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Autora

Jenny Julieth Alzate Castro

Universidad de Antioquia

Facultad de Idiomas

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Promoting Productive English Skills as a Foreign Language through Interaction
Activities with Fifth Grade Students of the I.E. The Playón

Jenny Julieth Alzate Castro

Universidad de Antioquia

Thesis, Research, and Practicum Advisor

Mary Isabel Arredondo Chaverra

Bachelor Degree in Spanish-English Teaching

Specialization in Autonomous Learning Development

Specialization in Personalized Education

Medellín

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Abstract

This research work has been carried out with the purpose of analyzing how the implementation of interactive activities can promote the oral and written production in English of fifth grade students in a public institution. During the year of work for this research, observations to a focus group, interviews with teachers, tests and questionnaires to students were used as mechanisms for data collection. At the end of the process, and after analyzing the data, the evidence showed a positive result in the levels of learning and production in the foreign language by the students. This result confirms the importance of strengthening receptive skills as a basis for confidence, exploration and production in the foreign language.

Key words: Communication skills, receptive skills, productive skills, interactive activities.

Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellín.

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Preface

This research project was born from my own limitations, in terms of production in English as a foreign language. During the development of my university education, I have had the opportunity to receive instruction from many teachers, many of them worked strongly from receptive language skills and only some of them made a significant emphasis on productive skills. From this dynamic, arises the challenge and the question of how to make my students go from passive reception to active production?

Thanks to the constant modernization of education, many emerging hypotheses have addressed this same language problem, seeking to place students in real and comprehensive communicative situations. Thanks to this research project, I have had the opportunity to investigate some of these theoretical proposals and implement different methodological strategies in practice, discovering the best ways to promote children's writing and orality in English as a foreign language.

Description of the Context

The I.E. El Playón is an official establishment with formal education attached to the Secretaría de Educación de Medellín. It is located in the neighborhood called “El Playón de los comuneros” in the commune 2 and its population belongs to socioeconomic strata 1 and 2. Most of the students qualify for the food aid provided by the PAE (Programa de Alimentación Escolar).

The surrounding neighborhoods have basic public services such as aqueduct, sewerage, gas network, telephony, energy and internet. One of the sides of the institution is on an important vehicular traffic with routes of urban transport services and mass transport (metro plus); but, students do not usually require transportation, since the vast majority of students live in neighborhoods or areas close to the institution.

Nearby the institution there are some sports spaces of the INDER, a public gymnastic park, the María Auxiliadora church, the IE Asia Ignaciana and the IE Finca La Mesa; also in front of the institution is the CAI of the National Police.

The physical plant of the institution is made up of a three-storey building. It has 11 classrooms (distributed over three floors), student bathrooms on two floors, coffee shop, teachers' room, a sports court, a room for physical education implements, a room for the radio station, the Meditec room that is used for meetings and conferences, the rectory and secretariat office. In addition, is the UAI office to support students with special educational needs, the library, academic coordination, the science laboratory and the technology laboratory (systems room).

The I.E. El Playón has an urban character, with a mixed modality that operates within calendar A. This institution provides training for the levels of preschool, elementary school, high school and technical middle school in tourism and organization of events. The mission of the institution is to offer a quality educational service and at the same time, it seeks to train children and young people with values of solidarity, respect, responsibility and creativity, capable of taking on great challenges as transformers of social reality.

The institution offers in its technical modality training in the organization of events and tourism. They have the support of the Colegio Mayor University, which provides their advice and study plan based on training for work and human development. This modality is compulsory and starts from the tenth grade.

The English area belongs to the department of humanities and the Castilian language. This is made up of a coordinator, who has a degree in languages from the University of Antioquia and a master's degree in Curriculum with an emphasis on bilingualism. The coordinator's role is to advise the work of the other teachers regarding the teaching of English as a foreign language. The high school has two teachers with training in languages, while in primary school teachers have training in other areas.

For the English classes there are in each classroom as technological resources computer and television screen for the presentation of videos and information of the guides, there are also didactic games, dictionaries and English books that can be used in the classrooms or in the library. The teaching of English within the institution is focused on grammatical concepts approached with different methodological strategies. All the work carried out in the English area is based on the PEI (Proyecto Educativo Institucional) and the General Education Law.

The current number of students in the institution is approximately 680, of which 40 are part of the only fifth grade group that exists in the school. The ages of the fifth grade students are between 10 and 11 years old. They are divided into two subgroups of 20 students due to alternation and their attendance is 15 students on average. According to the developmental pillars, children of this age are experiencing a greater degree of independence, an increase in their ability to concentrate and abstract thinking. Faced with learning English, students show a medium degree of acceptance and openness.

The fifth grade teacher is a middle-aged man, graduated in ethno education, and competent to teach in all elementary grades. He has 11 years of teaching experience and clear guidelines on his work and group management. He creates the guides based on the topics proposed in the area plan and he supports them by activities and videos that he finds on the internet. The teacher sees English as a fundamental tool, a door that opens paths. He considers teaching English an easy task, but sees learning it as a difficult path.

Regarding the practitioner, I am a degree student of languages at the University of Antioquia. I have chosen to do my practice in a public institution because I like the opportunities and challenges immersed in this context. I focus on working with children because I feel a great affinity with them. I am convinced that I will have a great learning experience during my practice time at the I.E. El Playón and I hope to contribute in the construction of a new concept of teaching learning for students and teachers.

Statement of the Problem

Since 1994, the General Education Law in Colombia has established the teaching of a foreign language for school institutions. Thanks to advances in communication technologies,

globalization came as an imminent integration process that requires our citizens to be more prepared for interaction and the world market. Thus, the Colombian educational context includes the teaching of English from elementary to high school, in order to guarantee our linguistic competitiveness.

Much is said in the curricular guidelines of the Secretary of Education about the fundamentals of teaching, methodological approaches and pedagogical strategies to be applied in the educational field. However, the scarcity of resources and teacher training surrounds this same area. Consequently, there is a gap between the standards of the educational regulatory institutions in Colombia, and the results that our students offer in terms of languages. It is presented particularly in public institutions.

Among the observations that I have done in the I.E. El Playón, I can confirm that the curriculum designed by the institution for the English area is based on the parameters of the Ministry of Education. It has a clear definition of the performance indicators and a short description of the specific knowledge according to the level of education (Personal Journal, April 23, 2021). Based on this document, it is possible to plan lessons that seek to achieve the proficiency standards that cover the five communicative dimensions (listening, reading, writing, monologues and conversation). However, there is no scheme for planning the daily lessons, the application of competition standards is not mandatory, and there is no an evaluation format that inquires about the achievement of the indicators by the students.

The lack of inclusion of these communicative dimensions within daily planning as a teaching goal weakens the learning processes aimed at the production of the foreign language by students in any of its forms (Personal Journal, March 11, 2021). On the other hand, although the

assigned tasks and the current work guides to develop at home show some measure of production in the foreign language, they do not guarantee student-learning production, thanks to the constant and sometimes substitute support that parents provide the children at home.

After the previous considerations and taking into account that “Language learning is an interactive process, and therefore an overreliance on the role of input at the expense of the stimulation of output could thwart the second language acquisition process.” (Brown, D., 2000), it is my desire to stimulate the participation of the students through interactive, playful and meaningful activities, close to the personal reality of the students, that awaken their motivation towards the foreign language and that provoke the linguistic production within the classes. All this, within a periodic planning that is applied to the performance indicators and specific knowledge that children must develop according to the curricular proposal.

Theoretical Framework

An important issue and theme of many studies in foreign language teaching is the development of communicative competences, in fact, it is one of the main objectives for the participants of the language training. Communication skills serve as evidence that allows measuring the progress of students in learning and at the same time they are a support for decision-making that effectively guide new paths in teaching. However, the development of these skills is not always easy to achieve due to the different factors that inhibit these results. Since this is the case of the fifth grade students of the I.E. El Playón, I have consulted different sources, to define in the following pages, some concepts that surround this context. In addition, I will cite some experienced authors on the subject with ideas of interactive strategies that can promote a linguistic awakening in students.

Communication skills

Within the learning of a foreign language, there are two processes that must occur; one is the conscious learning of the rules and ways that underpin the structure of the language and the other is the internalization of these concepts with their consequent application in communicative contexts. Chomsky (1965) makes a definition of these processes and describes them as follows: “competence (the speaker-hearer’s knowledge of his language) and performance (the actual use of language in concrete situations).” This marked separation refers to a cognitive phase of language and a psychological phase that interact with each other to give a discursive result. (p.4). In addition to the above, Canale & Swain (1980), unify these processes within the concept of communicative competences, which include grammatical competences (knowledge of grammar rules) and sociolinguistic competences (knowledge of the use of language rules) in a whole whose parts have the same degree of importance. (p. 6).

However, according to these authors, some studies have shown that communication skills training focused on the transmission of meaning, produces a better linguistic result in students than the focus on grammatical skills within classes. With the above, it is not intended to affirm that grammatical training is unnecessary for the development of communicative skills (p. 13); rather the first ones are the basis for sociolinguistic connections and the consequent production of language. “That is, the meanings (and perhaps some of the social behavior options) that one is able to exploit through the second language are restricted by the grammatical means of expression that have been mastered”, Canal & Swain (1980, p. 18).

Within the framework of communicative competences, the language skills that underpin the teaching-learning process are located. According to Golkovaa & Hubackovab (2014), there

are two classes of language skills involved in the teaching-learning of a foreign language in the educational field. There are receptive or passive skills associated with teaching (reading and listening) and productive or active skills (writing and speaking) associated with learning (p.477).

Given that this research seeks to improve students' production in the foreign language, we will therefore focus on the description of active or productive skills.

Oral production

Oral or discursive production is fundamental as a language skill in learning a foreign language. Through it, students can establish relationships with others, communicate their opinions and reflect the degree of knowledge and mastery of the target language. According to Bygate (1987) “speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages”. (p. 1).

Urrutia León & Vega Cely (2010), state that learning a language should above all be a meaningful social experience. (p. 16). Consequently, the most important aspect in the assessment of oral ability is the appreciation of the fluency of speech and its communication of meaning; the focus should be on communicative exercise rather than on grammatical or pronunciation aspects. Further Urrutia León & Vega Cely (2010), adds that to facilitate the development of oral ability and to counteract the factors that inhibit it, the educational atmosphere is required to be relaxing, trustworthy and friendly. (p. 15). The main objective is for the student to put aside repetitive or imitation practices and express their own ideas freely and spontaneously in real contexts.

Some authors such as Krashen believe that motivation, self-confidence and anxiety are factors that restrict oral production. In addition to this, Golkovaa & Hubackovab (2014) mention

that it is important to provide a good dose of input or reception in grammatical, lexical and phonetic concepts that serve as a springboard for students' output. (p.478).

Written production

Written production is a good evidence of the internalization of grammatical concepts that underpin language and that serve as the basis for oral production. Although, “Writing in the classroom is an important academic requirement...”, it is not as simple as it seems (Casanave, 1993,p.1). Writing in a foreign language is a complex task in which not only students must combine phonemes in a way that is strange to what they use in their mother tongue, but also these combinations of morphemes (words) are used in sentences with structures as foreign as the second language they are learning. However, the competence of written production is part of the integral set of language in its communicative function. Communication is not only produced orally; through writing we also communicate ideas, establish contacts, express requirements, make proposals, among others.

According to Janet Emig (1977), writing as a learning process involves the use of both cerebral hemispheres. Hence, the skills of analysis, reasoning and higher brain functions seem to reach a better development based on writing processes (p.122). In addition to the above, Emig also expresses that the most valuable learning occurs through reinforcement; consequently, writing is a powerful learning mechanism since it involves in its process a reinforcement that links the eye, the brain and the hand. (p.125). Thus, the teaching, framed within the productive skills in the foreign language, should focus on writing practice. Therefore, by stimulating the cognitive, visual and motor areas, a higher level of idiomatic awareness and activation of language memory will be produced, which will facilitate linguistic processes.

Interactive activities

According to Collins online dictionary, "If you describe a group of people or their activities as interactive, you mean that the people communicate with each other" (Collinsdictionary.com). In this sense, interactivity is completely associated with communication; it is part of the process by which relationships are established. In the field of education, interactivity has been replacing, in a sometimes slow transition, the transmissionist learning activities used by traditional teaching. The conception of the student as an active and not passive subject, opened the doors to educational actions that cover different spheres of the human being. As a consequence of the above, we have in this era of modernity a more interactive teaching that results in a more meaningful learning.

When we talk about interactive classroom activities, we refer to those that favor student participation and group integration, leaving aside the unidirectional transmission of knowledge and individual or isolated training. The interaction within the classroom favors a better understanding of the topics being discussed and places the students in a deeper level of learning. For this reason, the teacher must create a trusting atmosphere and promote within the classes social activities in which students can participate by contributing and debating their ideas freely (Khandve, 2016. p.105).

Some strategies for interactive work in class, according to Khandve (2016) can be: Multiple-choice survey, brainstorming, group graphic (illustrating in groups the class content by constructing an image, a diagram, a flow chart, a concept map, etc.), minute paper (few minutes to write a summary of the main point of the class), among others (p.107-108). "The very nature of these Interactive learning activities is to bring several benefits. These techniques are often

perceived as “un”, yet they are frequently more effective than lectures at enabling student learning." (Khandve, 2016. p.109).

RESEARCH QUESTION

How can the use of interactive activities promote oral and written English production in fifth grade students of the I.E. El Playón?

General objective

To monitor how the implementation of interactive activities in classes can increase the production in the foreign language of fifth grade students of the I.E. El Playón.

Specific objectives

- To explore, through the implementation of different interactive activities, which ones offer better results in the production of EFL by children.
- To determine how to merge the learning goals established in the curriculum with the most rewarding and productive strategies for the student learning process.
- To evaluate the children's results in terms of production in EFL, taking into account the assimilation of concepts, the increase in vocabulary and the learning of the language.

Action Plan

In order to complete the study contemplated in this research, some actions have been proposed seeking obtaining results within the process, responding to the research question and reaching clear conclusions about the observed phenomenon. The actions to be developed will help students to improve their oral and written production in English through interaction

activities. These actions will be applied within the second semester of 2021, beginning in August and ending in November. The following table makes a general presentation of them.

Semester II - 2021				
Activities	August	September	October	November
Project presentation and signing of the consent form.	X			
Implementation of the actions.		X	X	
Collection of samples: Observations, journals, interviews and questionnaires.		X	X	
Data analysis and interpretation.			X	
Findings write up.			X	
Discussion and conclusions writing.				X
Final review of all sections.				X
Project submission to the coordinator.				X

As shown in the previous plan, in August the formal presentation of the research project will be made for the educational community. The foregoing in order to create awareness and comply with the investigation protocols that include receiving authorization from parents in the voluntary participation of their children in the process.

During this same month the design of the work unit for five weeks will be done. To achieve the objectives, the topics proposed within the curriculum, the performance indicators and competence standards will be taken into account within the unit, together with the prior knowledge, needs and expectations of the students.

The implementation of the unit is for September. In each week, there will be review of previous knowledge, stimulation towards the new topic, introduction of new concepts, application with interaction exercises, assignment of tasks and constant feedback. The lessons will be supported with written material, teacher explanations, videos, songs and games. As an

axis of connection, all the concepts will be integrated within the theme "My City", seeking to use the foreign language in a familiar context.

As part of the development of the unit in the months of September and October, constant data collection will be carried out to evaluate the direction that the process takes each time the actions are implemented. These evidences will be collected in the form of written exercises, questionnaires, interviews, observations and journals.

In October, the organization, transcription, triangulation and analysis of the collected data and the subsequent description of the findings will also be carried out. Finally, November will be dedicated to completing all the sessions that complement this study, its final review and the presentation of the final report to the academic community.

Development of Actions

After a semester observing the academic activity of the fifth grade students, the interaction phase with the group began. To start this second stage, a weekly class time was agreed with the cooperating teacher in which I, as practitioner, developed the action plan that would answer the research question proposed in this pedagogical work. Next I will describe the development of the process and the activities that sustained it.

To begin, I will say that the stage of presenting the research project to the educational community was positive, parents and students agreed with the research question, the proposed objectives and the teaching strategies to be used with the group. As a sign of such approval all parents signed an informed consent stating their voluntary desire to participate in the research process. In addition to the above, I conducted a small survey of the students to find out their

opinion about English as a foreign language, what is the way in which they liked and disliked learning English and what topics, vocabulary or general information they say to know in English.

The next step was the design of the work unit, for this purpose, I took into account the linguistic, pragmatic and sociolinguistic competences proposed by the Ministry of Education of Colombia in guide 22 and the institution's curricular proposal. I worked on adjusting the topics proposed in the curriculum and competences that students should know and develop in English. I complemented this work with formative evaluation activities that were evidenced in both oral and written production.

The work unit was divided into 5 class sessions, an attempt was made to accommodate all the topics under the theme My city. In the first session, a video of motivation and recognition of Medellín was presented, the students were provided with the necessary vocabulary to participate by interacting with the concepts learned in a game of snakes and ladders.

In the second session we brought the topic of climate to the city. We used videos, an image of Medellín, the students first performed repetition exercises and then oral and written association exercises. During the third session, the students did an active reading of an English text about coexistence and they reviewed polite expressions in the foreign language that favor living together. As a final activity they represented in a drawing named in English a classmate's gift as a sample of friendship.

Session number four was used to review the concepts and vocabulary seen in previous classes. The students were motivated to participate orally and in writing with words and phrases according to the grammatical parameters learned. To end, the fifth session was used to collect general information on the process through an oral exercise, a written test and a final survey in

which they were allowed to express what they think of English after the applied strategies, what concepts, topics or words they now know in English, how they like or dislike learning English after the process that was carried out, etc.

To collect the information on the research, first I used two surveys carried out with the students (questionnaire 1 and 2) before and after implementing the strategy to inquire their perceptions, opinion and previous knowledge for later corroborating and comparing both results. Secondly I interviewed the cooperating teacher before and after the research process, the purpose was to know from his point of view the academic status and dynamics of the group in the face of the foreign language. Thirdly I developed with the students different interactive and assessment activities in which written and oral production were in evidence. Finally I worked on a pedagogical journal, in which I recorded the observations, experiences and reflections on the evolution of each class from my teaching perspective.

After all of the above, the next step was to gather all the information, organize it, classify it and carry out the respective interpretation and analysis based on theories. For this purpose I took into account the steps proposed by Burns (1999). First of all I collected all the data taken from the participants to organize it. After that I did a reading of the collected information trying to identify patterns or trends in response to my research question. Next I started coding the data and then grouped it into more specific categories. From the categories I made a review of the similarities and possible contradictions in the results. At this point I began the interpretation of the analyzed data, the establishment of connections between the items and the explanation and support of the results. The final step was to organize the results and present the findings in a way that they were understandable as the final product of the research.

Findings and interpretations

The fundamental purpose of this action research project has been to monitor how the use of interactive activities can promote oral and written production in fifth grade students of the I.E. The Playón. After applying the action plan, collecting the data and interpreting the information, some results have been obtained to answer the research question. The results have been organized under the following categories: Input and output in learning a foreign language, Moving from orality to writing for foreign language learners and The contradiction observed between interaction as a learning tool and traditional learning models.

Input and output in learning a foreign language

As mentioned within the description of the theoretical framework, there are two types of communication skills that students must develop as part of their foreign language competences. Thanks to input, students have a receptive approach to language through reading and listening. This input comes to students through different sources such as the teacher, textbooks, classmates, television or videos, podcasts, songs, social networks and in general the multiform options that Internet access offers them. The output comes as a result of the previous stage, the productive competences arise through speaking and writing in the process of mastering the foreign language (Zhang, 2009. p. 91).

In the case of the present study, all students have had access to some of the previous sources of input, however, most only go through the basic work that is carried out in school. On average only 22% of the students in the group use additional sources of input. Among them, it is worth mentioning the example of a student who spoke about the use of Duolingo as a personal tool that helps to improve her English and another student who reinforces her learning with a

textbook that she has at home. Some others interact with English in their video games or songs, but they do not go any further to find a practical and formative sense of these uses of language (Teacher's journal, September 23th 2021).

An important part of the input process is the information to which the students are exposed. It should be understandable and enough to help them in the internalization of language and the construction of meaningful learning (Zhang, 2009. p. 92). During the development of the unit I promoted the input through clear, simple and repetitive explanations of the proposed topics for the fifth grade. I reinforced some explanations of the topics with the use of videos, short readings, songs and rhymes with new vocabulary following the recommendations from Golkovaa & Hubackovab (2014) . All the above taking into account the age, school grade, language proficiency, level of understanding and learning preferences of the students (Survey 1, August 19th 2021, see Appendix A, figure 5).

The output comes as a result of the previous stage and it is a more challenging practice since the productive competences arise through speaking and writing in the process of mastering the new language. I observed that some students in the group spontaneously produce in the foreign language on their own initiative, while the vast majority must be motivated towards output. When students are encouraged to produce in English orally or in writing, they are confronted with the true knowledge that underlies their minds and the gaps that limit their communication in the target language. There are many ways in which students can explore productive skills, some of them are: dialogues, monologues, role plays, presentations, songs, writing texts, developing writing workshops, grammar exercises, among others.

Since the goal of the project was to use interactive activities, for the September 9 class I implemented a game of ladders and snakes associated with one of the grade level themes: "there is / there are". This game sought to motivate students' oral participation by applying the grammatical concepts and vocabulary seen. The result of this exercise was positive; none of the students in the group refused to participate. Although some students required more support than others to express the corresponding idea in English, all of them had the support of their classmates and the teacher's feedback all the time. As recommended by Urrutia León & Vega Cely (2010) there was an atmosphere of trustworthy and friendship that made students motivated, active, relaxed and satisfied with the assimilated learning and its consequent output (Teacher's journal, September 9th 2021).

For the October 7 class, I proposed a general review exercise that included all the topics covered. Each topic began with a short review and then the students answered questions while I recorded on the board the information they dictated to me. The students participated with motivation and I gave them emphatic recognition for their effort and progress in the target language. It was surprising how much of the input information they had already stored and the association of concepts they expressed orally. Most of the group participated with at least one contribution, although the more timid ones did not usually participate in speaking exercises (Teacher's journal, October 7th 2021) . The more confident ones expressed what they had in mind freely, even making some mistakes that were fed back during the exercise (E. López, interview p.2, november 18th 2021).

Moving from orality to writing for foreign language learners

Since the beginning of mankind, human beings developed speech before establishing the first rudimentary writing systems. This process has been perpetuated in the human species and repeated in all the linguistic communities of the world. Thus, even today, children first learn their mother tongue orally. They go through processes such as listening, speaking and reading to finally reach the most complex stage in language learning, which is writing (Indrayani, 2016. p.286). My research project aimed to promote foreign language production by putting oral skills on the same level as written skills.

Within the regular classes at El Playón, there was always a moderate participation in both oral and written exercises, being the oral ones more spontaneous while the written ones relied more on the explanations on the board, content cards or theories consigned in the notebook that students used as a support. But an unexpected situation for me arose in the classroom when the students went from an oral review exercise to the same review exercise but written. Those who were previously so engaged in the oral exercise drew a blank trying to decipher or remember how to spell words that are pronounced /bu:t/ but spelled "boot" without the support of written reference sources (Teacher's journal, October 7th 2021).

This reminded me of the dissociation that exists between pronunciation and writing, one thing is how it is said and another is how it is written. Writing in a foreign language is not an automatic process in response to the acquisition of vocabulary or grammar, but rather a process that takes time and requires specific work (Atiénzar, 2008) (as cited in González, Rodríguez & Ledo, 2019. p.18). The fifth grade students remembered the words and grammatical structures and said them, but they had not recorded their spelling in their minds. Thus, I understood that trying to put both skills on the same level in English production is not correct. On many

occasions within the classes, when students read the information recorded in their notebooks they simply tried to pronounce some unfamiliar words as they would be read using the language patterns of their native language. It is a common phenomenon (Gilakjani & Ahmadi, 2011. p.75). It was easy for them to read in this way, even if it sounded wrong or was not well pronounced, but trying to write in English from what they pronounced became more arduous and filled them with uncertainty. In spite of this, many took the risk and tried to make their own phonetic transcription in an attempt to write those words or expressions that they already knew how to say in the foreign language. (Student's test, November 2th 2021, see Appendix B, figure 9).

It is here that I identified that many of the interaction activities I proposed within the unit of work encouraged more oral expression than written expression. The workshops commonly included word association or identification exercises, and all theoretical concepts were delivered in copies to maximize time and take advantage of more time speaking the language (Student's work, October 28 th 2021, see Appendix B, figure 10). However, I understood that there is an important need for students to review and write in the foreign language. Consistent writing in English helps students incorporate vocabulary, improves fluency in both writing and speaking, and promotes comprehension and assimilation of grammatical structures in a sentence. As Zinsser (1988) states, "Writing is learned by imitation", in addition to this it is necessary to instill in the student an awareness of how language works and what is possible to achieve with it (p.15). Thanks to the low level of writing practice with the fifth grade students, most of them developed greater proficiency in English speaking than in writing. (Teacher's journal, October 28th 2021).

The contradiction observed between interaction as a learning tool and traditional learning models.

This research project is based on the conception that interaction activities inside the classroom and pedagogical strategies such as teaching through games, stimulate the different channels of language reception in students. As a result of the above, there is a positive impact and greater benefits in foreign language learning compared to traditional teaching strategies. (Khandve, 2016. p.109).

An interesting but unexpected result during this research process was that the fifth grade students did not perceive the game as a learning tool. As I mentioned earlier at the beginning of the project, a survey was administered to the students asking them about the ways of learning English that they liked the most. When analyzing the responses it was found that none of the students proposed gaming as a learning tool or strategy. Some of the strategies mentioned were: explanations, songs and videos in this respective order of preference (Survey 1, August 19th 2021, see Appendix A, figure 5).

During the classes some of the interaction games we used were: hot potato, ladders and snakes and couples association. In each of these games the students were motivated with scores or prizes. The degree of engagement, participation, enthusiasm, teamwork, learning and fun was always evident. On many occasions upon my arrival in the classroom, students asked me if we were going to play games in class that day. (Teacher's journal...different dates). However, despite the experience of these playful practices, which was even reflected in the results of the evaluations, the following two student surveys showed a contradiction to this desire for play and interaction. In survey number two, students were again asked about their preferences when

learning English. In this new questionnaire, they were placed in the context of their experience during practice to respond accordingly. Again, only 8% of students indicated playing as a preferred activity for learning. (Survey 2, October 28th 2021, see Appendix A, figure 6). As a result in the third survey, 97% of the students said that they do see the game as a tool but, they did not include it as answer in the second survey for reasons such as: I did not think about it, I did not remember it and even some students mentioned that the game did not help their concentration to learn or that it was better to learn seriously (Survey 3, November 18th 2021, see Appendix B, figures 11-14).

In conclusion, although the results show that interactive activities and games offered the best results in the learning process of fifth grade students, there is a lack of understanding and awareness on the part of the students regarding these relatively modern methodologies. It is possible that participation within the traditional school system has implanted in students an ideology of learning as a less flexible process. Process based on more transmissionist mechanisms of knowledge in order to comply with the evaluation standards with which they are usually measured.

Conclusions

The objective of this research project was to monitor how the implementation of interactive activities in the classroom can increase oral and written production in the foreign language in fifth grade students. The results of the tests and the observations made in class showed that the level of production in English improved. Above all, the oral aspect, which at the beginning was appeased by shyness, emerged at the end with creativity and spontaneity. In relation to written production, the results showed that more intentionality was needed in

promoting not only writing but also reading exercises. As mentioned in the theoretical support, reading is a competence that enriches and strengthens written production.

An important aspect in my personal experience is that the different competencies that students must develop in the foreign language should not be placed at the same level. The development of each skill has inherent factors that can promote its progress or lead to its stagnation. These factors will be associated not only with the curriculum, the teaching system or the grade level, but also with the type of intelligence, reception channels and learning styles of the students in the group. In the case of productive skills, if they are to be leveled, the result of each one must be constantly reviewed and the input of the weakest linguistic competence must be reinforced.

Emphasizing the previous point, in order to achieve better productive results, it must be taken into account that students have differences in their input and output channels. Therefore, it is necessary to stimulate all channels to help the educational needs of all students, since some are more auditory, others more visual and others more kinesthetic. It is worth mentioning here, the case of one of the students in the group who, despite her cognitive disability, had some achievements in the foreign language thanks to the stimulation of her auditory and visual memory. Although in the surveys the students reflected a preference for transmissionist learning strategies, the evaluation results showed a higher learning and productivity level thanks to the interactive work in class.

It is important, for future processes with this group, to help them change their conception of play as something that is enjoyable but does not help in learning. This can be very helpful

considering their age, in which one of the characteristic traits is their tendency towards healthy competition that serves as a motivational strategy towards educational processes.

Finally, although the integration of curricular contents, objectives, competency standards, previous knowledge of the group and the research question was not an easy task, the use of a central and contextualized theme that encompassed all these items within the same gear was very motivating and appealing to the students. This indicates that a project work proposal, with contextualized topics and interactive support activities can offer good results in future teaching and learning processes with them.

Reflection

At the end of this stage there are countless feelings of both satisfaction and dissatisfaction, a dissatisfaction that I prefer to frame as challenges. The self-evaluation as a teacher shows me many things I have achieved, many things I did not get right, and a great path of exploration and improvement towards the future. This first experience of facing school reality is in every way enriching. Being immersed in the process of education made me face not only my true vocation, but also the knowledge and social reality of our country. A social reality that we are called to improve, breaking paradigms and proposing new training routes that potentiate the abilities of our students.

Within the classroom as a teacher I realized that I am the one who has the most to learn. The interaction with students motivated me, challenged me, strengthened me and sensitized my emotions. I realized that I have chosen the profession of lifelong learning rather than the profession that teaches to the end. The path of teaching and learning is one in which every day

you take on new challenges and encounter constant surprises. Nothing in this book is finally written, it is rather blank sheets of paper with much to be recorded.

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Appendix A

What is your opinion about English?

Survey 1 / August 19, 2021

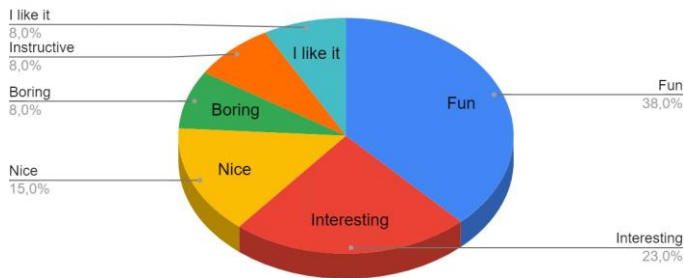


Figure 1

What is your opinion about English?

Survey 2 / October 28, 2021

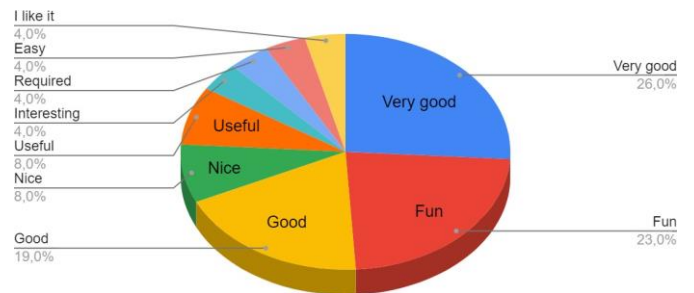


Figure 2

What do you know in English? What topics do you remember?

Survey 1 / August 19, 2021

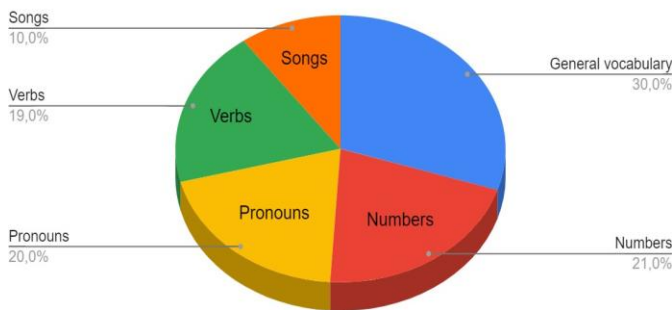


Figure 3

What do you know in English? What topics do you remember?

Survey 2 / October 28, 2021

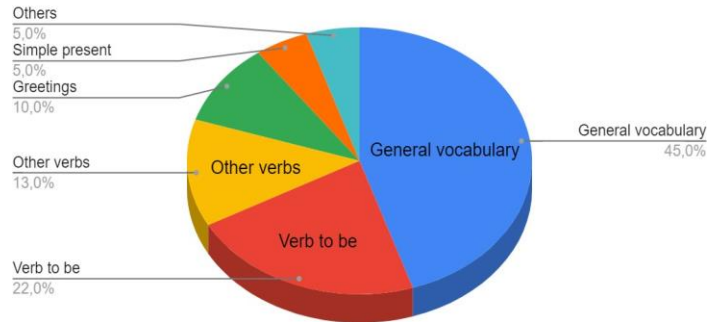


Figure 4

Vocabulary includes numbers, colors, weather, and clothing

How do you like to learn English?

Survey 1 / August 19, 2021

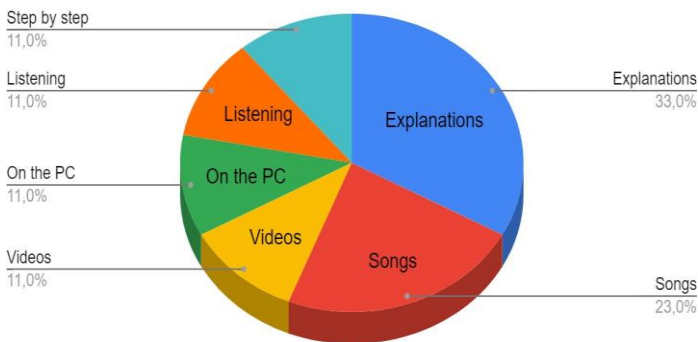


Figure 5

How do you like to learn English?

Survey 2 / October 28, 2021

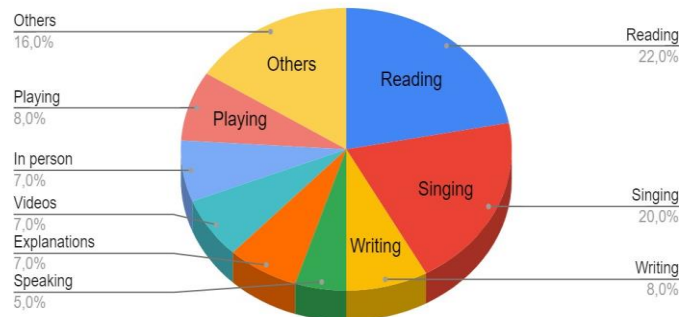


Figure 6

Appendix A

How do you not like to learn english?

Survey 1 / August 19, 2021

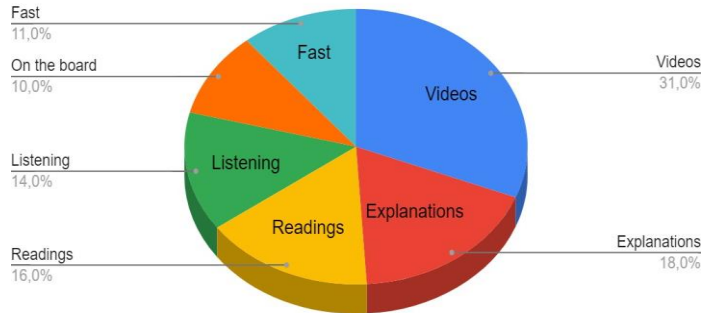


Figure 7

How do you not like to learn english?

Survey 2 / October 28, 2021

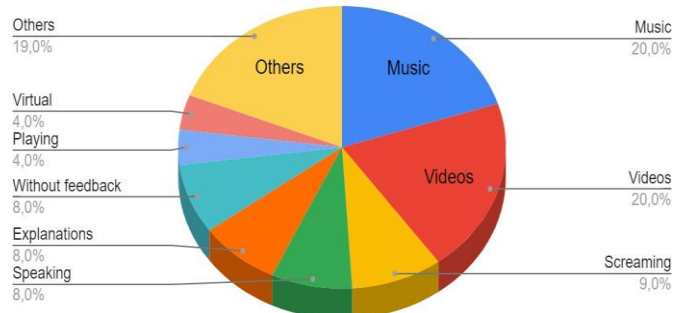


Figure 8

Appendix B

1. REVIEW: Pronouns - Write below the correct english pronoun

Yo	Tu	El	Ella	Eso	Nosotros	Ustedes	Elos
I	you	He	She	It	We	You	They

2. REVIEW: Write the name of the clothing in english

Jeans	dress		Cap
	gloves		
			boots

3. REVIEW: Verbs - Write in front the verb in english

Saltar	Der	9iv	Estar	be
Cantar	Ser	be	Amar	love
Salir	Caer	could	Comer	eat
Gritar	Dormir	sleep	Tomar	drink
Unser	Escalar	climb	Llamar	call
Reir	Ver	see	Querer	want

4. Review: Observe the picture and write 3 sentences using There is / There are

a. There is a window
 b. There is a bed
 c. There are a photos

5. REVIEW: Write the form affirmative, negative and interrogative of every sentence

Verbo BE / Ser - Yo soy un buen estudiante
 Aff: I am a good student
 Neg: I am not good student
 Int: I am a good student?

Verbo DANCE / Bailar - Ellos bailan salsa
 Aff: They dance salsa
 Neg: They do not dance salsa
 Int: They dance salsa?

Verbo BE / Estar - El está en el balcón
 Aff: He is in the balcony
 Neg: He is not in the balcony
 Int: He is in the balcony?

Verbo WANT / Querer - Ella quiere leche
 Aff: She want milk
 Neg: She don't want milk
 Int: She want milk?

6. REVIEW: Write the weather according to the picture

Sunny			
			THE WEATHER
		Hot	

7. Write the greetings in english:

Buenos dias: Good morning
 Buenas tardes: Good afternoon
 Buenas noches:
 Hola: Hello
 Adios: Bye
 Gracias:
 De nada

Figure 9









Review indefinite articles / Select the correct option			
			
a Cat	an Ant	a Elephant	an Apple
<input checked="" type="radio"/> a	<input checked="" type="radio"/> an	<input checked="" type="radio"/> a	<input checked="" type="radio"/> an
<input type="radio"/> an	<input type="radio"/> a	<input type="radio"/> an	<input type="radio"/> a
Review definite article / Write the sentence in english			
			
El perro es grande	Las botas son rojas	La naranja es deliciosa	Los zapatos son verdes
the dog is big	the boots are red	the orange is delicious	the shoes are green
Review Simple Present / Select the correct option			
They apples everyday		He with his brothers	
<input checked="" type="radio"/> eat	<input checked="" type="radio"/> eats	<input checked="" type="radio"/> sleep	<input checked="" type="radio"/> sleeps
We a beautiful song		She an ice cream	
<input checked="" type="radio"/> sing	<input checked="" type="radio"/> sings	<input checked="" type="radio"/> Want	<input checked="" type="radio"/> wants
I Like eggs		She climb mountains	
<input checked="" type="radio"/> don't	<input checked="" type="radio"/> doesn't	<input checked="" type="radio"/> don't	<input checked="" type="radio"/> doesn't
He dance well		You laugh aloud	
<input checked="" type="radio"/> don't	<input checked="" type="radio"/> doesn't	<input checked="" type="radio"/> don't	<input checked="" type="radio"/> doesn't
..... you cry in the school?	 he love his parents?	
<input checked="" type="radio"/> Do	<input checked="" type="radio"/> Does	<input checked="" type="radio"/> Do	<input checked="" type="radio"/> Does
..... it fall in your bed?	 they jump in the garden?	
<input checked="" type="radio"/> Do	<input checked="" type="radio"/> Does	<input checked="" type="radio"/> Do	<input checked="" type="radio"/> Does
Write the affirmative, negative and interrogative form			
Tu comes manzanas todos los días <i>everyday</i>			
Aff: you eat apple everyday			
Neg: you don't eat apples everyday			
Int: ¿you eat apple every day?			

Figure 10

CUESTIONARIO 3
Analizando el proceso de la práctica, responde:
1. Crees que hablar en inglés fue es fácil o difícil?
Por qué? <i>Por que lo he practicado por lo que es facil</i>
2. Crees que escribir en inglés fue fácil o difícil?
Por qué? <i>Por que cuando voy a escribir tengo dudas de como se escribe</i>
3. Fue más fácil para ti hablar o escribir en inglés?
3. Qué actividad de las que realizamos te ayudó más en el aprendizaje del inglés?
<i>los verbos y los pronombres</i>
4. Qué actividad de las que realizamos fue más motivante?
<i>los verbos</i>
5. Qué actividad de las que realizamos te pareció aburrida?
<i>ninguna todo fueron buenas</i>
7. Crees que el juego es una forma de aprender?
<i>si</i>
Comentarios: <i>por que no voy a aprender del todo como en serio</i>

Figure 11

CUESTIONARIO 3
Analizando el proceso de la práctica, responde:
1. Crees que hablar en inglés fue es fácil o difícil?
Por qué? <i>Por que para mi es muy dificil pronunciar las palabras</i>
2. Crees que escribir en inglés fue fácil o difícil?
Por qué? <i>Por que no se como se escribe cada cosa para mi es muy dificil</i>
3. Fue más fácil para ti hablar o escribir en inglés?
3. Qué actividad de las que realizamos te ayudó más en el aprendizaje del inglés?
<i>las prendas de vestir</i>
4. Qué actividad de las que realizamos fue más motivante?
<i>los climas</i>
5. Qué actividad de las que realizamos te pareció aburrida?
<i>los pronombres</i>
7. Crees que el juego es una forma de aprender?
<i>si</i>
Comentarios: <i>Yo no puse que jugando se aprende por que nose me</i>

Figure 12

CUESTIONARIO 3	
Analizando el proceso de la práctica, responde:	
1. Crees que hablar en inglés fue es <u>fácil</u> o difícil?	
Por qué?	porque la profe llenó es muy comprensiva.
2. Crees que escribir en inglés fue <u>fácil</u> o difícil?	
Por qué?	porque la profe nos entendía mucho.
3. Fue más fácil para ti <u>hablar</u> o escribir en inglés?	
3. Qué actividad de las que realizamos te ayudó más en el aprendizaje del inglés?	el video de la b
4. Qué actividad de las que realizamos fue más motivante?	los videos
5. Qué actividad de las que realizamos te pareció aburrida?	
7. Crees que el juego es una forma de aprender?	la de promunciar la kopa
Comentarios:	depende
no me gusta aprender jugando porque me desconcentra	

Figure 13

CUESTIONARIO 3	
Analizando el proceso de la práctica, responde:	
1. Crees que hablar en inglés fue es fácil o <u>difícil</u> ?	
Por qué?	porque es más difícil q/la español
2. Crees que escribir en inglés fue <u>fácil</u> o difícil?	
Por qué?	por que es facil es por que uno aprende a escribir en ingles
3. Fue más fácil para ti <u>hablar</u> o <u>escribir</u> en inglés?	
3. Qué actividad de las que realizamos te ayudó más en el aprendizaje del inglés?	en ingles a mas practica ingles
4. Qué actividad de las que realizamos fue más motivante?	por el presente facile
5. Qué actividad de las que realizamos te pareció aburrida?	
7. Crees que el juego es una forma de aprender?	ninguna
Comentarios:	NO por que el juego no es bueno para estudiar bien

Figure 14