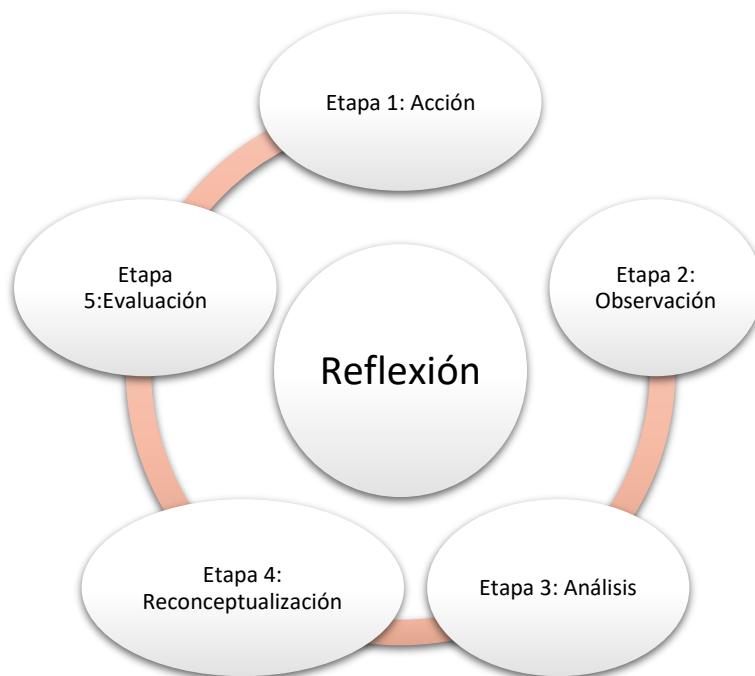
Figure 19: Process of Reflection

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

-Reflection as a theme

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

- The Reflective Practice

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

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

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

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

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

On a second level, reflection carries on the budgets implicit in specific classroom practices. The consequences of the adopted strategies, of the curricula, the SE practices are then analyzed. The choice is made to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to the institutional reality and the contexts.

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

- Pedagogical Practice

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

- Academic Practice

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

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- Social Efficiency practice.

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

This is the way technical rationality proceeds.

Development

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

Social Reconstruction.

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

Generic

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

Activators of Reflection

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

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-Critical Element of Reflective Thinking

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

These authors established some knowledge classification categories

1. Content knowledge

2. General pedagogical knowledge

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

4. Teaching knowledge and own professional configuration

5. Knowledge of the students and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, axiological

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

4.5. Methodology

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

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

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

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

-Reflection workshops

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

It is important to highlight that the virtual reflection workshops were held to know different opinions and perceptions of the pre-service teachers regarding the practice. In this space, different ideas were shared on topics such as difficulties encountered, challenges encountered, strategies to implement in class, special cases happening with students such as frauds in the delivery of works, failure to deliver work, difficulty in communicating with students who do not have constant internet access among others. On the other hand, the practitioner participated answering some on line surveys order to know the process and the evolution in the practical development. (Appendix 11)

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Objectives

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

- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.

- Qualify, facilitate and insert themselves effectively in the educational center.

Self-observation sheet

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

In this part, with the help of the student practitioners, an analysis of a first self-observation card was made in order to establish an original card. Once the card was edited, the student practitioners had to evaluate themselves by answering certain items related to the teaching process in which we had to evaluate some important aspects when teaching English in a virtual way. Actually, these questions helped me to appreciate if I was doing a good job with the students and if I was having a contact with them. (Appendix 12)

Narrative

The exercise of reflection allowed the student to express herself about her work from the narrative of his experience as a way of giving meaning to the everyday life of the teacher.

The main objective for this aspect was to identify and to analyze the strategies that the student uses in her pedagogical practice and relate their experience by way of reflection, describing how

they went through her practice process, having some relevant aspects in the four components. A total of 8 reflections were presented throughout the practice process. (Appendix 13)

Context

The city of Pamplona, founded in 1549, is the oldest city in the department *of Norte de Santander*. This city is located in the valley of the *Espiritu Santo* in the *Andes* of Colombia. Founder of cities in the time of the colonies, this city has been throughout history the center of confluence and religious influence. Furthermore, Pamplona sheltered a lot of religious communities among which are: *la Comunidad de Franciscans, las hermanas clarisas; los Hermanos de San juan de Dios, la Compañía de Jesús, la Comunidad la sallista*. Likewise, female communities: *Hermanas de la presentación, Hermanas bethlemitas,* entre otras. The concurrence of these communities in the city brought in the foundation of educative institutions with projection of their values and beliefs. In this geographic context where the study is located, the school is the agency in which the scholar actors are involved: foreign language program practitioners.

The school is taken like a specific educative community that in this role is responsible for the institutional education, it means this is the place where education takes place, where it is finished and organized.
Nowadays, the school is considered as the form of life of the community, that is to say, the school shows up all the learning and values that are considered necessary in the community. These contents lead the students to use and improve their capacities for their benefit and society as well.

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At the school, we always find several basic elements that intervene that are the case of teachers and students whose actions and behaviors belong to a socio-cultural order which serves as a basis for the school organization.

The school is an organ dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

The school as an educational institution fulfills specific functions within which they stand out:

Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes or skills, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all the processes of socialization, in which the members of the school participate.

Instructional Function

The educational function uses two functions, the improvement of the spontaneous processes of socialization, to guarantee the formation of human capital, which is required by the functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

-Educational Function

The educational function requires a community of life, of democratic participation, of intellectual search for dialogue and learning. An educational community that breaks down the

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rational barriers between school and society, a space of culture where the concepts, technical tools

and codes of human culture are learned. As a consequence of the active participation in the exchange

of meanings, desires and behaviors with peers and adults Vizcaino, 2010).

4.6. Population

The total population of the present study is constituted by 53 students of the tenth semester,

practitioners of the Program of Foreign Languages English French of the University of Pamplona.

-The direct beneficiary population:

Teachers in training

Supervisory Teachers

Student community of the centers of implementation of the Integral Practice

-The indirect population benefited:

It is composed of the teaching community of the Foreign Languages Program,

the results will re-feed the vision of the Program's agents on their practices

Integral Practice Group

-Institutional dependencies articulated to the Project

- Foreign Language Program

- Department of Languages and Communication

- Faculty of Education

-External institutions linked to the Project

- Colegio José Antonio Galán

- Colegio Brighton
- Colegio La Presentación
- Normal Superior de Pamplona
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Instituto Técnico Nuestra Señora de Belén

4.7. General Chronogram of The Project

Table 6: General Chronogram of the Project

ATAGES AND ACTIVITIES	AUGUST — MONTH 1 WEEK				SEPTEMBER — MONTH 2 WEEK				OCTOBER — MONTH 3 WEEK			
		I	II	V		I	II	V		I	II	V
Project Formulation				■	■							
Socialization					■							
Implementation						■	■	■	■	■	■	■
Application of instruments						■	■	■	■	■	■	■

ACTIVITY	NOVEMBER — MONTH 4 WEEK				DECEMBER — MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	V		I	II	V		I	II	V
Implementation	■	■	■	■								
Application of instruments	■	■	■	■								
Data Analysis					■	■						
Results' socialization						■	■					

4.8. Conclusion

In the process of practice will always represent a challenge for the student practitioner, there

will be cases in which the practitioner will not know how to react and that is why they must be

reflected on whether they are good or bad, hence the idea of reflection to have a critical eye on the work being done in order to improve their possible shortcomings.

Reflection is a very important tool in the teaching-learning process, with it we can review the different aspects to improve as future teachers. In education, reflection becomes an essential for the teacher's role since it allows her to know how she teaches and what she teaches. As the teacher becomes integrated to the real context, numerous challenges arise that must be solved.

Challenges such as attempts at copying or fraud in the delivery of work, delays in the delivery of workshops, the needs of students, the pace of learning, among others. This is where reflection comes into play because from these experiences, the teacher begins to seek solutions to all the challenges that are presented.

Additionally, reflection helps the teacher to know her rhythm and style of work, allowing her to be an innovative teacher in the classroom and above all, dynamic even when working in the virtual methodology for which the institution is not completely prepared.

It is important to mention that the purpose of the narration is mainly focused on providing the teacher with a space to express and share her experiences as she develops her teaching practice. These narrations were conducted and delivered weekly by email, as established by the practice coordinators). This instrument allowed the teacher to reflect on the development of the practice on a day-to-day basis, emphasizing the most outstanding personal and professional aspects or those outside the routine.

Finally, self-observation and virtual meetings were spaces where students described their experiences in this way, all participants felt in the same situation as they noticed they had problems or cases in common to which teachers and classmates possibly gave them alternative solutions.

5. CHAPTER III: OUTREACH COMPONENT

English Language Awareness in Primary Schools in The City of Pamplona

5.1. Presentation

The reader will find in reading this proposal a double objective: to organize in a project the social impact of the Language Program from the implementation of the component of extension to the community of the Integral practice, and to sensitize students of the basic elementary school to the basic fundamentals of the foreign language, English.

In the first instance, the justification, the objectives of the project, its characterization and the lines of contribution to which it contributes are presented.

Next, the theoretical framework that guides the proposal is presented, as well as the population that will be benefited, the chronogram and the budget estimation table that will be filled in by each participant.

5.2. Introduction

Participating in world policies in the academic, cultural and economic spheres, motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions for the personal and social development of the country.

In order to promote the learning of English in Colombia and to make Colombians more competitive citizens, the Ministry of National Education launched in 2004 its bilingualism policy, whose main objective is "to have citizens capable of communicating in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the

global economy and in cultural openness " Thus, this Ministry has been implementing a wide variety of strategies at the different levels of education with a view to fulfilling this goal, a clear example of which is the creation of quality standards for English for basic 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 throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

With respect to elementary school, the National Government is seeking to expand the coverage of English language instruction to boys and girls, since many of these educational institutions sometimes do not have an English teacher to guide teaching and learning processes and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona of Colombia in its character of public institution forming of trainers and more specifically the Program of Degree in Foreign Languages English - French, has approached the reality that faces the elementary school of the city of Pamplona with regard to the National Policy of Bilingualism; many of the educational institutions of this city do not count on English teacher to take care of the necessities of formation of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to attend to the training needs in English of the elementary school children in the city of Pamplona and to integrate the training in foreign languages of the students of the Degree Program in Foreign Languages English - French to the educational reality of this sector in order to

try to diminish the gap that is generated between the public school and the private one in the area of foreign language.

The governmental policies identify the problem, however the attention of the same ones is not filled with normativity, it is necessary effective support, for the concrete case, trainers in the area of foreign languages, so that the results of the examinations, the tests and the results of our students are in agreement with the proposals of Colombia the most educated.

5.3. Justification

The learning and acquisition of a foreign language, allows us to be in the vanguard of our own needs that today's world demands. That is why it is necessary to implement this process and work on it from the beginning of the children's schooling so that at the end of their basic education cycle they have the foundations that will allow them to continue this learning in secondary, vocational and higher education, so that more people are trained in this area.

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

The realization of this project is highly and mutually beneficial to the institutions and the student population of the city of Pamplona, as well as to the Foreign Language Program and the students who develop their integral practice. This benefit is reflected in the possibility that elementary school children have contact with the foreign language and, in turn, students who are

completing their university education, so that they are aware of the realities and educational needs of the environment and can thus contribute, intervening in processes that impact on the improvement of these needs.

5.4. Objectives

General Objectives

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

- To attend to the training needs in English of the elementary school children in a Salazar de las Palmas school.

- To integrate the training in foreign languages of the students of the English-French Foreign Language Degree Program into the educational reality of teaching English in the elementary school of Salazar de las Palmas.

Specific Objectives.

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

- Familiarize the child of the elementary school of Salazar de las Palmas with fundamental knowledge of English.

- Involve the students of the Bachelor of Foreign Languages English - French program in the process of teaching English in the elementary school of the Salazar de las Palmas

- To articulate the training of the students of the English-French Bachelor of Foreign Languages Program with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

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-Project Typology

This is a training project, disciplinary in the area of curriculum, open to institutions in which the practice is performed and offer basic primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX degree to the Pamplona community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

-Contribution Lines

- Contribution to academic training in the area of foreign languages.

- Citizenship training (attention to problems in the educational environment to reduce the inequity of the educational system)

- Outreach to the school community at the university and program level.

5.5. Theoretical Framework

International Language Policies

"UNESCO has been concerned for several years about the role of languages in the global context. At its 1999 general conference it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and attention to the particular needs of culturally and linguistically distinct

communities, can only be met through multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages are not only means of communication, but they represent the true factory of cultural expressions; they are carriers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to global communication and information exchange. To achieve this, UNESCO suggests encouraging multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible media, of written and visual materials in order to promote the circulation of ideas and artistic works".

According to Lima M, (2006), "The learning of foreign languages is currently an unavoidable necessity, but so is the learning of the cultures they represent. Languages constitute the spirit and the conscience of the people, the poet points out; they are the best instrument for the access to other cultures, to other histories, to other ways of seeing and understanding the world; they erase the distances and they also bring us closer to science and technology". All types of learning are vitally important for human sociability as the learning of a foreign language or several languages focuses the professional and personal life of an individual, allowing him/her to be successful and fruitful in his/her work and knowledge.

-National Bilingualism Program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating English as a foreign language, through the national bilingualism

program launched in 2004 with three specific lines of work: basic primary, secondary, and higher education institutions, education for work and human development programs; ethno-education; and flexible education models. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

-Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context in which the individual is located. Therefore, according to how another language, different from the native one, is used, these languages are considered second or foreign languages. MEN (2006)

-Teaching English In Primary School

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which multiple variables of a cognitive and affective nature inherent to the individual intervene, as well as factors inherent to the socio-cultural and educational context, such as the curriculum, the methodology used and the training and updating of the foreign language teacher, among others". In such a way, the importance of reaching the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) or SL and how this process relates to the mother tongue". From the previous writing Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a differentiation between the terms acquisition and learning in relation to the LE. "language acquisition is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves consciously learn the rules of the language"

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"This distinction has been questioned because it is complex to delimit both terms which are part of a continuous process between the unconscious and the conscious (Richard-Amato 1996)".The authors raise their point of view with respect to the topic and differ "that for effects of this dissertation, the terms learning and acquiring indistinctly because LE can be acquired by means of playful activities in an inductive and natural way that also implies learning processes". "It is important to highlight, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach to language are relevant to the process of LE acquisition in children and support the Total Physical Response (TPR) method proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires language in three stages:

Pre-production. is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is recommended to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. One or two words and/or phrases begin to be produced. It is recommended to focus on the meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve fluency in the foreign language.

To support the above mentioned about the process of acquisition of an LE it can be said that according to Berko and Bernstein (1999), Quoted by Yesser A & Chacon C, (2011) "The ability of children to learn, understand, discover and formulate communicative forms in a foreign language

lies mainly in the need to establish new social approaches" (p. 467). Consequently, children build through language meanings of the world around them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, the learning of LE must start from the previous knowledge and the schemes of the mother tongue since the representations developed in previous learning and previous experiences constitute the scaffolding to build through LE, new mental schemes or to extend the already existing ones".

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that "from the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who is generally more likely to block the affective moment of expressing himself in another language". "From the previous approaches, it is clear that age is a factor that affects the learning of English as an LE, particularly in the acquisition of pronunciation. That is to say, the smaller age, greater is the probability of the boy or girl to develop the pronunciation of a native".

-Why learn FL in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who state "that there are different types of reasons that justify learning a foreign language in school. They point out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin foreign language study in school tend to perform more positively than others.

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- Children show not only a special ability to imitate colloquial sounds and expressions but also a great flexibility, spontaneity and daring that surpasses those of young people and adults.

- Children not only tend not to be afraid of making mistakes but often acquire and transmit meaning through gestures and pantomime.

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

By way of synthesis, it is stated that the human learning process is a function of experiences with the environment in which it 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 learning takes place through observation and listening to sounds that place the main attention on the senses of each individual. Emphasizing that the process of the cognition from the mental processes directs and takes to good term a significant learning in boys and girls who are in the beginning of learnings especially of a FL.

5.6. Subproject:

Implementing Games to Enhance English in Primary School in 5th Grade of Nuestra Señora de Belén High School in Salazar de las Palmas

5.7. School context

The scenario where this component will be implemented is Nuestra Señora de Belén High School from Salazar de las Palmas, North of Santander which is situated in the neighborhood "El Volante"

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR
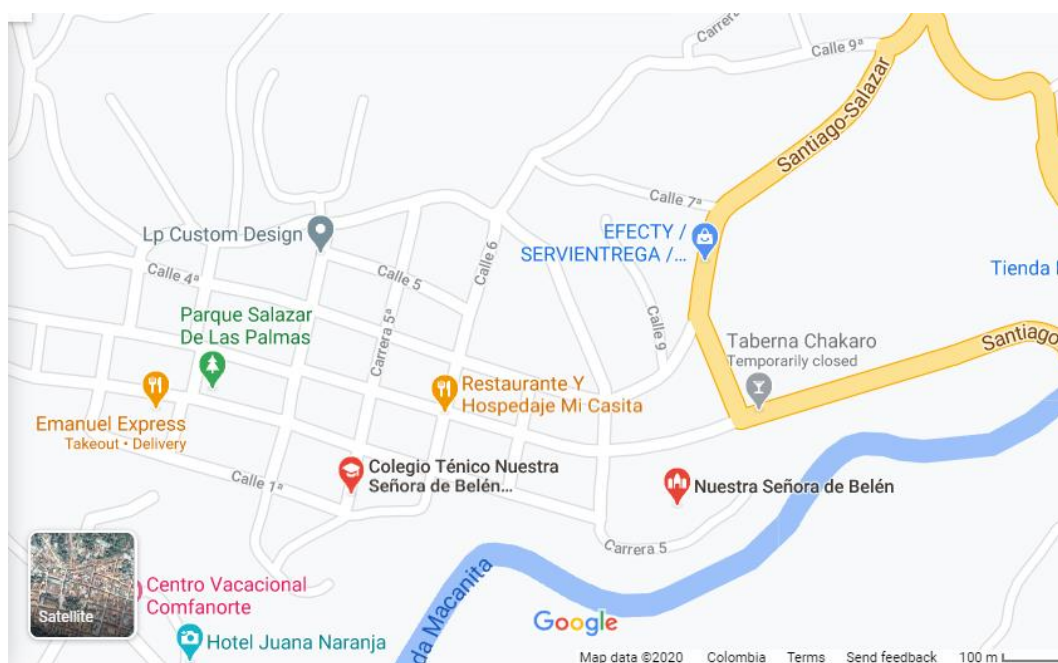
Figure 20: Location of the institution

5.8. Methodology

In the first week of diagnosis, the researcher contacted the teacher in charge of the primary grade in order to know the working methodology used by her in the middle of the health emergency due to the COVID-19. The teacher only works with pedagogical cards since most of her students do not have access to the internet.

Once the situation was known, the author proposed to implement games as a pedagogical tool for learning vocabulary in 5th grade, it could be applied with pedagogical cards. Since Halliwell (1992) argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability."

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On the other hand, Vernon (2009) argued that games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children to which consolidates their learning of new words.

The work with the students has been asynchronous, every Wednesday the students take the day for the English area, for this reason, every Wednesday the pre-service teacher sends to the groups of 5ths grade the workshop that the students must develop and they have all the day long to solve it and to send it to the practitioner. The project being carried out with two fifth grade curses, focusing on the implementation of games, it is one of the best tools in order to promote the English learning.

5.9. Schedule

The following table shows the schedule of the reeducation teacher in the elementary courses.

Table 7: Schedule of Activities

Activities	Description of the activities										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
A.	X										
B.			X								
C.				X							
D.						X					
E.							X				
F.									X		

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

G.											
H.											
I.											
J											
K											
L											

Table 8: Description of the Activities

Activities	Description of the activities
A.	Recognition and contact with the population
B.	Exams
C.	Greetings & farewells
D.	Daily routine
E.	The Clothes
F.	The Family
G.	The Colors
H.	The Animals
I	Means of transports
J	My House
K	Food
L	Weather

According to what was initially planned in the schedule of activities, the progress of the programmed topics has not been significant since when starting with the project based on games for learning vocabulary in 5th grade students there were certain difficulties as the students were in the

week of exams, a week later they had to present leveling so the first workshop sent to the students was shared the third week after having presented the proposal of the project. The following week, the teachers in charge of the course told me that they were in stoppage and for this reason, the second workshop was postponed for a week. Additionally, the guide for the following week which is already done. The topics worked were greetings and farewells (Appendix 14), in this workshop the students had to search in the alphabet soup for vocabulary related to greetings and farewells, they were in the alphabet soup 7 words that students had to find; daily activities (Appendix 15), which was the second workshop in which the students had to place the words related to the activities of the daily routine that were descripted. The clothes (Appendix 16) corresponding to the third workshop, in this workshop, students had to relate the image of the clothes to the corresponding vocabulary. And as a fourth workshop the students learned the vocabulary of the family, in this workshop was presented the Simpson's family tree as a way of example, in a second page the students had to completed with their personal family tree. (Appendix 17)

Beneficiary Population

The population involved in this project is "primary course" of 5th grade from the Nuestra Señora de Belén high school

Indirected Beneficiary Population

• Foreign languages program

• Academic community of Pamplona

Institutional Dependencies Articulated to The Project

Nuestra Señora de Belén high school

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

5.10 Conclusion

Unfortunately, the schedule of activities initially proposed could not be completed due to lack of time and problems that arose in the course of the period which delayed the implementation of the proposed guidelines.

However, Learning English in primary school is a necessity and a challenge since in these public institutions English is not a subject that is given the attention it requires, the teachers in charge of these courses do not have extensive knowledge of the language and do not offer students the level they require.

As a pre-service Teacher the practitioner tried to use with the students different and innovative strategies, with the development of this project the children learned by playing and having fun. This strategy gathers those features to transmit to students the desire of learning a foreign language. It is recommended that children do not focus on grammar or structures but they acquire these skills unconsciously by playing.

On the other hand, this project contributes to the projection of the foreign language program since it is presented as an innovative resource for the teachers in charge of the first semesters to apply it in their classes and in this way the initial students feel attracted by the language and have strategies to apply as future teachers from their first semesters since these classes are different and fun and will hardly be forgotten by the students.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

6. CHAPTER IV – ADMINISTRATIVE COMPONENT

6.1.Introduction

The administrative component involves the pre-service teacher as part of the community being responsible and aware of their work at the facility, corresponding to extracurricular activities. In addition, being part of the institution will give the trainee teachers some experience in dealing with a real teaching context by assuming the full role of a teacher. In this case, the trainee will have the opportunity to feel the profession in its entirety. Therefore, this experience can surely help when we face our jobs as teachers.

However, it is important to emphasize that due to the COVID-19 the educational institution suspended this type of activities from its schedule of activities since it is complex to carry them out due to the lack of technological resources on the part of the students.

On the other hand, the researcher presented solutions for students to be part of these activities either through pedagogical cards, audios or videos, so that students participate in a virtual asynchronous way. Even so, some teachers of the institution have been in charge of carrying out these activities with students who are willing and able to enter the virtual meetings.

6.2.Objectives

General Objective:

- To participate in the administrative activities proposed by Nuestra Señora de Belén high school in a virtual way.

Specific Objectives:

- To offer organization services in order to create a suitable atmosphere and succeed in the events proposed by the institution.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

- To work together helping the activities planning.

6.3. Methodology

The procedure in this component is based on participating in the virtual activities via google meet organized by the teachers of the institution on important dates, such as the day of the founder of the school, business fairs, institutional weeks and meetings with academic purposes.

In this sense, it is important to adopt a teaching role demonstrating the availability and cooperation during the integral practice to get involved and be immersed in the proposed activities such as cultural events, meetings, exam week, etc. The pre-service teacher is not only focused on her work as a teacher, but also as part of the institutional community. That is why she is present in all aspects proposed by the institution, both in the educational and social fields.

6.4. Schedule

Table 9: Schedule of Activities

DATE	EVENT
14th October	Maria Poussepin's day
15th October	Business fair
30th October	Transversality Day
11th November	Fag delivery
14th – 15th November	Icfes

During the school period, the pre-service teacher was taken into account in certain virtual events organized by the educational community. These events have been directed at different approaches and have brought together various courses and entities of the institution.

A first event in which the pre-service teacher had participation was the celebration of Marie Poussepin's day, who was the founder of the Dominican sisters of the presentation, in this occasion the students of the fifth-grade paid tribute to her by recording a video in which the

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

students appeared saying famous phrases of the founder. In this event, the practitioner had the

function of editing a video that was published in the school's website.

Figure 21: Video Marie Poussepin

A second event was the exhibition of microenterprise projects, this event is held every year

by the 11th grade students of the business modality that is guided by teachers from SENA, this year

the meeting was held virtually and students in small groups made the presentation of their business

project, in this meeting were presented much of the student population of the 11th grade, some

teachers, the director, the coordinator, some municipal officials such as the bank manager, the

notary, the police commander, as well as some graduate students, myself included.

My participation in this event was as a guest, at the end of the presentation of the projects I

gave my contribution congratulating the students for their innovative projects and thanking them for

the invitation, likewise inviting them to end the school year with the quality that identifies the

institution and finally by answering a survey to rate the quality of the meeting.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR
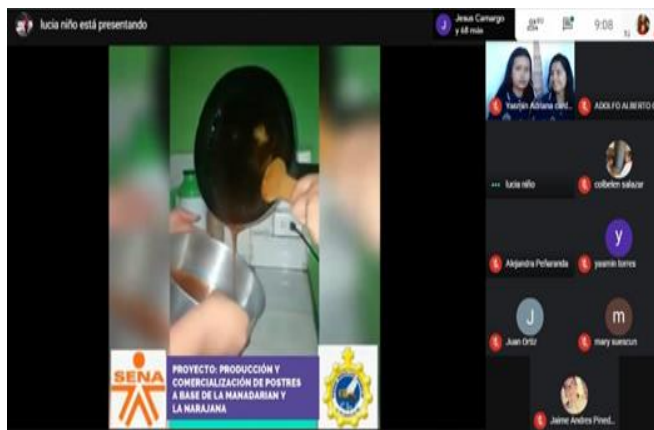
Figure 22: Business Fair

Figure 23: Business Fair Survey
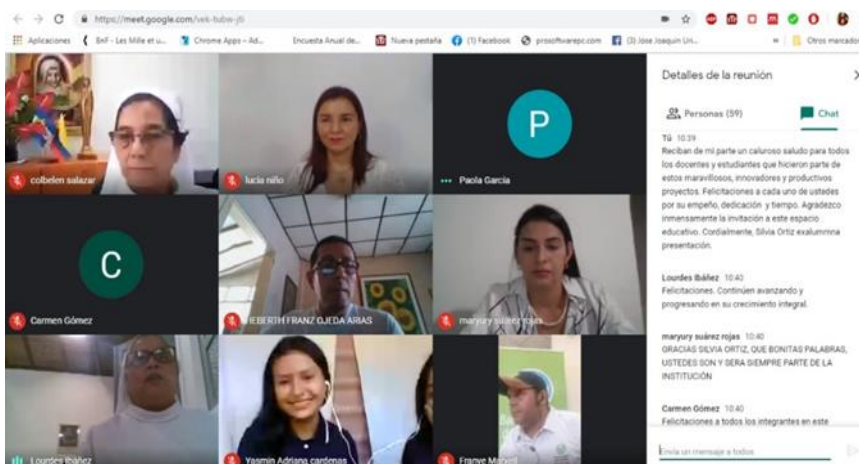
Figure 24: Virtual Meting Business Fair

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

As a third event the institution organized a meeting in the google meet platform that had as

topic the day of the transversality, in this event the students presented videos related to several

topics such as biosecurity protocols for the return to classes, sexual education, healthy habits and

lifestyles, in this event the practitioner participated as a guest and had her contribution with the

edition of two videos that were projected in the virtual meeting.
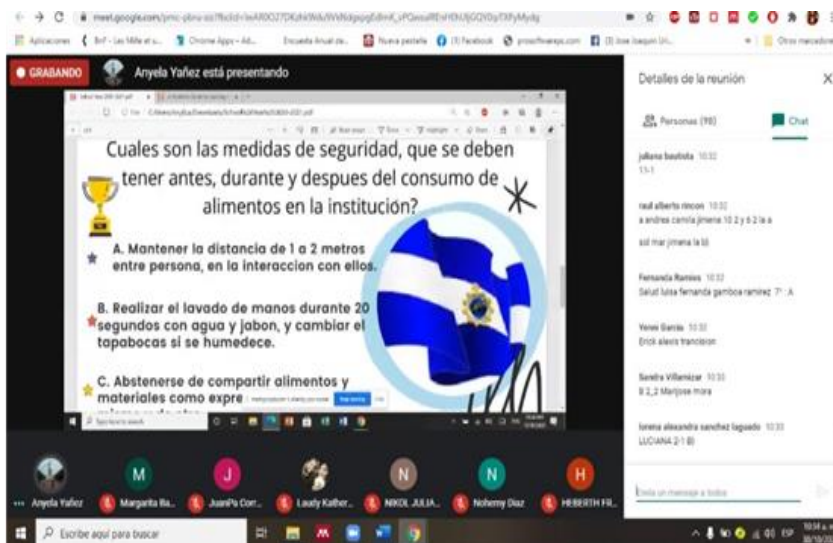
Figure 25: Transversality Day, Virtual Meting
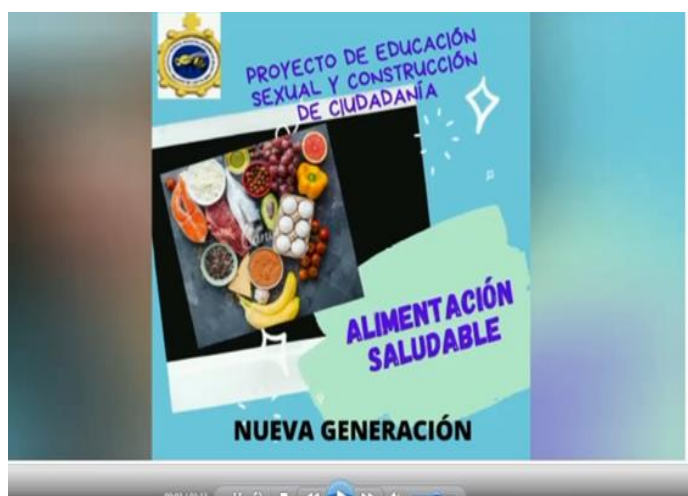
Figure 26: Video Edited 1

Figure 27: Video Edited 2Figure 28

A fourth event in which the practitioner took place was the presentations of ICFES exam, on this occasion, the Sister Rector requested the collaboration of the practitioner on Saturday and Sunday, days on which the 11th grade students had to present their proofs of status. She assigned the pre-service student the position of assistant, her function was to control the entrance of the students to the institution in order to comply with the biosecurity protocols, control the disinfection of the students' hands and paste posters sent by ICFES on the walls.

Figure 29:ICFES Evidence 1

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR
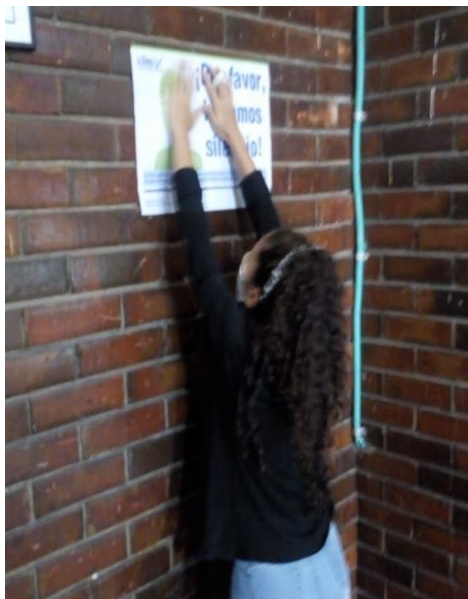
Figure 30: ICFES Evidence 2

Figure 31: ICFES Evidence 3

6.5 Conclusion

The role of a teacher is not simply focused on teaching, it goes far beyond this, in an educational institution the teacher is responsible for motivating the educational community to attend events planned by the institution.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

With the implementation of this component, it was intended to participate in all the extracurricular events and activities proposed by the institution and thus know the role of the teacher in its entirety. It was satisfactory for the practitioner to fulfill this component since at the beginning, all the events had been postponed, thanks to the initiative of several teachers these could be carried out in a virtual way and having success in their realization.

Finally, the role of the pre-service teacher in the institution and the interaction with the school teachers- students and members of the administrative staff both have been developed satisfactorily; it is relevant to highlight the support, empathy and respect that all the members have demonstrated to the pre-service teacher throughout the practicum period.

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

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8. APPENDIX

Appendix 1.

First video: Past simple: was-were affirmative and negative form.

Workshop: https://drive.google.com/file/d/1UyN6MftCTvq-tj2LB2HMKLVm_8qDjfon/view?usp=sharing

Video: https://drive.google.com/file/d/1YTvyy3hxen4bOKBeoK7Jw-0BpcKOUQ9S/view?usp=sharing
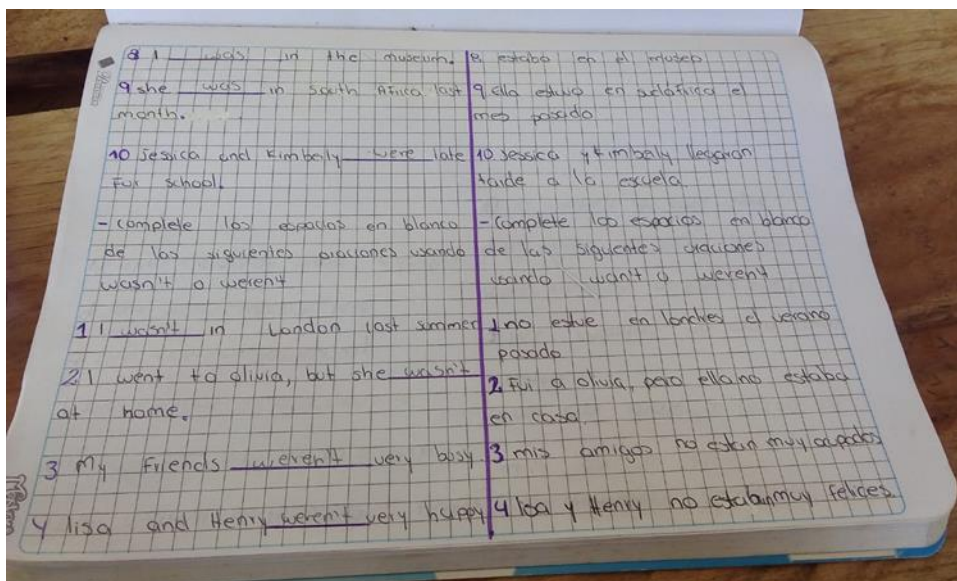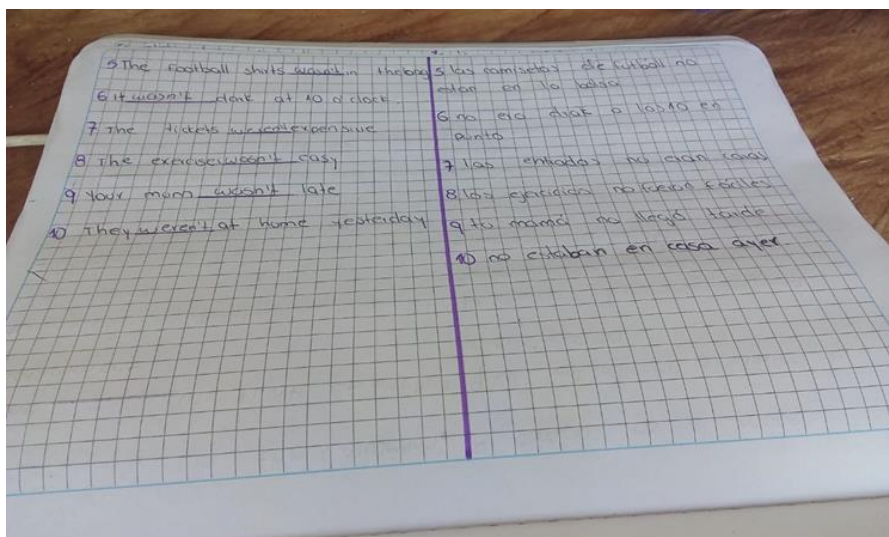
EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 2.

Second video: Past simple was-were interrogative form with short answers and Wh

questions

Workshop: https://drive.google.com/file/d/1Uhxs1rB2y-

ZtH3bI4C7Y0lbCUO2vNOjv/view?usp=sharing

Video:

https://drive.google.com/file/d/1tr0_JelrJkh01g00gYi54eiN7ZneKKe7/view?usp=sharing
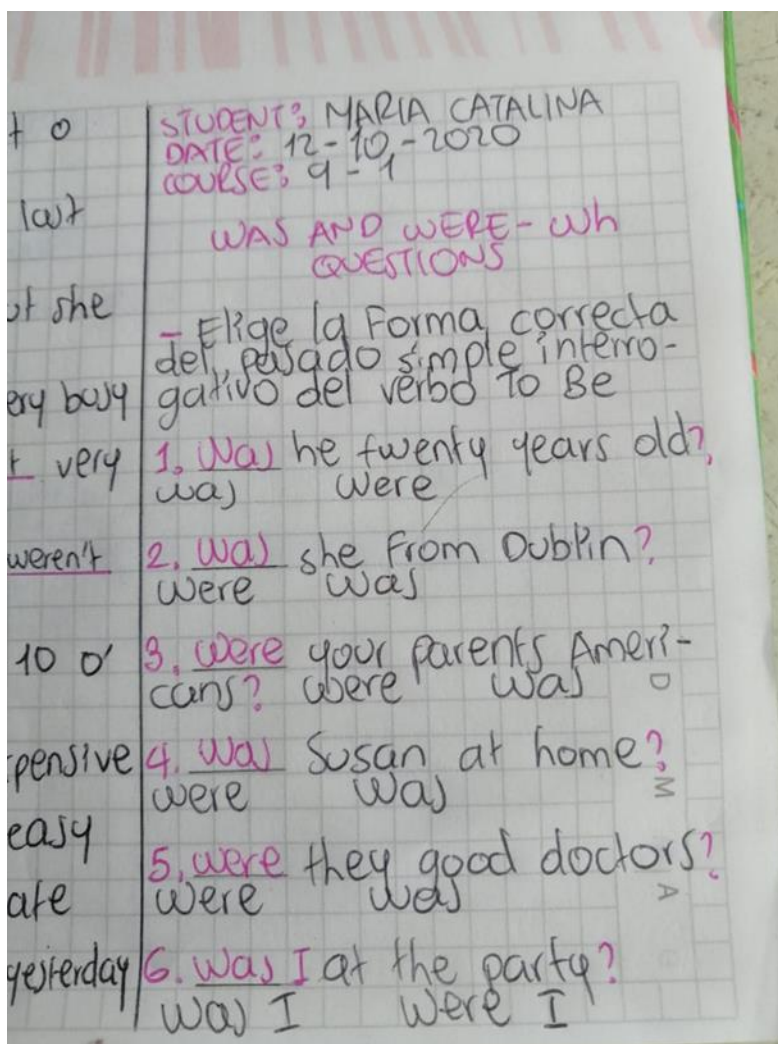
EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 3.

Third video: Past simple with regular verbs

Workshop: https://drive.google.com/file/d/1QNJBJCLSrZjH6FnvEI-lXtLGP-Cd_5VV/view?usp=sharing

Video: https://drive.google.com/file/d/1-3UZV_2wtQgNK6RQxlDlsVdMefJDGbub/view?usp=sharing
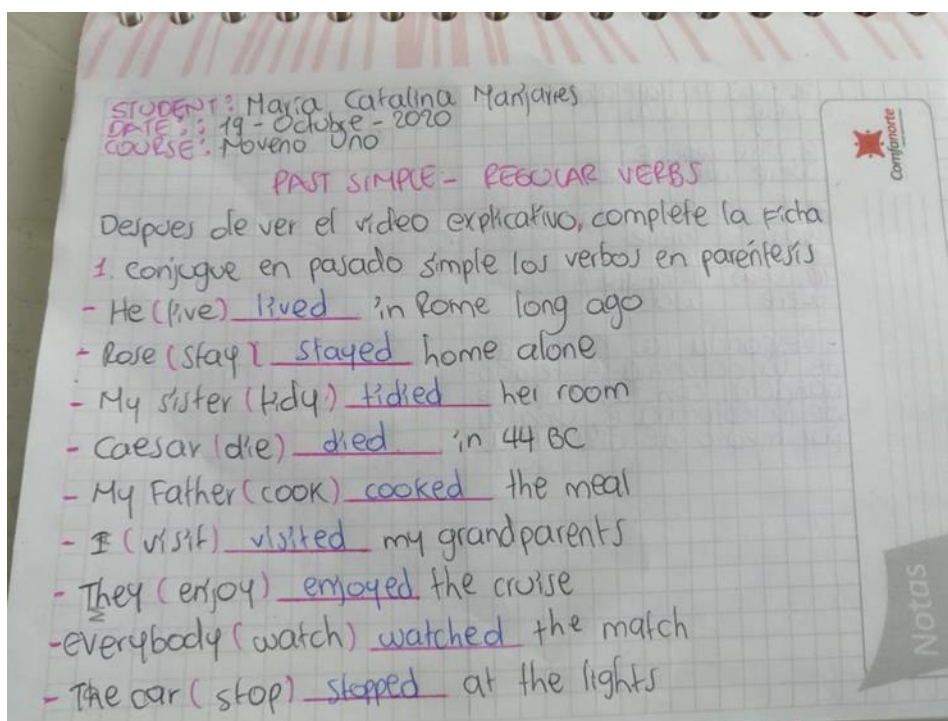
EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR
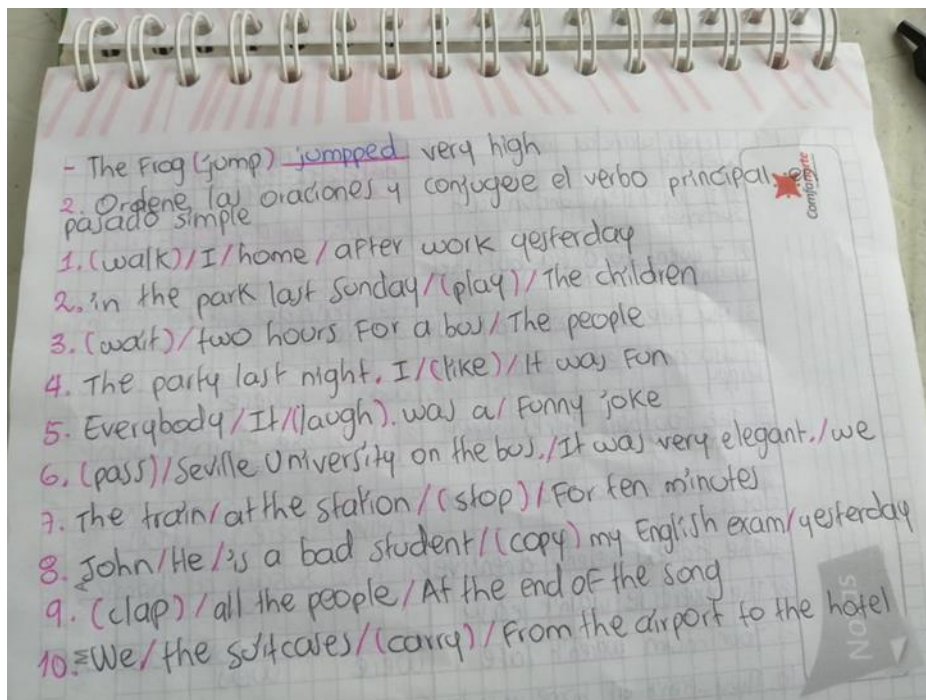
Appendix 4.

Fourth video: Past simple with irregular verbs 4

Workshop:

https://drive.google.com/file/d/1MeP4oNntm4PlBqbBGot77pdz5KDJFmMq/view?usp=sharing

Video:

https://drive.google.com/file/d/1HPn1XHvvdL782KEKJ5oIRc4MuGDFoLKC/view?usp=sharing

RAMIREZ LAGUADO Karen Daniela 91 Taller 23

Past simple - irregular verbs

Después de ver el video explicativo, complete la ficha.

Debbie Gregson

Yesterday Debbie had a job interview. She went downtown to the company. The interview was for an accounting job.

Debbie Gregson

Ayer Debbie tuvo una entrevista de trabajo. Ella fue al centro de la compañía. La entrevista fue para un trabajo contable.

Debbie graduated university 3 months ago.

Her interview was at 10:00 am. She woke up at 7:00 am and left her house before 8:00 am. She waited for the bus, but it was late. She was very worried because she did not want to be late for the interview. She tried to phone the company to warn them, but her phone battery was dead.

When the bus arrived, it was almost 9:00 am. Then, the bus was slow because there were many other cars. The bus finally arrived at Debbie's stop at 9:45 am.

Debbie ran from the bus stop to the office building. When she entered, she saw a sign that

Debbie se graduó de la universidad hace 3 meses.

Su entrevista fue a las 10:00 am. Ella despertó a las 7:00 am y la dejó en casa antes de las 8:00 am. Ella esperó para el autobús, pero era tarde. Ella estaba muy preocupada porque ella no quiere llegar tarde a la entrevista. Trató de llamar a la empresa para advertirles, pero la batería de su teléfono estaba muerta.

Cuando llegó el autobús, eran casi las 9:00 am. Entonces el bus fue lento porque había muchos autos. El autobús finalmente llegó a la parada de Debbie a las 9:45 am.

Debbie corrió desde la parada del autobús hasta el edificio de oficinas. Cuando ella entró, vio

said the company was on the 24th floor. The elevator ride took almost 5 minutes because many people stopped at different floors.

When Debbie arrived at reception it was 9:58. She was in time!

"I am here to see Mrs. Lewis" said Debbie.

The receptionist checked her book and replied:

un letrero que decía que la empresa estaba en el piso 24. El viaje en ascensor tomó casi 5 minutos porque mucha gente se detuvo en diferentes pisos.

Cuando Debbie llegó a la recepción eran las 9:58. Ella estaba dentro ¡ya era hora!

"Estoy aquí para ver a la Sta. Lewis", dijo Debbie.

La recepcionista revisó su libro y respondió:

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 5

Fifth video: Past Simple with negative form

Workshop:

https://drive.google.com/file/d/1BThu9vkvOJraskEwyNXyF6WTR766Sl0t/view?usp=sharing

Video:

https://drive.google.com/file/d/1fx4eafgRiGwS7Hv0p2B5VOlzk8z7bFNd/view?usp=sharing
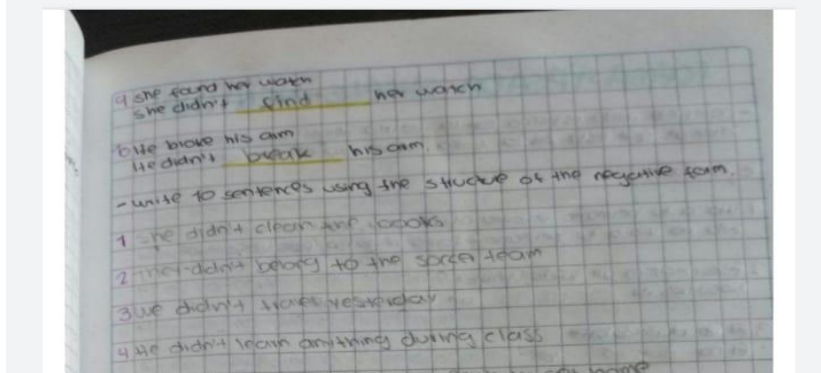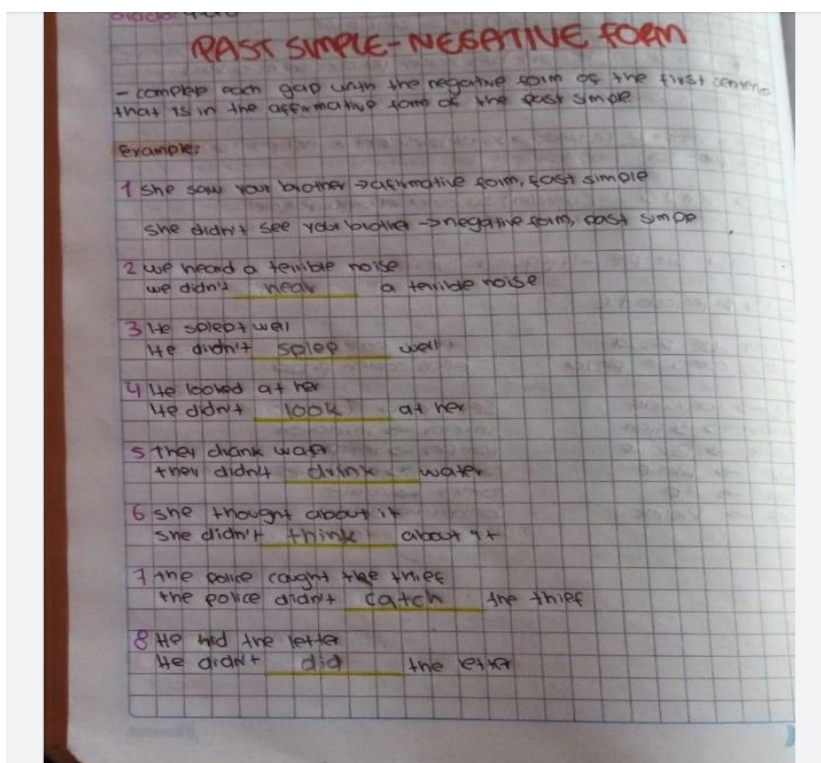
EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 6

Sixth Video: Past Simple with interrogative form

Workshop: https://drive.google.com/file/d/1WMsSciBVfBTA8-

hO_NF9CrS_b9y_TA_5/view?usp=sharing

Video: https://drive.google.com/file/d/17Seg2ogB4VLs_oOWJFjFNzJWMENFd-

Ue/view?usp=sharing
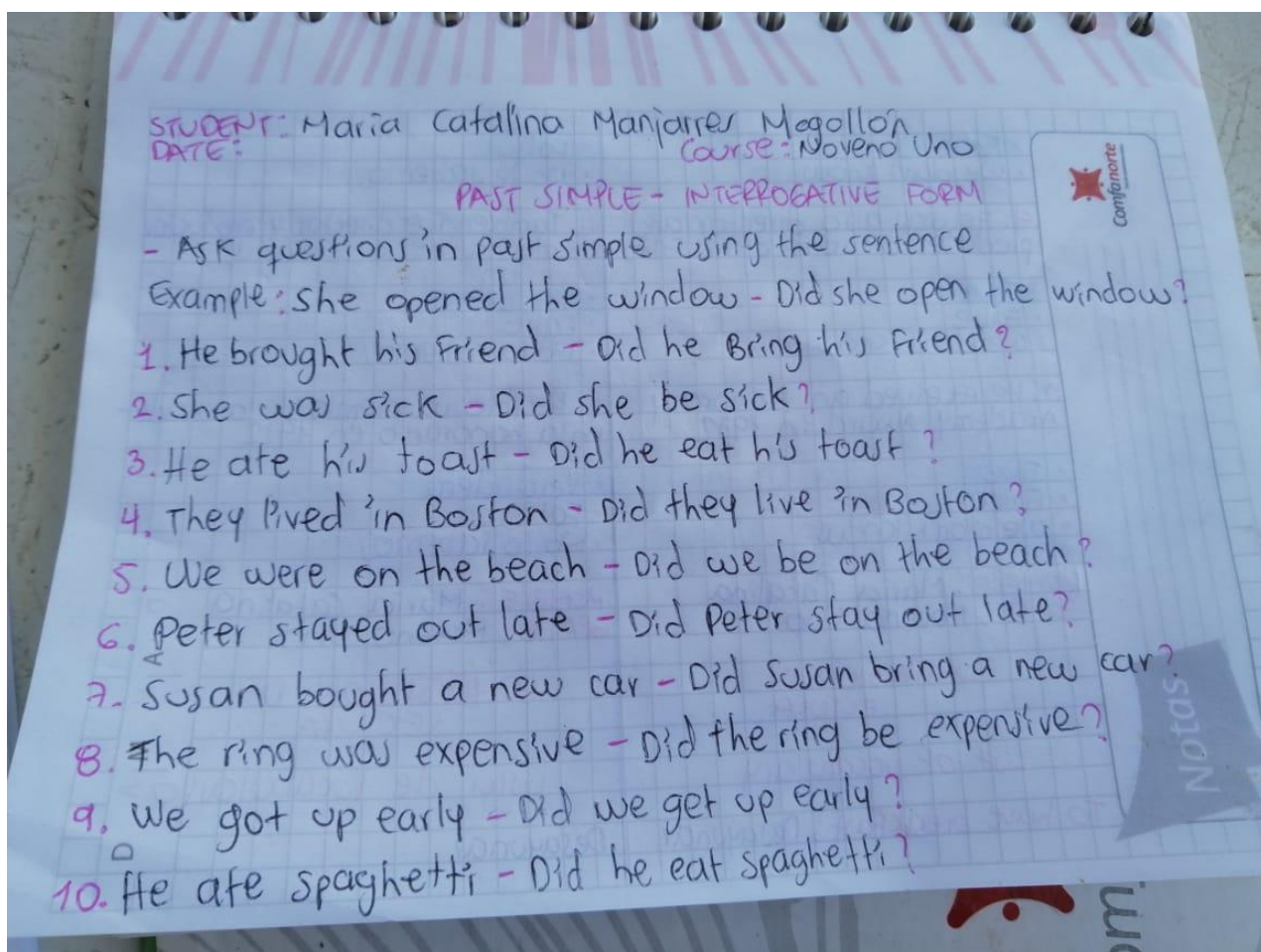
Appendix 7

Final Exam

https://drive.google.com/file/d/11DyABbgBwpG0QQGGNJKDnG3cW96lajCk/view?usp=sharing
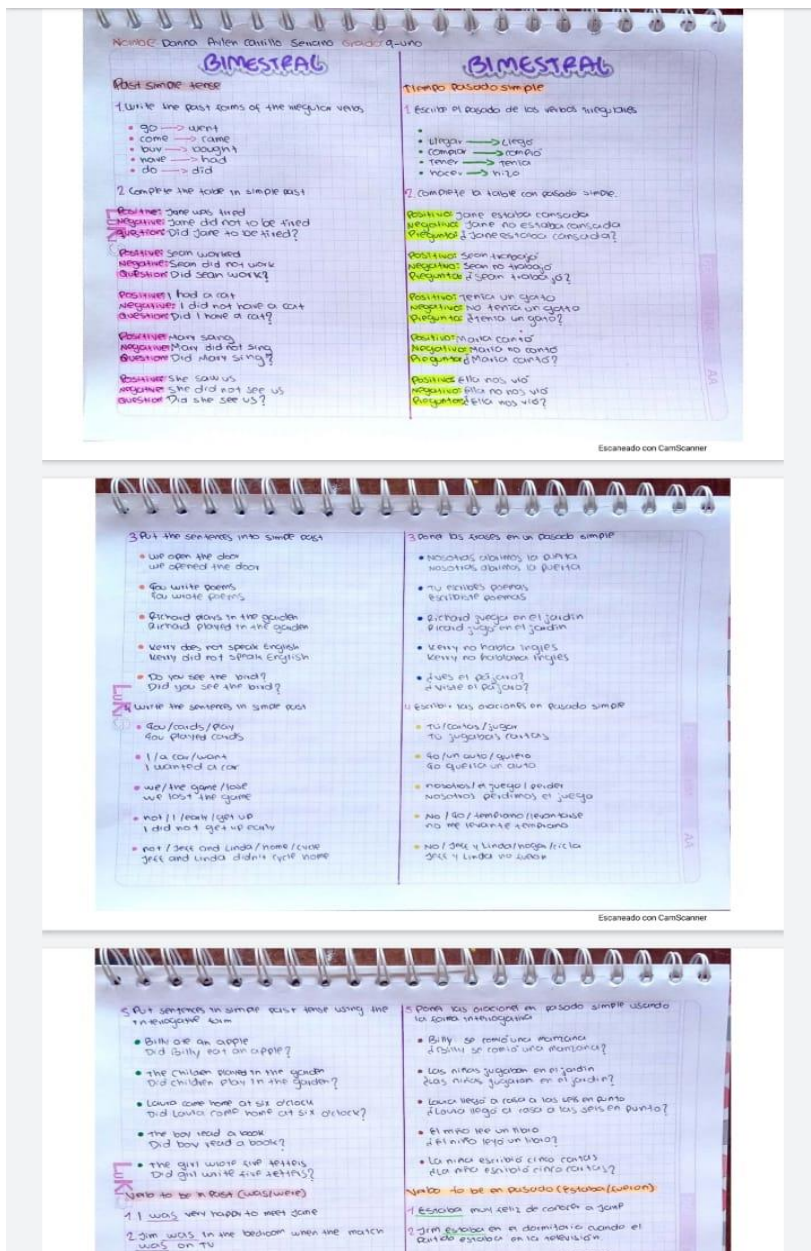
EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 8

Original Survey

https://drive.google.com/file/d/1gix0HfsMmKHj0LyowUSQXqpnlH3j4dYc/view?usp=sharing

Appendix 9

Survey Answered

https://drive.google.com/file/d/1E4AZlt6-xtU85rqQIqco4Ewu_CWFBhQx/view?usp=sharing

Appendix 10

Letter of Permission

https://drive.google.com/file/d/1p8h8iYh7hJ0yOBxdPEyr-EQm8Pw2hcyt/view?usp=sharing

Appendix 11

Reflection workshop

Appendix 12

Self-Observation

Appendix 13

Narratives

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

https://drive.google.com/drive/folders/1654OmIpbtfe1faqC30eSz9aMQYZl_H2o?usp=sharing

Appendix 14

Greetings and farewells

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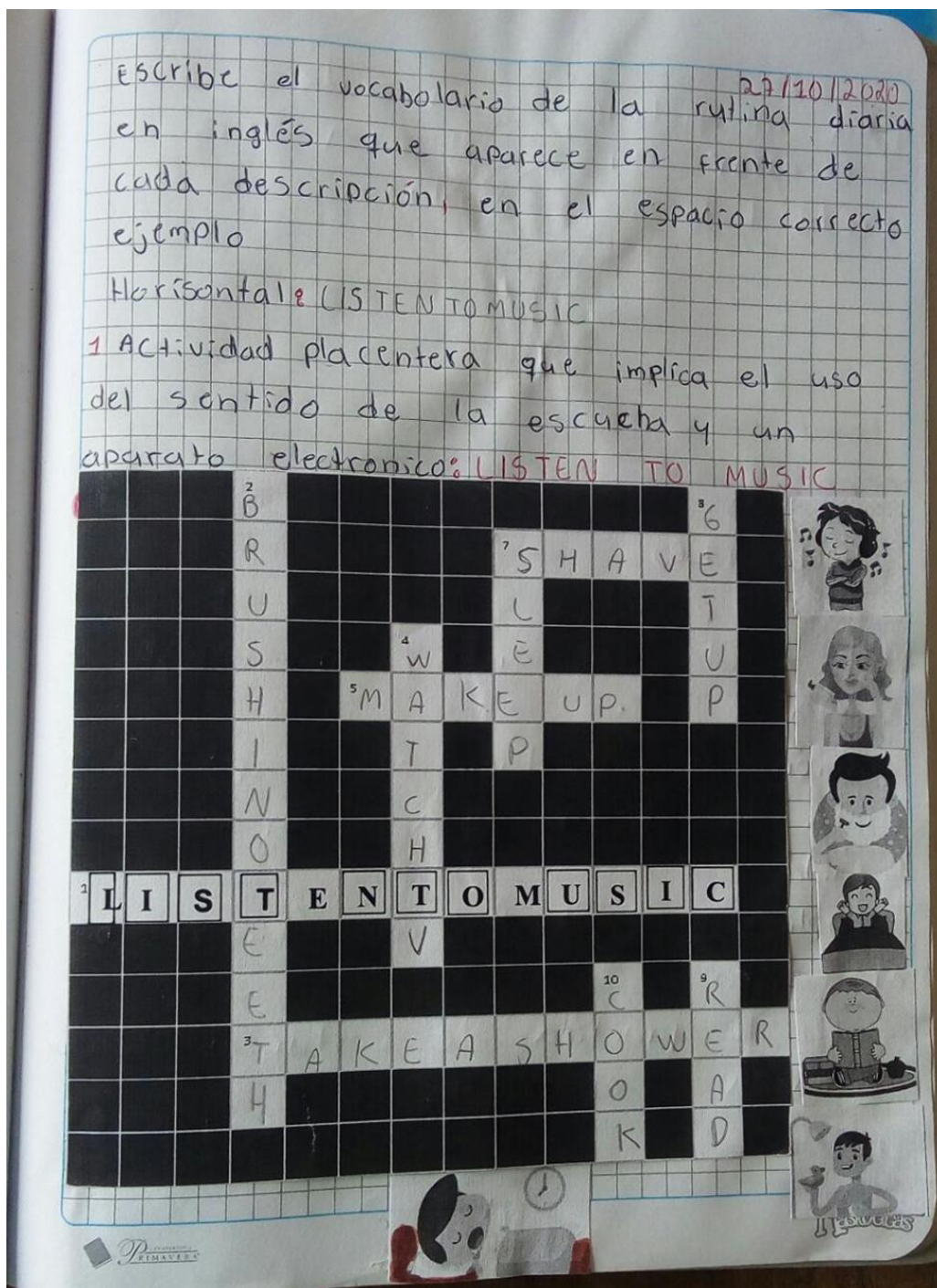

Appendix 15

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Daily activities

https://drive.google.com/file/d/1QUKAE2iTSoW9IWa3AKc_4zR9iuVLwkIe/view?usp=sharing

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 16

The clothes

https://drive.google.com/file/d/16XIDIEPCpgp-

9kvxKBbZLsb2F2oV3yeK/view?usp=sharing

EXPLANATORY VIDEOS A STRATEGY TO IMPROVE GRAMMAR

Appendix 17

The Family

https://drive.google.com/file/d/1GLq6rpVjrsr_wRjWZ7NFRupb2JvZmTL9/view?usp=sharing