ESCUELA NORMAL DE ATLACOMULCO
"PROFESORA EVANGELINA ALCÁNTARA DÍAZ"

Interactive activities to foster writing with third graders

Ensayo

Que para sustentar examen profesional y obtener el
Título de:

LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS)

Presenta

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“Writing is a social act performed

in a specific context for

a particular audience”

Bruffee

To my parents.

Thank you for your great support

and continuous care.

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INTRODUCTION

The present essay is organized in three parts. The first part includes the rationale where the reasons to select the topic are explained. The topic and context includes a brief description of the community where the school is located and the characteristics that favor the students' learning; as well as the characteristics of the school that are taken into account for the development of the research. In this first part, it is also included the information background section, which provides the ideas of the most recognized authors who have done research about the chosen topic and that at the same time provide support for the application of the strategies in the classroom. Then, the topic selected is set in one of the three thematic lines, proposed by SEP, to guide the development of the didactic proposal. As every formal investigation paper, this one includes general and specific purposes and several questions to be answered, which have guided the research and that provide a guidance to fulfill the goals set. The methodology used is also present, in this essay it was considered the qualitative and ethnographic methods which have let the researcher to gather significant information about the group of study and the study cases. Finally, this first part also integrates the resources used during this intervention strategy and that have been useful to provide students with elements to foster writing, which are the lesson planning, the didactic material and the teacher's journal.

The second part includes the group of study where the situations have been applied and at the same time it has the students' profile which provides a brief description of the four students context and characteristics; finally, it is included the teaching intervention strategy where there are the five didactic situations described, it also has the analysis and reflection of the application. The last part includes the conclusions and suggestions that are a result of the experiences obtained, that pretend to guide a further application for those who find it useful for other contexts.

RATIONALE

The reason to work with the topic “Interactive activities to foster writing with third graders”, is because students seemed to be not interested in writing, they had mentioned that it is a confusing skill and that most of the times it is difficult for them to structure sentences that communicate a comprehensible idea; besides that, their experience when practicing the skill refers to a boring one. According to NEPBE (2011), students should “produce short texts conventionally for creative, personal, social, and academic purposes which express some opinions on issues related to everyday life.”

Interactive activities have been chosen in order to provide students with activities and tasks which are not either boring nor tiring as well as to make them change their mind about the writing skill that seems to be difficult for them, and to provide them with opportunities to manipulate some material to learn the language to involve them in the actions to use it. “Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered” (Brown, 1994). Teachers should find activities that provide students with opportunities to deepen their learning by applying concepts and articulating new knowledge and also provide students with feedback about their learning.

Implementing interactive activities in the classroom for learning English, in this case writing, is a way to foster written production among students; to make the subject more attractive to them, so that they can interact with their classmates and with the teacher. That students find an objective when carrying out the tasks is also a key aspect, and is part of the success of the interactive activities since they can see it is meaningful in their daily life; as mentioned by Brown (1994), “… apply concepts learned in class to a “real-life” situation. They are usually presented in narrative form and often involve problem-solving, links to course readings or source materials, and discussions by groups of students, or the entire class”.

PART I.

THE TOPIC OF STUDY

1.1. THE TOPIC AND THE CONTEXT

To contextualize about the application of the teaching intervention strategy, there is a brief description of the context of the community and the school where the proposal has been applied.

Community

This essay has been developed in the Secondary School Technical No 10 "Guillermo González Camarena" which is located in Boctó community in Acambay de Ruiz Castañeda municipality in the State of Mexico. This community is characterized as a small community with a population of 4,077citizens. According to the National Census INEGI (2010). There are 1,913 men and 2,164 women; also 15% are illiterate because only 71% concluded primary school level. Moreover, it has a regular economy due to most of the people work as bricklayers, crafts, industries as well as practice immigration and emigration. For this situation, the parents go out from home for a long time and it causes that they cannot pay attention to their children. In Acambay, there are speakers of indigenous language, such as the case of several students who speak Otomí.

The secondary school

In the secondary school there are 40 teachers who teach different subjects such as Mathematics, Spanish, English, Physical education, Arts, Science. Moreover, there is a principal, an academic dean who organizes the way to work in the secondary school and check the work during the school year including the coordinator of academic activities, teachers, 3 prefects, 3 social workers, 3 secretarial support, 1 resources comptroller and 4 people in charge of cleaning the school.

The school has an enrollment of 424 students; 157 in first grade, 142 in second grade and 125 in third grade. There are 4 groups per grade but in second grade there is a fifth group in this academic year. Each group of second and third grades have around 32 students, first grades have 40 students. The classrooms have from 32 to 40 chairs, 1 desk, and 1 white board. Additionally, in the school there are 7 buildings with 13 classrooms, 2 bathrooms, 1 computer center where a small stationery is also found, school cafeteria,

one library, a principal's office, an academic dean's office, a coordinator of academic activities' office, the secretaries' area and comptroller´s area, a laboratory, a room for prefecture, a room for social work, the sports area has two soccer fields and a basketball court, a civic square, the agricultural area, the beekeeping area and livestock area and finally there is the supervision and the teacher's center.

1.2. INFORMATION BACKGROUND

In this part, there is some information which it is going to give an idea about the theory and content of the topic "Interactive activities to foster the writing with third graders'.

Writing

According to Cole, Jones, Reutzel and Fargo (2010) Writing is "As one of the most essential skills because the world has become so text-oriented." and aloud' writing: the choices and decisions".

Although, writing is a productive skill, it has 12 micro skills based on Brown (1994) for example: produce graphemes, orthographic, writing in an efficient rate of speed, an acceptable core of words. use appropriate word order, use acceptable grammatical systems, express a particular meaning in different grammatical forms, use cohesive devices, use rhetorical forms and conventions of written discourse, appropriately accomplish between events and communicate, distinguish between literal and implied meaning, convey culturally references, develop an use a battery of writing strategies. Some of these micro skills are going to be promoted in order to achieve students can write their own ideas.

“Writing is probably the linguistic skill that is least used by most people in their native language. Even in the most ‘advanced’ societies a significant percentage of the adult population writes with difficulty. Good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involves the following basic skills: handwriting or typing, spelling, constructing grammatical sentences and punctuating.” (Davies and Pearse, 2000).

When thinking about writing, it is helpful to make a distinction between writing-for learning and writing-for-writing. Bases on Harmer (2007) “In the case of writing-for- learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity. Writing-for-writing, on the other hand, is directed at developing the students’ skills *as writers.* In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that

might be. There are good ‘real-life’ reasons for getting students to write such things as emails, letters and reports.”

Foster

There are some concepts about foster. as in dictionary of Oxford defines that encourage or prornote the development of (something, typically sornething regarded as good)". Although, in the Cambridge dictionary (2016) explains that "to encourage a particular feeling, situation, or idea to develop" Finally, in the Dictionary (2016) finds the meaning like: “to nurture something."

Interactive

Education seems to be constantly changing. Students are no longer expected to sit at a desk and take notes on a lecture. Lessons are much more engaging and interactive.

Interactive learning is a hands-on, real-world approach to education. According to Stanford University School of Medicine, “Interactive learning actively engages the students in wrestling with the material. It reinvigorates the classroom for both students and faculty. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition.” (Robert) Interactive learning can take many different forms. Students strengthen their critical thinking and problem-solving skills using a much more holistic approach to learning. Interactive learning can take place across the curriculum with or without technology. Interactive, project-based learning encourages curiosity and depth of thought. Students are also more likely to take ownership of their learning because they feel like what they're doing matters, and they have the chance to be creative on the path toward solving a problem. (Renner)

Knapen (2018) mentioned that “Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. There are different ways to create an involvement like this. Most of the time it’s through

- teacher-student interaction
- student-student interaction

- the use of audio, visuals, video
- hands-on demonstrations and exercises

You encourage your students to be active members of your class, thinking on their own, using their brains, resulting in long-term memory retention. Not only the students' knowledge will improve, but their interest, strength, knowledge, team spirit and freedom of expression will increase as well”.

1.3 THE TOPIC INTO THE THEMATIC LINE

This document considers the characteristics of student and foster the practice of the language in the writing skill This topic is related with the pedagogical principles for example: “1.1. Centrar la atención en los estudiantes y en sus procesos de aprendizaje" (SEP, 2011) because the purpose is that the classes are related with students. It means that this document is going to identify the characteristics of the students and adapt according to hem. Other pedagogic principle is “1.2. Planificar para potenciar el aprendizaje” (SEP, 2011) because the teaching work is going to develop in based on student, so the organization is going to cause that students could learn.

Next, "1.3 Generar ambientes de aprendizaje" (SEP, 2011) due to in the class will be necessary that students interact with different situations in order to foster the writing skill and the other. Then, "1.4 Trabajar en colaboración para construir el aprendizaje" is going to help students to do collaborative work, in other words scaffolding. Finally, "1.6 usar materiales educativos para favorecer el aprendizaje", those are going to stimulate the learning process.

For this reason to achieve the purposes of this final paper. there are the next three thematic lines. The first one is focused on the topic "Interactive activities to foster writing with third graders". Those thematic lines are in the program (1999) for English teachers in (SEP, 2002):

A) "LOS ADOLESCENTES Y SUS PROCESOS DE APRENDIZAJE" this first line refers to knowledge that trainee teachers manage to have from secondary school students; the idea of this is that trainee teachers know their characteristics by adolescents to learn, "to build notion process, the formation of reference groups or friends, teenagers at risk the socio-cultural context. Tracking a small group help find explanations to improve student learning"

B) “ANALISIS DE EXPERIENCIAS DE ENSEÑANZA" it states how the topics are related to some students' experiences, this thematic line express the initiative and the pedagogic imagination that teacher develops during the initial formation for designing, applying and analyzing learning activities according to secondary purposes.

C) “GESTION ESCOLAR Y PROCESOS EDUCATIVOS” this third line mentions how the teachers can expand their knowledge about the work develop in the school as well as how to influence the ¨school management” into the secondary school (SEP, 2002).

This document is focused on the thematic line “LOS ADOLESCENTES Y SUS PROCESOS DE APRENDIZAJE” because this paper analyses, reflects, identifies, and so on the way how students foster writing with interactive activities.

1.4. PURPOSES

1.4.1 General

To develop interactive activities to foster writing with third graders.

1.4.2 Specific

To give examples of interactive activities to let students know it is not a difficult process.

To apply interactive activities to foster writing so that students find it easy and interesting.

To manipulate several graphic organizers to help students structure their ideas when writing.

To learn how interactive activities impact on the process of learning the writing skill in secondary school students.

1.5. QUESTIONS TO BE ANSWERED

This document requires some question to develop so that the purposes can be achieved. The questions that are intended to be solved are posed successively after observing the group in which the invention should be carried out, as well as taking into account the skill that has the best knowledge. The questions are posed based on the topic and coordinated with the general and specific purposes. The questions that have been raised to answer during the process are the following:

What kind of interactive activities foster writing? In order to know some interactive activities. Other question is how do interactive activities help to develop the writing skill? Due to these activities are going to practice during the course. Next question, why is it important to use interactive activities in the writing skill? This means that it is essential to give reasons about the topic.

Other question is how are going to apply the interactive activities in other to active the background knowledge? This question has as a purpose to explain and describe the process of the intervention.

Finally, which steps are going to consider during the writing process? and which interactive activities are going to related with the writing skill? Those questions are going to explain the characteristics of each step and how are going to be related with the interactive activities.

The objective of obtaining the answer to the questions is to have a result where teachers and students know other areas to develop. In the case of the teacher, when answering the questions, there is an openness to learn about interactive activities that they can develop within the classroom and to make students aware of the importance of interacting with their classmates, since it finally has the common goal of learning.

1.6. METHODOLOGY

In order to achieve how the interactive activities foster the writing skill, it is important to know more about the context, school, learning process, and so on. Due to these elements are going to contribute to know more about the students and detect their necessities.

1.6.1 Qualitative Method

In the process in which it is carried out in a group where it interacts to apply strategies, qualitative research is used.

It has as a purpose understand and interpret social interactions and the second one tests hypotheses, look at cause and effect. Although, there are different forms to present the final reports for example: in the qualitative research “the final report is presented in a narrative text with contextual description and direct quotations from research participants and make predictions” (Johnson, 2008).

1.6.2 Ethnographic Studies

Creswell (2002) affirms that ethnography literally means “writing about groups of people”. Using this qualitative design, you can identify a group of people; study them in their homes or workplaces; note how they behave, think, and talk; and develop a general portrait of the group. Furthermore, ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group´s shared patterns of behavior, beliefs, and language that develop over time.

To apply the strategies, the context of the students is taken into account, in the same way to know the school environment in which they are.

1.6.3 Case studies

The context of the students is taken into account, in the same way to know the school environment in which they are.

A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007).

In the document use the case studies of four students with the objective of apply the topic interactive activities and observed the process how students respond around

Becker (1970) explains that case study refers to detailed analysis of an individual case supposing that “one can properly acquire knowledge of the phenomenon from intensive exploration of a single case” (p.75). This tries to comprehend an event under study while develop theorical statement about the phenomena. Additionally, the techniques of data collection are largely determined by the nature of the subject matter” (Becker, 1970).

According to Yin (2003) “a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions, (b) you can not manipulate the behavior of those involved in the study, (c) you want to cover contextual conditions because you believe they are relevant to phenomenon under study, or (d) the boundaries are not clear between the phenomenon and context”.

1.7. RESOURCES

This part of the document describes the resources to use during the teaching work.

1.7.1. Lesson planning

It is a process of designing a didactic sequence through the appropriate activities in order to achieve a specific purpose or objective. It is necessary to specify the objective, the activities to be carried out, the materials needed, the way the students will be organized and the way the learning process will be assessed.

For the NEPBE, the type pf social practice, learning environment and the specific competence should be taken as guideline and a frame for the planning of each didactic sequence or session, since they represent the purpose of the unit.

The lesson planning consists in “organizar actividades de aprendizaje a partir de diferentes formas de trabajo, como situaciones y secuencias didácticas y proyectos, entre otras” (Syllabus, 2011).

The way of working with the lesson plan during the development of the topic will be to use it as a resource to plan the activities that will be applied in the different strategies, having as main elements: date, environment, specific competency, social practice of the language, achievement, stage (introduction, development and closure), specifications, procedure, didactic material, evidence and evaluation instrument.

1.7.2. Didactic material

The didactic material is used within a lesson plan since it is a resource that will help facilitate the application of interactive activities, as you can see from now on some examples of materials that will be used in the development of the document are cited.

Authentic Material.

There are some meanings about authentic materials for example: “these are any texts written by native English speakers for native English speakers” (Heitler, 2005). Next, Nunan (1999) defines authentic materials as spoken or written language data that has

been produced in the course of genuine communication, and not specially written for purposes of language teaching.

Other meaning about authentic material is the oral and written language materials used in daily situations by native speakers of the language (Roger and Medley, 1988). In this study, it means song, movies, and radio or TV advertisements.

To end, authentic material: “Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, the internet etc. The language in the texts is not adapted or made easier for learners or the language learning process”. (TKT, 2015)

Realia

“Realia such as maps and schedules often contain a minimum of language and reduce potential frustration" (Berwald, 1978). Some examples about realia are: “Newspapers, magazines. movie ads, mail-order catalogs, television commercials, the Yellow Pages, and souvenirs and other print, materials gathered in travel abroad or request from other sources a examples of useful real” (Berwald, 1978).

Supplementary Material

The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials. (TKT, 2015)

Learning Resources

The materials or tools which help learners learn, e.g. books, computers, CDs etc. See aids and reference materials/resources. (TKT, 2015).

1.7.3. Journal

Portlan (1994) defines the Journal as “un instrumento que propicia el desarrollo de un nivel más profundo de descripción de la dinámica del aula a través del relato sistemático y pormenorizado de los distintos acontecimiento y situaciones cotidianas”.

The importance of the reflection as a pre-service teacher which it promotes the learning about how to improve the teaching, activities, strategies. Those impact positively in the teaching process which is present in the secondary school. Through more and better materials, learners will be able to achieve the goals and the evaluation could be congruent according to the learning styles of each student.

Journal is a great instrument to investigate because it increases this final paper. Moreover, the journal´s information can be a good option to achieve the purposes and answer the questions which have asked in this document.

PART II.

THE DEVELOPMENT OF THE TOPIC

2.1. THE GROUP OF STUDY

The third grade group C are 31 students, 16 women and 15 men, the average age of the students is between 14 and 15 years old; It is observed that the students of this group have stable and cordial social relationships with their peers and also respectful, there are positive leaderships among the members of the group, they show good disposition to collaborative work, only two students are found with average problems, however the teacher The tutor of the group carries out weekly work reviews so that they do not miss out on registering work, the students in English do the work, but the majority affirm that it costs them work.

A questionnaire was used to find out their interests, where it was observed that at least 20 of the 31 students like to read and were even reading a book and as activities they carried out were playing soccer, video games, going to English courses and drawing, such as They also mentioned the use of social networks. Within the questionnaire were socioeconomic questions that show that 5 students have parents with a degree, 10 who work in the fields or livestock, 5 with parents who migrate, 11 with others. Finally, 20 students have the two father figures, 10 only with one of them and one who is cared for by their grandmother.

Regarding the level of curricular competence, the general average is 8.3 and in the English subject it is 7.6. The students according to the test that was applied on learning styles obtained a percentage of 32% visual that corresponds to a number of ten students, 32% auditory that also corresponds to ten students and 35% kinesthetic that is eleven students.

The diagnosis was applied in order to make known the knowledge that was obtained from last year. Resulting in a percentage of 45.2% failed and 54.8% approved. The number of failed decreases compared to the other groups, this group is characterized by visual and kinesthetic styles

2.2. STUDENTS' PROFILE

2.2.1. Student A

He is 14 years old, he lives in Loma de San Angel, community of Acambay de Ruiz Castañeda, Mex. in his own house and has a room for him. His family has seven members, made up of his parents, three brothers and a sister, he is the last member of the family; the educational level that his mother has is secondary in the same way as his father, the economic activity is the fields and livestock while his mother takes care of the home; He considers that his relationship with his parents and siblings is good and cordial and expresses that one of the most important people in his life is his grandfather.

In his academic data in the last school year, he obtained an average of 9.3, the subjects he likes the most, he mentions English, physical education and the Arts; subjects you don't like include history and math. One of his short-term goals is to finish high school, in the medium term continue with high school and in the long term study architecture. In his learning styles test he obtained that it is visual, and in the diagnosis it was a result of 10 items.

He considers himself a serious and persevering person, he likes to be in dance, he does not take English courses, however he expresses that one of his hobbies is playing video games and watching series with subtitles, which is what motivates him to learn more. On the weekends they take drawing courses in the municipality where he lives and helps his father with the cattle duties. He likes to listen to music and read books of the scientific genre although he affirms that his favorite books is "The Hobit".

In the classroom, he is a student who does not participate much, however, with many friends in the classroom, he considers himself an intelligent person who likes to help his classmates as well as teamwork with his friends. One of his skills is knowing how to draw and he mentions that he likes that his classmates ask him to draw cartoons.

2.2.2. Student B

She is 14 years old, she lives in the community of Acambay de Ruiz Castañeda, Mex. in her own house and has a room for her. Her family has four members, made up of her parents and a sister, she is older than her sister; the educational level that her mother has is secondary in the same way as her father; the economic activity is to work as a bricklayer in the state of Mexico while her mother takes care of the home; She considers that her relationship with her parents and sister is good and cordial although she would like to spend more time with her father and expresses that one of the most important people in her life is her mother.

In her academic data in the last school year, she obtained an average of 9.1, the subjects she likes the most, she mentions English and physical education; the subjects you don't like are history and chemistry. One of her short-term goals is to finish high school, to continue to high school in the medium term, and to study at a university in the long term. In her learning style test she found that it is kinesthetic, and in the diagnosis it was a result of 8 items.

She considers herself a social and hard-working person, she likes to be in the workshop class of preparing gastronomic products, she does not take English courses, however she expresses that one of her goals is to learn English, in her hobbies is to play basketball and to be in networks social. On the weekends, they help their mother with household chores. She likes to listen to regional music and read books of the youth novel genre.

In the classroom, she is a student who likes to participate a lot, likes to be a leader in work, considers herself a dedicated person, and likes to help her classmates as well as working as a team. One of her skills is mathematics. Despite her regrets, she likes to work as a team. She mentions one of her colleagues with whom she would not like to work as a team.

2.2.3. Student C

He is 14 years old, he lives in La Soledad, comunity of Acambay de Ruiz Castañeda, Mex. in his own house and has a room for him. His family has four members, made up of his parents and his sister, he is the last member of the family; the educational level that his mother has is secondary to his father's with elementary school, the economic activity is bricklayer while his mother takes care of the home; He considers that his relationship with his parents and sister is good and cordial. However, in the questionnaire he answers that his relationship with his father is bad, expressing that one of the most important people in his life is his mother.

In his academic data in the last school year, he obtained an average of 7.1, the subjects he likes the most, Spanish; subjects you don't like include math and English. One of his short-term goals is to finish high school, in the medium term to continue high school in a military school, and in the long term to be part of the Navy. In his learning styles test he obtained that it is visual, and in the diagnosis it was a result of 5 items.

He considers himself a quiet person, he likes to be in the arts, he does not take English courses, he expresses that he does not like English because he does not understand him at all, one of his hobbies is playing soccer and being with his girlfriend. On weekends, he helps his father with his homework and accompanies his parents to soccer games. He likes to listen to music and play video games.

In the classroom he is a student who does not participate much, he does not like English, however many friends in the classroom that motivate him to work, he considers himself a person who does not learn fast and does not like to work in a team. His friends help him turn in work. One of his skills that he considers he has is knowing how to listen to his peers as they mention that his friends come to him for advice.

2.2.4. Student D

He is 14 years old, he lives in Tixmadeje, community of Acambay de Ruiz Castañeda, Mex. in his own house and has a room that he shares with his younger brother. His family has seven members, made up of his parents, one brother and three sisters, he is the penultimate member of the family; the educational level that his mother has is secondary in the same way as his father, the economic activity of his father is not mentioned by his mother, he takes care of the home; He considers that his relationship with his parents and siblings is good and cordial. However, in the questionnaire he answers that his relationship with his father would like to spend more time, expressing that one of the most important people in his life is his mother.

In his academic data in the last school year he obtained an average of 6.5, the subjects he likes the most mention physical education, Spanish and English; subjects you don't like are history and chemistry. One of his short-term goals is to finish high school, in the medium term continue to high school, and long-term to join the Navy. In his learning style test he found that it is auditory, and in the diagnosis it was a result of less than 5 items.

He considers himself a social person, he likes to be in physical education, he does not take English courses, he expresses that he likes English but that he finds it hard to understand, however he likes it, one of his hobbies is playing soccer and playing video games. On weekends, he helps his dad with his homework. He likes to listen to music and play video games.

In the classroom, he is a student who does not participate much, but when it comes to competing, he is motivated to work in class, he considers himself a restless person and likes to work as a team. His friends help him turn in work. One of his skills that he considers is soccer. He is a student who does not like to read frequently only when the Spanish teacher recommends reading a book, one of his favorites is The Alchemist.

2.3. THE TEACHING INTERVENTION STRATEGY

2.3.1 Situation I: REPETITION AND IMITATION

Date: October 30th , 2019 Grade: 3rd group: C Schedule:8:00-8:50

Unit II Set of instructions album

When teacher started the English session, students greeted with a great “Good morning” at the same time that teacher greeted them. Teacher asked students sit down in their place and open their English notebook. Teacher wrote the topic, date and the number of session. Teacher started with an experiment “flower bloming” where students had to observe the materials, the procedure and the conclusions then teacher pasted the steps and asked by participation, the first four who raised their hand passed in front and ordered the steps.

STUDENT 1: (passed in front a translate the step) primero, dibujar una flor en una hoja de papel y cortar por los contornos.

STUDENT 2: (only passed because it was participation but he is wrong) creo que es esta teacher.

STUDENT 3: ya se equivocó teacher, ¿puedo corregir?

TEACHER: only order (solo ordenalo)

STUDENT 4: es bien fácil porque tiene el finally

STUDENTS 5: teacher pero se equivocaron en una, ¿puedo pasar a corregirla?

Then teacher and students checked if their classmates were correct only one student had a mistake and one student could identify and passed to change the correct answer. Students wrote the correct answers of the experiment “flower blooming” in their notebook while teacher checked attendance when teacher finished she gave two minutes more to students wrote all the procedure of “Flower blooming” in their notebook.

TEACHER: what was the homework?

STUDENT A: “los frijolitos teacher”

TEACHER: Yes, the homework was the materials to the experiment Grow a plant from a bean.

Students identified the materials and teacher gave the steps to elaborate a graphic organizer and students could classify the elements in a set of instructions album to their experiment. Teacher explained step by step with an example to students elaborate their graphic organizer with her.

TEACHER: In a red sheet divide in four parts.

STUDENT C: ¿qué dijo teacher?

STUDENT 6: Que le hoja la vamos a divider en cuatro.

TEACHER: (showing her example) and then in the first part write materials, in the middle the procedure and conclutions and finally a picture of the result.

TEACHER: despúes en la primera parte escriben materiales, en medio el procedimiento y finalmente una foto del resultado

Students in a color sheet divided in three parts to inside write material, procedure and results to their experiment. When teacher finished to give the steps she pasted on the board the materials of the experiment of “grow and the images of this and one student by line passed to order with the correct order, the most of the students wanted to participate but teacher gave the participation to the student who less participated in other sessions.

TEAHER: participation by line, the first participate is STUDENT A

STUDENT A: past in front and match with the correct order.

TEACHER: well done! But now what is the meaning?

STUDENT A: algodón

TEACHER: The other participation is STUDENT B she looked at teacher with a scared face.

STUDENT B: teacher, no se lo que es.

STUDENT 7: Ya teacher yo quiero pasar.

The teacher accepted that **STUDENT 7** passed and ordered the material bean with its correct and finally the student who in other session did not participate try to do the activity.

The teacher gave the procedure to elaborate their experiment some of the sudents finished before teacher because they knew the experiment of the other years. To students could write the procedure teacher pasted the steps but with missing verbs and adverbs and students should order in the correct way.

TEACHER: Now we are going to follow the ins…(interruption by a student)

STUDENT 6: ya termine teacher y luego que hacemos.

STUDENT 7: yo lo hize de tarea.

TEACHER: ok do you want to participate?

STUDENT 6 AND 7: si ¿qué hacemos?

TEACHER:I give the procedure, you listen and order the words in the procedure.

STUDENT 8: dice la teacher que ella dice el procedimiento y ustedes ordenan las palabras.

TEACHER: FIRST, put cotton balls into the glass; **THEN,** stuck one bean inside the cotton balls, on either side of the jar; **NEXT,** water until the cotton wool is damp, but not too wet; **FINALLY,** place the glass next to a window, andwait from 2 to 5 days to see the bean growing.

The students did not have mistakes and came back to their places and complete their graphic organizer. The teacher finished the session playing pass the ball.

TEACHER: when finish, paste in your notebook.

TEACHER: have you ever played “la papa caliente”?

STUDENTS: ¡si!

TEACHER: now I need a volunteer.

STUDENT C: ¿qué voy hacer?

TEACHER: only you say pass the ball and when you want to stop you say stop.

STUDENT 9: solo di pass the ball.

STUDENT C: A si ya entedi. Ya pass the ball, pass the ball, pass the ball, stop.

TEACHER: what is the meaning of FIRST?

STUDENT 10: (with the ball) primero.

The ball pass student by student and the teacher said stop the student who had the ball the teacher asked to a adverb of sequence learned in the session when student said the word teacher wrote in the board and all students reapeated the word after teacher, this game only repeated four times and all students remembered the adverbs: first, then, next and finally.

ANALYSIS

The English session in 3rd "C" involved many challenges such as: context, culture, level of the language, learning styles, environment, resources, and so on. The main characteristic in this classroom is the individual work and the most of them read. According to Carol "reading provides a scaffold for learning to write". Based on the challenges and their advantage, which those were presented in the session, teacher considered interactive activities to foster writing in English.

For this reason the English session considered to employ interactive activities in order students could practice their teamwork and learn the content, which it is going to be analyzed in the session. As we know, it is necessary that students could recognize and understand the content in order to acquire the language. Also, the interactive activities contribute "al desarrollo del Sistema de la lengua que el aprendiz construye y afectan directamente el aprendizaje" (Rubin, 1987; quoted by Lessard-Clouston, 1997). The interactive activities are a good option to achieve students could develop their skill and improve the level of learning.

As a teacher, the interactive activities should be analyzed in order to could determine what kind of activity is adequate students and session. Based on O´Malley (1990:44-46) classified the strategies in 3 categories such as: metacognitive, cognitive and socio afective. Each of them is focused on different aspects for example: cognitive strategies are focused on "learning to learn" (Chadwick, 1991); it means that learner is going to learn in interactive way. In other words, "las transformaciones que la persona hace a los estímulos que recibe de su ambiente" (Chadwick, 1991). It is going to help beginner could be an Independent learner.

In order to choose the adequate interactive activities students it is necessary to consider some point such as: "general characteristics of the learners, kind of knowledge, goals, teaching process and context" (Barriga, 2004) due to whole the groups are different. In 3rd "C", the students showed difficulties in writing because in the diagnostic exam learners did not have correct this section where only the activity was order sentences and they had mistakes to order the sentence and incorrect wrriting, the main reason was that they did

not know how to write or answer it. So, teacher analyzed the result and related to the previews information, interactive activities were an adequate option to apply students in order to foster them the writing skill.

According to Barriga (2004)," writing considers new ways of thinking and access of the culture." It requires an active and constructive agent which it includes activities that those are going to help writer organize their ideas. One of the cognitive strategies applied in the class was "REPETITION AND IMITATION", it strategy was considered important because each kind of strategy: metacognitive, cognitive and social-afective strategies included a classification related them. This strategy consisted "Imitating a language model exactly, including oral practice, silent practice, and copying" (O´Malley, U. Chamont, Walker, P. Russo, & Kupper, 1987) Obviously, the classification was organized in a process in order to learner started with simple activities and during the development and application of the interactive activities.

The strategy responses to the main problem in the class wich it was students had difficulties to copy and organize the sentence. For example: student A repeated in a correct way the vocabulary but student A copied with mistakes (the word was "first" student A wrote "firts"). Ellis (1997) says that" language transfer is the influence that the learner's L1 exerts over the acquisition of a L2", it means that the L1 language interfere in the leaning process but something it represents a kind of help students, because students consider the similarities between their mother tongue.

The closure was the activity to remember the adverbs where the main objective was that the students interacted with their classmates and when some of them had an error their classmates helped to corrected it. According to Paul Davies and Eric Pearse (2000) said that "you should first give learners the opportunity to correct themselves, helping as necessary (self-correction); if a learner cannot self-correct, you should invite other learners to make the correction (peer correction); if no other can make the corrections, you should make the correction yourself (teacher correction)".

REFLECTION

The acquisition of a second language involves a lot of challenges such as: context, environment, resources, culture, education, and others challenges and most of them depend on learner. As a teacher, it is necessary to consider the characteristics and necessities of students, also the steps to follow in order to apply a strategy. This strategy considered the level of the English that student had, it was based on the results of the diagnostic exam. The diagnostic exam showed that students did not know how to do a sentence in English, so it was necessary to organize the parts of the sentence (pronoun, verb, noun, and so on.)

When the strategy was applied, students had previews knowledge about the parts of the sentences in order to students had the enough elements to complete the activity applies. The class was designed in order students could relate their background with the new vocabulary. The repetition and imitation would help them to learn it, although there was present the interference with their mother tongue.

The first activity was that the students observed the material that was used in the experiment, the material that was observed was manipulate and easy for them to identify the name however at the time they classified student D had difficulty identifying the name of materials in English. In the following activity was to make a graphic organizer the instructions given were clarified in Spanish however some of the students had a hard time developing this is the case of student C, he asked how do it, within the this group is a challenge when passing their notes from the board to their notebook as you can see from the beginning of the session when I went to review the books quickly.

The experiment that they had to carry out consisted in them bringing their material and elaborating it step by step and in the same way interacting with the procedure and that their students are asked at the end of the session to take a part of their graphic organizer. The photo of the progress of the experiment. Some of the activity that excited the students is that since the experiment consists of growing a bean, the students were already familiar with it.

The activity that cost them the most work is to order the procedure and complete it with the adverbs that were missing, when the students were called by participation they want to carry out however they did not understand what activity consists of. Finally, the closing takes place quickly because the students were still working with writing the procedure in their notebooks, the situation one mainly consisted of he students interacting with material so that they finally be able and the main aspects of writing.

2.3.2. Situation II: PLAYING AND WRITING

Date: December 11th, 2019 Grade: 3rd Group: C Schedule: 8:00-8:50

Unit III Memory game

The session started with a warm up to students focused with the topic. When the teacher said the numbers one stand up and two sit down, the student who was wrong more than once would scrutinize the date. In the first attempt it was only an example where only some students understood the activity, the teacher chose a student to explain to her classmates.

STUDENT A: cuando la teacher diga one stand up and two sit down.

TEACHER: are you ready?

In the first time the students who made a mistake were because they were confused with the numbers, in the second attempt the teacher said the numbers so that people who were not paying attention were mistaken and in the last attempt the student who made a mistake was the one who he was slower to do the action. The STUDENT D who was the one who lost step to write the date while the teacher pasted a memory game and wrote the topic.

TEACHER: do you finish to write the topic and the date?

STUDENTS: answered yes, and some of the m asked Teacher what is that? (Pointing to the board where the memory game was attached)

TEACHER: First, we are going to do teams. Who understand me?

STUDENT B: Me, primero haremos equipos

TEACHER: Yes, you listen the song when it stopped I say a number to you do the teams. Do you understand?

STUDENTS: No

TEACHER: you listen a song and walk around of the classroom, escuchan una canción y caminan alrededor del salon then when the song stop I said a number and you form the team, cuando la canción pare yo les digo un número y forman un equipo con este número de personas.

With the explanation the students started to walk around of the classroom in the first time only two students did not have team but with the second time all students are in a team of five students. The teams go to their place to start to work with the memory game.

TEACHER: Have you ever played a memory game?

STUDENTS: confused answered that the teacher refer to the thing that is pasted in the board.

TEACHER: this is a memory game. What is a memory game?

STUDENT EIGHT: Memorama

TEACHER: Perfect.

To play with the memory game the students had to pass a ball with the activity “victims” teacher said: Eeny, meeny, miny, moe, catch a tiger by the toe. If he hollers, let him go, eeny, meeny, miny, moe. When the teacher finish said it the team with the ball passed in front to play. The memory game was divided in two parts in one of the irregular verbs in their infinitive form and the other in past. The student who match the correct infinitive form with their past won points to their team. When they finished to play the memory game they should write the verbs in the interactive list.

TEACHER: Now with the papers that I told you to bring for today we are an interactive list like this.

TEACHER: (she showed step with an example) divide your color sheet in two parts then with the ruler mark one centimeter from top to bottom to obtain 15 rectangles.

STUDENT NINE: teacher, is it okey?

TEACHER: yes, in your teams help to your classmates. (Going through the equipment and shown the example). Now on the outside, cut along the line where they started to mark an inch.

In the teams helped to finish their classmates who did not understand, in the interactive list the students on the outside wrote verbs in infinitive and the inside part in past. The teacher stepped into the teams to supervise the progress of the students. The students who finished first that the other classmates, they help them. When the most of the students finished the teacher started to explain the last activity, she explained in the previous session the grammatical of present simple. In this session students had to write five sentences in present simple with the verbs that they wrote in their interactive list before students started with the activity teacher gave examples and asked to their classmates and gave participations.

TEACHER: if do you wants participate raise your hand

STUDENT B: (raising her hand)

TEACHER: perfect, pass here and write the example and then read it.

STUDENT B: I write poems.

TEACHER: is she correct?

STUDENTS: yes

TEACHER: other participation

STUDENT: me, she goes to the party.

TEACHER: well done! Now you write five examples more. Do you have doves? Student what are going to do?

STUDENT: hacer cinco ejemplos más

TEACHER: Perfect. The first team that finish win four participations.

While students finished the sentences teacher pass in the teams to collect the participations that some students won and the others that they won when work in teams

and rated the jobs and registered them. When students raised their hand teacher went to help with doves about vocabulary like book, gym, school and others students solved their doves in the dictionary. The time that teacher gave to finish it was five minutes. When the most of them started to finish coma back at their lines and trashed the trash that was left from the activity, to review the sentences the teacher used the song “victims” again but in this case the ball pass student by student.

TEACHER: when finish come back to your place and trash the trash

TEACHER: Ready? (She started to count) One, Two, three, four, five, perfect the person who is stand up started to pass the ball.

TEACHER: now you pass students by students, don´t throw the ball.

STUDENT 9: (he was stand up when teacher stopped with the numbers.) ¿yo inicio a pasar la pelota teacher?

TEACHER: Yes. Ready?

STUDENST: Yes

TEACHER: (slowly) eeny, meeny, miny, moe, catch a tiger by the toe. (fast) If he hollers, let him go, eeny, meeny, miny, moe.

TEACHER: STUDENT D. tell me an example that you wrote.

STUDENT D: I write a letter.

TEACHER: Perferct.

TEACHER: (fast) eeny, meeny, miny, moe, catch a tiger by the toe. (slowly) if he hollers, let him go (fast)eeny, meeny, miny, moe.

STUDENT C: I go to the gym.

TEACHER: Perferct. One more participation.

TEACHER: (slowly) eeny, meeny, miny, moe, catch a tiger by the toe. (fast) if he hollers, let him go (slowly) eeny, meeny, miny, moe.

STUDENT A: She sings in the karaoke.

TEACHER: excellent!

STUDENT B: teacher I want to participate.

TEACHER: so tell me your example.

STUDENT B: I read the book Dorian grey.

TEACHER: well done!

The students wanted to continue participating and the Teacher continued while she kept the material that was used, collecting the last participations and reviewing the work of the students that did not finish on time.

ANALYSIS

In this session the purpose was employed activities to students could play with a memory game to then they wrote sentences with the verbs that the memory had and interacted with their notes in their notebook. In this way so that the students could perform sentences to start with a habit so that the students start to write after having seen a grammatical topic. According to Harmer (2010) “We need to engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm”.

Knapen (2018) mentioned “Create an interactive classroom full of interactive learning games. Games are so much fun for students since it doesn't feel like learning. With Book Widgets, you can make interactive learning games like crossword puzzles, pair matching games, bingo games, jigsaw puzzles, memory games, and many more in minutes. ” The memory game was used to remember the verbs of the previous session and to students could learned other verbs to after they wrote sentences.

When students were playing the memory game showed a positive attitude, they wanted to win participations and help to others classmates with their participations to the team did not lost. Carol (2007) “Games are the stuff of life in the classroom. As well as providing stimulation, variety, interest and motivation, the help to promote positive attitudes towards learning English ”.

In order for the students to remember and practice the present grammatical structure, verbs were used in the memory game as well as other verbs are integrated so that they can learn and acquire more vocabulary so that they can foster foster thir writing skill. In NEPBE (2011) said that "The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students' skills for reading, writing, speaking, and listening".

In the moment when the instructions gave to make the interactive list to write the verbs the instructions confused at the students because in the first instructions they were not understandable therefore an example was made while saying the instructions. Based on Harmer (2010) “There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? Which should come next? ”

“When setting up writing activities, it is important to create motivating and meaningful contexts, a reason and purpose for writing and also to ensure that the children have a sense of audience and who they are writing for” Carol (2007). One reason to students started to produce sentences is so that in the following activities they write with the vocabulary they have acquired during classes.

To give feedback, the game to pass a ball was applied and the students went on to write one of the sentences they had made and those who had mistakes their classmates helped them correct. According to Harmer (2010) “It is just as important -perhaps more so-to praise students for their success, as it is to correct them as they struggle towards accuracy. Teachers can show through the use of expression, encouraging words and noises (‘good’, ‘well done’, ‘fantastic’, ‘mmm’, etc) that students are doing really well. But

praise should not be overused because when it is, it becomes devalued, and therefore meaningless. Praise is only effective if students know what they are being praised for - and when they themselves believe it is merited."

REFLECTION

In this situation it was found that the students have already identified the components in a sentence with the activities that were implemented, the objective was that the students started with the habit of writing. Starting with simple sentences. At the same time, so that they could start working with each other since the activities were developed as a team to help each other in future work. On this occasion, the activities took longer to carry out since the students were moving around, but they were observed to be more participative when interacting with their classmates.

The ice breaker that was applied at the beginning of the class was for them to activate since the strategy was carried out in the last hour of classes and they were in chemistry class before the English class. The students mentioned that it was tiring and that they no longer wanted to work, therefore this activity was carried out. What subsequently encouraged them to work was to see what was going to work, what they perceived as a game to obtain participations.

The integration of teams was by means of a song and consisted of paying attention at the end when the sound stopped, the faster teams were given participation, however it is necessary to have a more efficient system where it is possible to perceive which team is the winner For example, when they are ready, hold hands and bend down to avoid wasting time when it is clarified who was the first to join the team. Playing memory game took longer than planned, which reduced the time to make the verb list, which was reflected in the time of giving the instructions where I, in order not to take more time, gave example and short instructions and left the team will help those who do not fully understand the activity. Finally, for the students who do not manage to review when the students finished making the list of verbs and sentences they are the ones who started to write on the board through the activity "victims" and among their classmates they corrected themselves and helped them to correct those who were well gave them shares.

2.3.3. Situation III: TEAM WORK

Date: January 16th, 2020 Grade: 3rd group: C Schedule: 14:10-3:00

Unit III Report anthology of historical events

Students participated with the activity purposed the teacher “crazy claps” the students had to clap according to the movements (soft and loud) of the hands of the teacher, when the hands was down and up the students only clapped once time but with a student who understood the activity was clarified the activity.

TEACHER: Good afternoon!, how are you?

STUDENTS: cansados, ya no hay que trabajar, boring, tired.

TEACHER: ok. We are going to take a break.

TEACHER: Do you know the activity “crazy claps”?

STUDENTS: No.

The teacher asked about the meaning of clap, she used body language to students got it the meaning of clap and they could understood the activity. She said short instructions to students understood in the first time.

TEACHER: (she was using body language) you clap soft when my hands are closing.

TEACHER: (she was using body language) you clap loud when my hands are opening.

STUDENT D: Teacher no entendi.

TEACHER: we try it.

With the first time some of the students did not get it but when the teacher and the other classmates started with the activity they understood and in the second time all the students started to participate in the activity. This activity happened four times to all students had the attention and positive attitude towards the activity development in the session.

The teacher wrote the date, the topic and asked for the homework. The homework was to search a historical event happened in Mexico or the place was the student origin and color sheets for wrote the events in a timeline.

TEACHER: Raise your hand, the people who has the homework!

STUDENT C AND D: They did not raise their hands.

The teacher gave the events to they could work in the activity. The students took the paper with the event to start to work. Teacher pasted on the board the historical event “Independence war of Mexico” and she showed how to found the main idea of the historical event with different colors underline the components like date and the verbs in past to create a final version of the event.

TEACHER: with different colors, identify the date of the event, the main ideas and the verbs in past.

STUDENT B: raise her hand, ¿Teacher solo se identifica la fecha y las ideas principales?

TEACHER: Yes and the verb in past, for example (señalando en el pizarron) in this sentence the verb is began.

TEACHER: five minutes.

While the boys identified what the teacher indicated in the task, she registered those who completed the task and also placed assistance. To the students who did not have color sheets, the teacher provided the material to work on the activities.

To work as a team they integrated with the centipede activity, the teacher explains that they must start walking around the room while she writes on the board and they pronounce “the centipede”: the centipede has feet, the centipede has one hundred feet, the centipede has feet and you don't see it, the centipede has __ feet; When she says the last number, it will be the number of members that will conform according to the even number, for example if she says six, the team is made up of three people. The teacher says the short instructions and with the help of some students explains the activity to the others.

TEACHER: When you say the number, it's the number of feet the team must have.

TEACHER: Do you undestand?

STUDENT B: Teacher, so the number you say is the number of people on the team.

TEACHER: You must count the number of feet. For example if I say 6 it will be 3 members.

TEACHER: Do you undestand? When you are complete they crouch down with their gear.

STUDENTS: yes.

TEACHER: so start to walk around of the classroom. And don´t forget to duck.

TEACHER: Student A tell us the last instruction, please.

STUDENT A: When we make the team we duck.

TEACHER: perfect! So the centipede has feet, the centipede has one hundred feet, the centipede has feet and you don't see it, the centipede has eight feet.

The teacher repeated the activity three times. The first, some students got confused, however, the second time it was faster to form the team and the third time, a team of four students and one of five were integrated. Successively after they finished having the teams, they continued with the activity to elaborate the timeline, the teacher gives directions to join the teams and to start ordering the historical events that they looked for among the four team members.

One of the activities that were being practiced in the other classes is the sitting routine when the teacher started counting ONE, TWO, THREE, FOUR and FIVE the studnts already knew that they had to pay attention and had to sit on their luagres.

TEACHER: ok, ONE, TWO, THREE, FOUR and FIVE.

TEACHER: Now, with your homework, order the dates and underline the principal ideas about it.

TEACHER: Did you understand?, Ok, STUDENT 4, explain in Spanish.

STUDENT 4: Let's sort the homework dates and underline the main idea.

TEACHER: Perfect!

Once the teacher has ordered, she gives directions to make the timeline so that the students know how to make it. The teacher shows the final example of the timeline. She helps herself to explain with the material she has and shows step by step so that the students do not delay in making it.

TEACHER: divide the leaves vertically; four parts will come out; cut; the sheets will be glued on top of each other in stages. (She showed her example step by step)

TEACHER: outside of the paper write the date and the name of the event and inside write what happened.

STUDENT 5: Is that okay teacher?

TEACHER: Yes.

To write the most important, students remember the structure of sentences in the past and build their writing. The four students who did not take homework the teacher gave them to choose a historical fact with which they started the class.

TEACHER: for example, the Spanish annibilated the mexicans. It was a major event.

TEACHER: you selected only four and the case of the teams of five are five dates.

The students helped each other build sentences or consulted their notes and when they were in doubt of a word they did not understand, they looked up the dictionary. The teacher went to review the progress in the teams and helped with doubts to those who did not fully understand the activity. The teacher finished the activity with seven minutes to go before the end of the class and the students organized their places by picking up the garbage and organizing their places.

TEACHER: Time over.

TEACHER: Tidy up your places and pick up the trash,

In order for the students to share their timelines, the “hot potato” activity was applied

TEACHER: When I say "hot potato" you must pass the ball. When I say stop whoever has the ball goes to read one of the events.

TEACHER: doubts?

STUDENT D: Will we only read one event?

TEACHER: yes.

TEACHER: hot potato, hot potato, hot potato, hot potato, stop.

STUDENT C: Acambay had a heartbreaker.

TEACHER: are you agree with your classmate?

STUDENTS: yes.

TEACHER: perfect!

The activity was only repeated three times where the students already wanted to pass of their own free will to win participations, however the time was not enough for more participants to pass.

ANALYSIS

In this strategy, working as a team is part of where they help to build the text Knapen (2018) mentioned that “Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group”.

Brown University (2008) said that “Ice Breakers are low-stakes activities that get students to interact and talk to each other, and encourage subsequent classroom interactions. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students ’attention on material that will be covered during the class period.” When the class starts at the last hour, ice breakers are applied because the students look tired after having the math and chemistry course.

In this situation the students after seeing a model they produce a short text and with the help of the past structure of the last class, they showed progress and only the writing is structurally formed if not they also produced ideas that they identified. According to NEPBE (2011) “Writing involves the production of short texts that respond to personal, creative, social, and academic purposes, in which it is possible to express thoughts, judgments, and opinions based on sequences of statements and using appropriate registers depending on the text”.

In the moment that the students work with themselves they can interact and share their ideas and they can correct each other which makes them have peer feedback. “Student interaction needs to be structured to match instructional goals. In the ESL / EFL classroom, developing proficiency in reading, writing, listening, and speaking the target language, as well as acquiring knowledge of culture, are core instructional goals. Student interaction also needs to be structured so that the many benefits of peer-interactive approaches can come about”. (Ilola, Matsumoto & Jacobs, 1989, page 12)

One of our decisions about what to get students to write will depend on what genres in this case was chosen to work with information about a historical event that they would look for about where they live. Harmer (2017) said that “we think they need to write in (or which will be useful to them). A genre is a type of writing which members of a discourse community would instantly recognize for what it was. Thus, we recognize a small ad in a newspaper the moment we see it because, being members of a particular group, or community, we have seen many such texts before and are familiar with the way they are constructed”.

REFLECTION

When it is the last class, it is possible to observe a wear and tear on the students, so that they began to pay attention, they began to apply activities such as “crazy clap” that was used in this strategy. After applying the activity, students become more active. As activities were also applied for the students to pay attention such as counting to a certain number

where one indicated that they should turn to the board, two prepare to take note, and three be silent, four and five to pay attention.

In this strategy the students were observed more skillful and faster to elaborate the graphic organizer that this case is a timeline, taking my example is easier to explain. The start activity where you have to order the date was useful since when they had to look for the elements to elaborate their timeline, the elaboration time was reduced, achieving in the same way that they helped each other correct and remember the grammatical structure of the past simple.

The activity to form teams was easy to apply but it would have been interesting if the students also repeated the letter of the activity and only I indicated the number to form the team. On this occasion, the instructions were already improved since they were short, and he even used body language, which made them more understandable, which made the work be carried out more effectively than in the first strategies applied.

To carry out the review, I was doing it while they worked, I reviewed those who finished first and those who could not review. I would introduce them to the timeline through the activity "hot potato" which is similar to the one we used previously for them to participate. The students were motivated to participate since they felt secure in their work as their colleagues gave them help within the teams, sharing the historical events caught their attention since while they were working they shared the stories of how their grandparents told them or that they had read it in a book in the municipal library.

It is also important to note that carrying extra material for at least four students can make it easier for them to work, however it is important to remember that you should not create the habit that they are the same people who always forget the materials. That this was not the case in this strategy.

2.3.4. Situation IV: USING PICTURES TO WRITE

Date: February 24th, 2020 Grade: 3rd group: C Schedule: 14:10-3:00

Unit IV Performance of a short play.

Teacher pasted in the board four flashcards and the word cards LOVE, FIGHT, POSION, FAMILY to students order the word card according to the flashcard to then they could answer a question about the short play that the pictures describes.

TECAHER: Good afternoon. How are you?

STUDENTS: Fine.

TEACHER: (señalando las flashcards) do you know which play is it?

The students had a confused expression so the teacher started to give the instruction of order the word cards and write the question in the board to when they finished to order they could write in their notebook and the answer. The participation to pass was raising their hands.

TEACHER: who wants to participate?

STUDENT D: Me, LOVE is with this picture.

STUDENT 8: Me, POSION with this.

STUDENT C: Me, FAMILY is here.

STUDENT 10: Me, FIGHT, I think it is here.

TEACHER: re you agree with the order?

STUDENT A: teacher FIGHT is in other flashcard,

TEACHER: perfect!

Teacher asked by the meaning of the word and the students pronounce the word after she. To the students was easy to know the meaning of the word because they have the

picture. Teacher asked again the question but they did not have idea about the answer so teacher try again describing the play with the words.

TEACHER: Now, do you know which play is it?

STUDENTS: No!

TEACHER: the play is about a family, they fight but a couple falling love and they could not be together so one of the couple take a poison.

STUDENT 5: (raising their hand) Cinderella?

TEACHER: this play is about a tragedy play.

STUDENT C: Frozen?

Teacher helped with one part of the description in Spanish and said the type of play and the students was easy to know the name of the play. The teacher wrote the topic, date and answer the question. While the teacher started to paste other flashcards about some scenes of the play Romeo and Juliet the students were writing the topic, date, the answer to the question and the vocabulary.

TEACHER: finish?

STUDENTS: yes

TEACHER: so, listen and try to identify the scene, then you have to order according to the audio.

TEACHER: doubts? STUDENT A, can you tell us the activity?

STUDENT A: yes, we are going to listen and identify the scenes to order them later.

TEACHER: perfect!

The students listened to the audio and in the first time the teacher asked about who understood but they looked like a confused face. Teacher asked for the person who could identify the first scene and only STUDENT A raised his hand and went to put the scene in order, which was correct, which helped the second time they heard the audio.

The teacher, observing that only two scenes were correct, she projected the dialogue and the students listen to the audio once more so that they finish ordering the scenes.

TEACHER: ok the last opportunity.

STUDENT D: Me

TEACHER: Perfect.

The participations were faster, when the students finished ordering the scenes, they had to describe what was happening in them. Making prayers in present continuous.

TEACHER: Now, what are they doing in this scene?

TEACHER: you have to write a sentence in their notebook in present continuous, for example Juliet is crying.

TEACHER: you write one by scene. Do you have any doubts?

STUDENT 4: only six sentences about the picture?

TEACHER: yes, STUDENT A, can you tell us the activity in Spanish?

STUDENT A: yes, just write six sentences in the present continuous about what happens in the scenes.

TEACHER: yes.

The teacher passed between the rows to review the sentences and clarify doubts that some of the students had. Seeing that some had complications, the teacher reminded them of the grammatical structure they had seen in the previous class. What made it easy to write the sentences to check that they understood, I pass some of the students to write the sentences they had already done with the activity “victims”

TEACHER: (slowly) eeny, meeny, miny, moe, catch a tiger by the toe. (fast) If he hollers, let him go, eeny, meeny, miny, moe.

STUDENT 3: (she passed in front) they are fight.

TEACHER: well done! but do not forget that the verb has to have the gerund –ing.

TEACHER: who wants to pass and correct the sentence?

STUDENT 5: me, they are fighting

TEACHER: perfect!

TEACHER: (fast) eeny, meeny, miny, moe, catch a tiger by the toe. (slowly) if he hollers, let him go (fast) eeny, meeny, miny, moe.

STUDENT C: (I've passed in front) Romeo is crying.

TEACHER: are you agree with your classmate?

STUDENTS: yes

TEACHER: perfect.

TEACHER: one more time.

TEACHER: (slowly) eeny, meeny, miny, moe, catch a tiger by the toe. (fast) if he hollers, let him go (slowly) eeny, meeny, miny, moe.

STUDENT B: (she passed in front) Romeo is drinking the poison.

TEACHER: Are you agree?

STUDENTS: yes

TEACHER: well done!

TEACHER: Now, you illustrate the scenes in your notebook and below the drawings they write what play is talking about.

TEACHER: STUDENT A, what are you going to do?

STUDENT A: drawing and writing of what the work is.

TEACHER: perfect, you can help with the flashcards.

The teacher went on to review the activity while the students worked and recorded it on the list as well as their attendance. Some of the students expressed that they did not know how to draw, therefore the teacher foresaw this situation and gave them some images to

develop their story. The students also used the dictionary to answer questions about some words.

The closure of the session consisted of that a volunteer passed in front and take a paper of a box and take a paper and the student read aloud the sentence and say if it is true or false with help of the audio and the writing that they had.

TEACHER: Who wants to participate?

STUDENT B: me.

TEACHER: perfect, choose a paper, and then read aloud.

STUDENT B: Romeo and Juliet get married in secret.

TEACHER: true or false?

STUDENT 5: true

TEACHER: perfect!

Only participate in three more participants and they answered with their previous knowledge and with the audio that they listed in the introduction of the session.

ANALYSIS

Harmer (2010) said that “Using music and pictures: music and pictures are excellent stimulation for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany (this can be done after they have looked at a film script model). We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. ” In this situation using pictures was to students write their own ideas after listen the story and with the help of the previous knowledge.

Teachers need now to be more conscious of the usefulness of applying and varying different teaching methodologies, techniques, and activities to promote students' active participation. Based on recent studies (Tsui, 2001) on students 'interaction learners' participation increases when pair work and group work tasks were assigned. This kind of activities help students exchange information to obtain comprehensible input while they

are engaged in constructing meaningful experiences to achieve academic success. There are many activities teachers can use to lower students' affective filter (Krashen, 1981) and help them learn. Some of these activities were mentioned in this study, but it is the educator who, based on the students 'abilities, needs, and interests, will choose the ones that apply to students' situations.

When the students compare their previous knowledge with the story they can help with their writing. Brown University (2008) mentioned that “Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students ’learning”.

Davies and Pearse (2000) said that “Writing in an English language course may be handled in different ways for different purposes. The aim of the commonest type of writing practice is to consolidate the learning of functional or grammatical items. For example, you might give the learner's sentence completion exercises or guided composition requiring the writing. ” The reason that the students write guiding with the audio and they had an idea about what they can write with simple sentences in present continuous.

REFLECTION

In this strategy, try to get students to write from images associating their knowledge and what they had heard based on the grammatical structure, it was not only writing sentences but also adding more data about what happens in an image.

The interactive activities that could be observed this time was to use the individual work from which they will participate ordering the scenes, the activity could be added to them that they shared the way they wrote it.

The prompts improved in a positive way which helped to improve the work as well as the use of the activities to participate in the previous classes saved time since the students knew what the activity consisted of and there was no need to repeat the instructions.

It is also important to highlight that carrying extra material for at least four students can make it easier for them to work and more than in this case, it saves them time since they had difficulty drawing, however it is important to remember that you should not create the habit that they are the same ones who always forget the materials. That this was not the case in this strategy.

Finally, in this strategy the participation of the students told a lot so that they gave themselves a feedback from the last class. The activity for everyone to continue writing individually.

PART III.

CONCLUSIONS AND SUGGESTIONS

3.1. CONCLUSIONS

During the development of the topic to apply the strategies, the purposes that were set at the beginning of the essay were taken into account, the general purpose was to develop interactive activities to foster writing with third graders, in this case the purposes were developed in group C of Third year. In each planning of the strategies, the specific purposes were taken into account, according to what was collected, it can be concluded initially that when teaching it is important to also take into account the participation of the students and allow interaction between teacher and student and there is not only the presence of the teacher.

As a result of the research on the topic presented, it is possible to conclude that the interactive activities to Foster writing can be a viable option for students to start writing their own ideas and for teachers to find new ways for their students to have the initiative to love develop a skill. The idea of interactive activities is for students to foster their writing skill and they do not follow with the idea that write is difficult and hard to practice.

In the development of the activities they can also be associated with the other skills and even use their previous knowledge as it could be seen in the experiment activity where the students knew the procedure when they knew the experiment which helped to organize their ideas and successively write them down. English.

Teamwork is also a fundamental part of an interactive activity since the students who understood the activities helped their classmates understand them more easily.

3.2. SUGGESTIONS

Within a topic that has different sources of information and job suggestions, you always want there to be continuous improvement of it; therefore, it is recommended to future readers who have an interest in the subject, to complement it by more authors who work with the meaning of interactive activities since it was found that they had to carry out a concept with authors that are not so common and most of the activities were selected according to the concept that was obtained from the investigations.

Another recommendation would be that from the beginning you explain to the students what a Skill is and give the way in which you evaluate each one, since in my case it only addresses a part of what made up the writing which is constructing grammatical sentences. For a class the use of time is essential and it is suggested that if the students are going to produce an outline that the instructions are short since they become confused. Working in teams tries to optimize the time where before starting the activity to form teams they collect their things and only have the material they will use in class and so that they do not move their chairs and do not have students crowded in one place assign them a place alternate and they sit in the places of their peers.

Working with dictionaries is a key to finding vocabulary, but check beforehand if your students know how to use them, if it is the case that most do not know how to use them, assign a class to explain how they are used. Don't forget to bring extra material for the absent-minded students, but don't make it a habit so that they always forget.

Finally, to review the students you see who still have doubts, you may have gone through the group review to write the one they have written and to be able to correct together with their classmates.

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APPENDIX #1: Lesson plan

DATE: NOVEMBER 25TH TO 29TH,2019

ENVIRONMENT: FAMILIAR AND COMMUNITY **SPECIFIC COMPETENCY:** SHARE EMOTIONS AND REACTIONS CAUSED BY A TV PROGRAM **SOCIAL PRACTICE OF THE LANGUAGE:** INTERPRET AND EXPRESS INFORMATION PUBLISHED IN VARIOUS MEDIA	
ACHIEVEMENT	CLARIFIES THE MEANING OF SOME WORDS.

SESSION 1

STAGE	SPECIFICATIONS	PROCEDURE	DIDACTIC MATERIAL	EVIDENCE	EVALUATION INSTRUMENT
INTRODUCTION 8'	Visual resources (marquee, subtitles, etc.) and sound resources (Soundtrack, sound effects, etc.).	T introduces the session with a projection of tv programs. • T gives flyswatter by lines • Ss listen to the program's dialogue • Ss should find the correct image of the dialogue. 8'	Speaker Computer Flyswatter		Rubric
DEVELOPMENT 37'	Tv genres: Cartoon Comedy Documentary Drama News Reality show 	T pastes word cards of tv genres. 2' Ss order the word cards according to the tv programs. The participation is with the song "victims". 6' • T sings: Eeny, meeny, miny, moe, catch a tiger by the toe. If he hollers, let him go, eeny,meeny, miny, moe. • Ss pass a ball while T is singing when she finish to sing the ss have the participation. Ss form teams of 5 with "tv genre song" to play with a memory game 6' • A cartoon, a comedy and a drama to the front, to the back and 1,2,3... • T repeats the song only three times. T projects a memory game about description of the tv genres. The participation is in teams. 10' T says instructions to ss copy the information in a graphic organizer "hexagon" • In a paper draw in the middle a hexagon with 4 cm. • Each side of the hexagon is another part of the hexagon.	word cards-tv genres Ball PPP- memory game	Notebook-Graphic organizer "hexagon"	
CLOSURE 5'		Hexagon inside has description and outside the tv genre. 11'			

APPENDIX #2: Teacher's journal

UNIT: PERFORMANCE OF A SHORT PLAY

Mon FEBRUARY 24th

THIRD GRADE "G"

SCHEDULE: 14:10 - 15:00

ACHIEVEMENTS: Use various comprehension strategies.

The English session started with the participation to answere the question Do you know which play is it? Teacher pasted on the board four flashcards and iword cards, ss should raise their hand to pass and match the flashcard with the correct word card. The participation was one by flashcard

When the flashcards had their correct word card ss had to guess which is the name of the play?. Ss didn't have idea about it. so teacher solved with a brief description of the play.

While teacher was describing a ss said that in Spanish although their classmates had complications to guess the play's name. Some of them told me movie's name and the student A was who guess the name because I said the name of the author

They wrote the topic, date and copy the vocabulary and the name of the play while teacher pasted some scenes of the play Romeo & Juliet in disorder

APPENDIX #3: Diagnostic test

Taken from: https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/placement-

LEVEL A1 TEST

A) CHOOSE THE CORRECT ANSWER (75 points)

1) I …….. 25 years old.
a) have b) am c) has d) is

2) My name …….. Robert.
a) are b) called c) is d) says

3) "Are you busy?" – "Yes, …….. ."
a) I've b) I have c) I'm d) I am

4) We're students. That's …….. classroom.
a) us b) our c) is d) the we

5) "What are those?" – "…….. my pens."
a) They is b) They're c) Those d) It's

6) What are …….. names?
a) they b) them c) their d) they're

7) There are 60 minutes in …….. hour.
a) much b) a c) some d) an

8) There are …….. apples in that bag.
a) any b) some c) a d) an

9) I've got …….. free time this afternoon.
a) lots of b) any c) a lot d) a

10) I saw two …….. at the bus stop.
a) mans b) man c) mens d) men

11) These days, a lot of …….. live in cities.
a) people b) man c) person d) we

12) …….. Linda got a nice house?
a) Do b) Has c) Have d) Does

13) "Hello! How are you?" – "…….. ."
a) I'm fine b) I'm very
c) I'm very fine d) Thanks

14) There's a nice picture …….. the wall.
a) in b) on c) from d) at

15) I'm …….. very hard at the moment.
a) working b) work c) works d) worker

16) We're in the canteen. We …….. lunch.
a) has b) have c) eating d) 're having

17) They …….. like golf.
a) not b) don't c) no d) aren't

18) He …….. know the answer.
a) don't b) not c) no d) doesn't

19) Where do you …….. ?
a) lived b) live c) lives d) living

20) "Where's Sam?" – "He's …….. ."
a) in home b) in the home
c) his home d) at home

21) They're talking …….. the football match.
a) on b) for c) about d) from

22) I'm always tired …….. the morning …….. Saturdays.
a) in / at b) in / on
c) on / at d) at / in

23) A: Were you in bed …….. Sunday afternoon?
B: Oh, no. I only sleep …….. night.
a) in / in b) in / on
c) on / in d) on / at

24) Please …….. careful!
a) be b) you c) do d) you be

25) Don't …….. !
a) late b) you late
c) be late d) late you

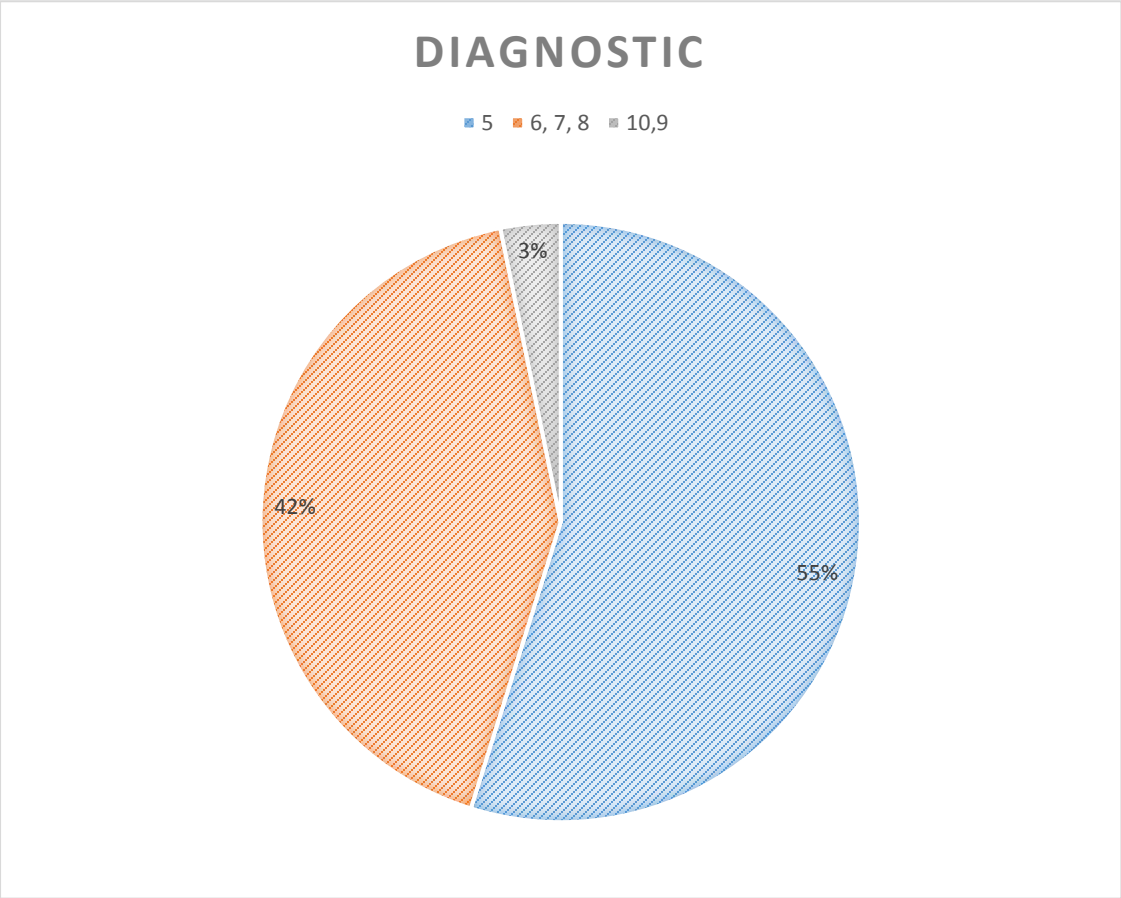
26) My …….. name is Peter.
a) father's b) father is
c) of father d) father

27) The …….. names are Fred and Tom.
a) boy is b) boys'
c) boy's d) boys

28) …….. phone is this?
a) Who's b) Who
c) Whose d) Who is

iSLCollective.com

APPENDIX #4: Diagnostic test results



APPENDIX #5: learning styles (VAK)

Taken from: http://marlopezbuades.es/test/test-vak-

TEST ESILOS DE APRENDIZAJE (VAK)

NOMBRE DEL ALUMNO:_____GRADO:_____GRUPO_____

¿Cuál de las siguientes actividades disfrutas más?

a) Escuchar música
b) Ver películas
c) Bailar con buena música

2.¿Qué programa de televisión prefieres?

a) Reportajes de descubrimientos y lugares
b) Cómico y de entretenimiento
c) Noticias del mundo

3. Cuando conversas con otra persona, tú:

a) La escuchas atentamente
b) La observas
c) Tiendes a tocarla

4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?

a) Un jacuzzi
b) Un estéreo
c) Un televisor

5. ¿Qué prefieres hacer un sábado por la tarde?

a) Quedarte en casa
b) Ir a un concierto
c) Ir al cine

6.¿Qué tipo de exámenes se dan mejor?

a) Examen oral
b) Examen escrito
c) Examen de opción múltiple

7.¿Cómo te orientas más fácilmente?

a) Mediante el uso de un mapa
b) Pidiendo indicaciones
c) A través de la intuición

8.¿En qué prefieres ocupar tu tiempo en un lugar de descanso?

a) Pensar
b) Caminar por los alrededores
c) Descansar

9.¿Qué te halaga más?

a) Que te digan que tienes buen aspecto
b) Que te digan que tienes un trato muy agradable
c) Que te digan que tienes una conversación interesante

10.¿Cuál de estos ambientes te atrae más?

Uno en el que se sienta un clima agradable

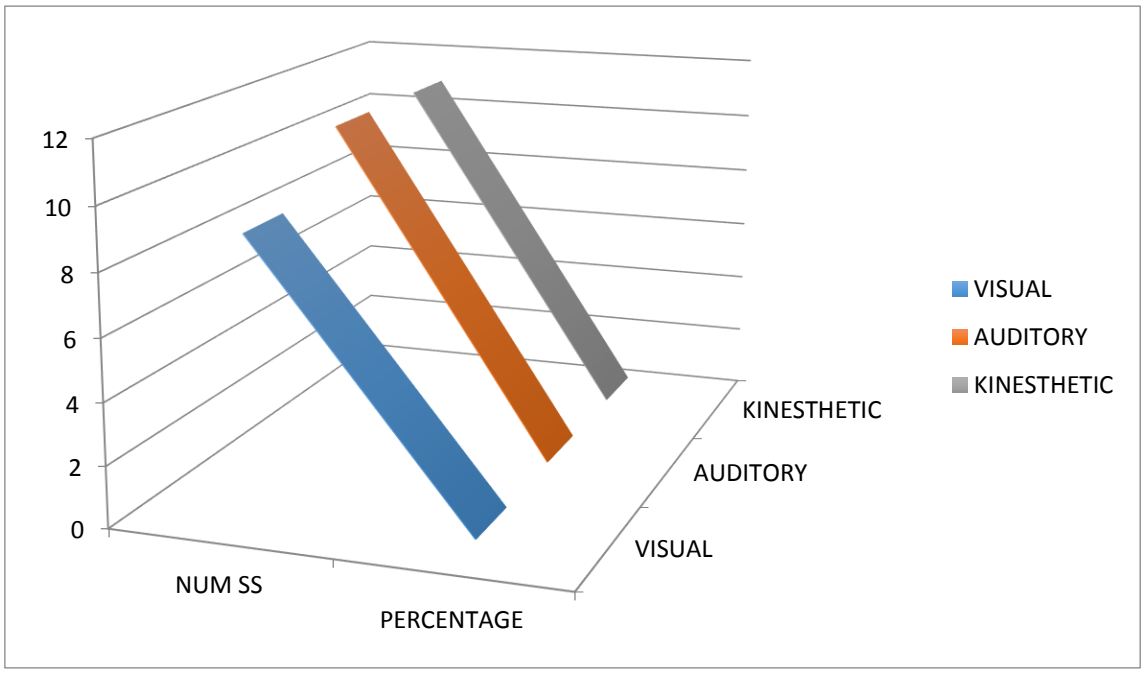
Uno en el que se escuchen las olas del mar

Uno con una hermosa vista al océano

11.¿De qué manera aprendes mejor algo?

APPENDIX #6: learning styles (VAK) results.

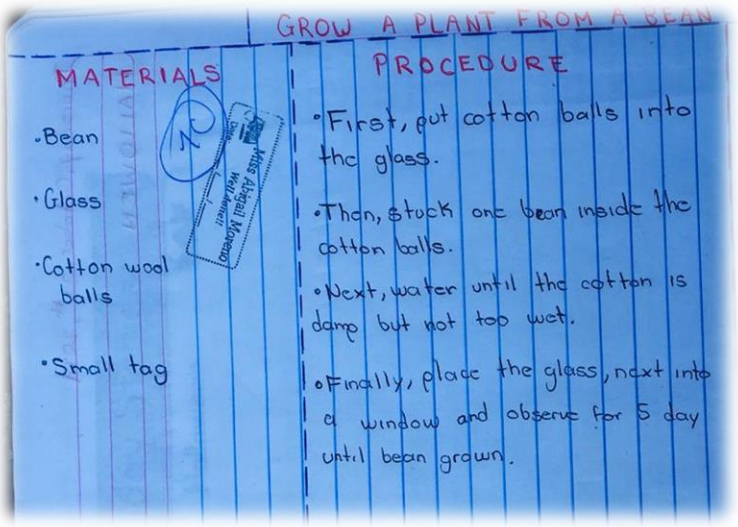
LEARNING STYLE (VAK)	Visual	Auditory	Kinesthetic
	9	11	11
	29%	35%	35%



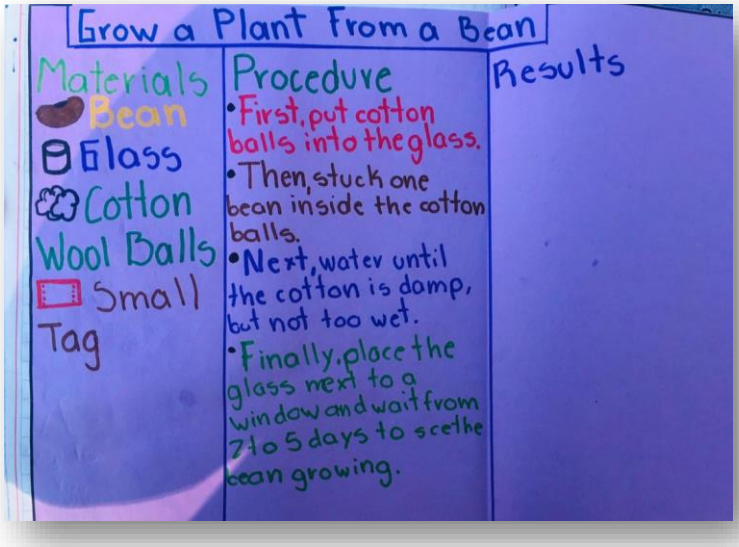
Situation one: “Repetition and imitation”

APPENDIX #7: Set of instructions album

STUDENT A

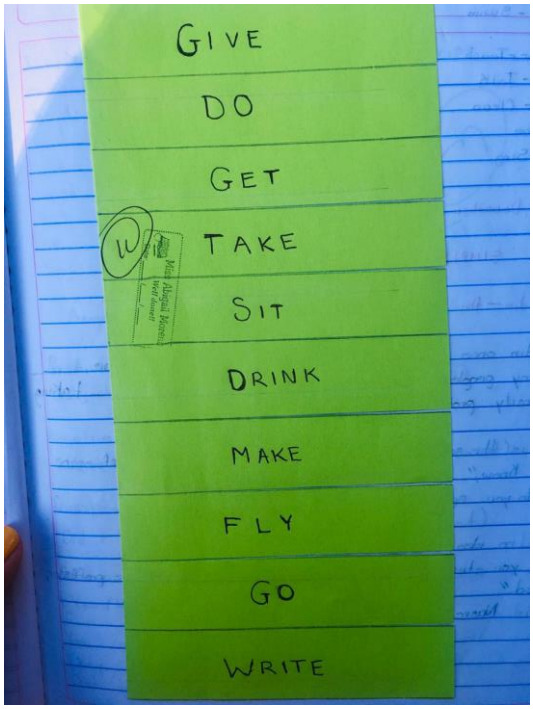


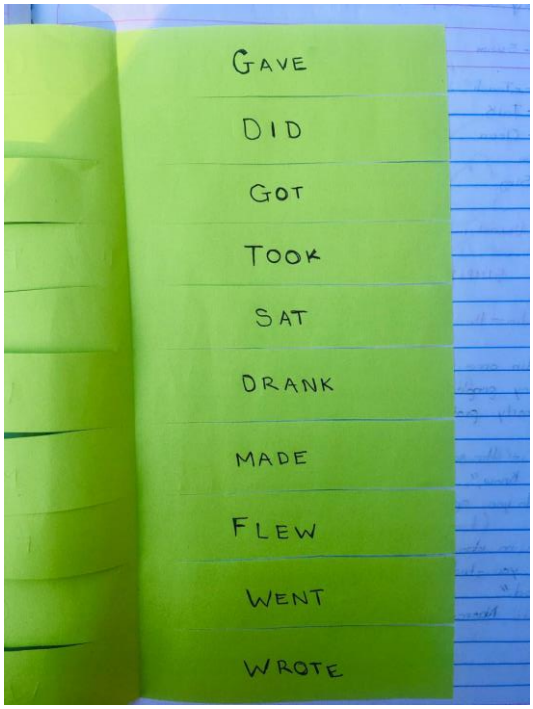
STUDENT B

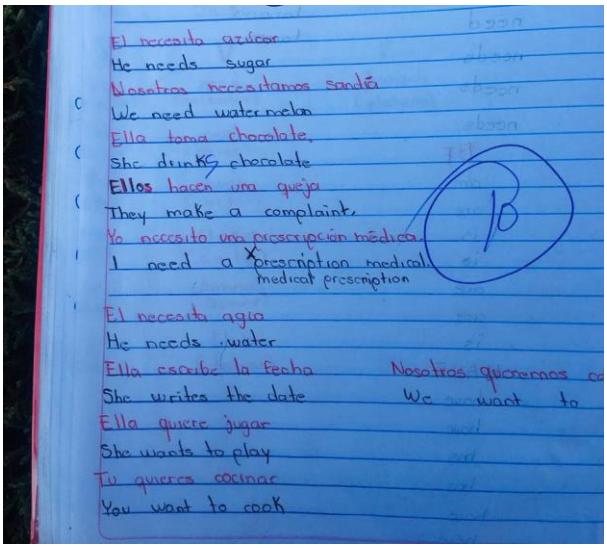


Situation two: “Playing and writing”

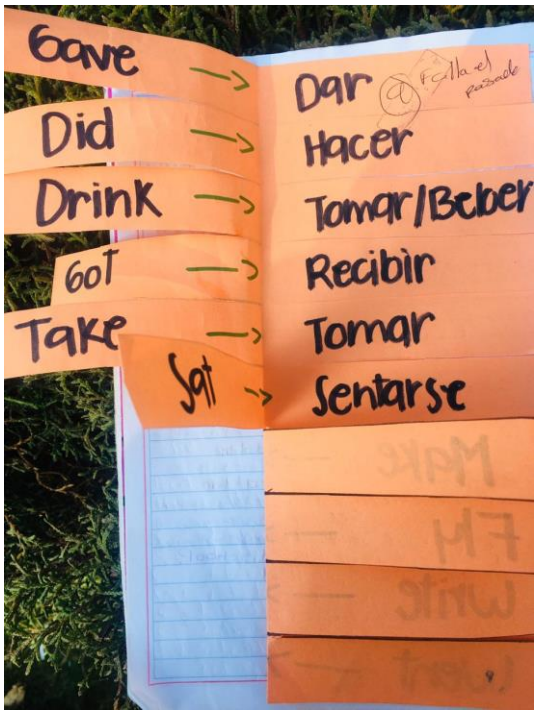
STUDENT A:

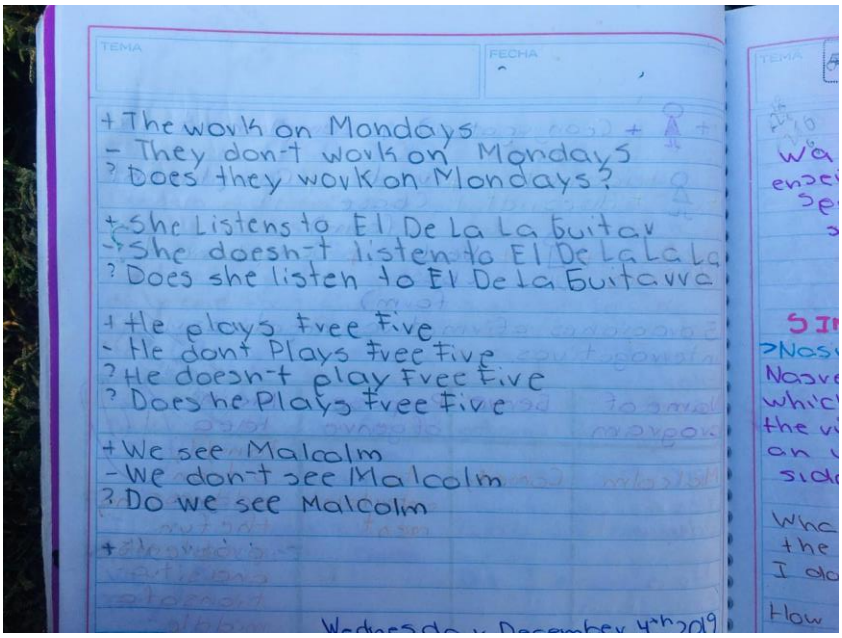

GIVE
DO
GET
TAKE
SIT
DRINK
MAKE
FLY
GO
WRITE


GAVE
DID
GOT
TOOK
SAT
DRANK
MADE
FLEW
WENT
WROTE

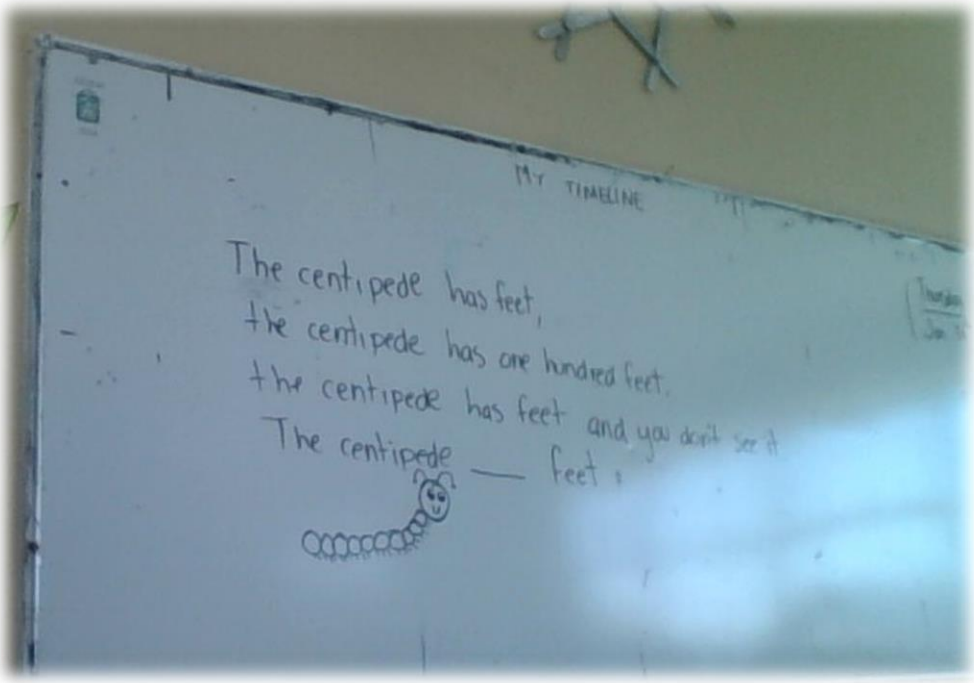

El necesita azúcar
He needs sugar
Nosotros necesitamos sandía
We need watermelon
Ella toma chocolate.
She drinks chocolate
Ellos hacen una queja
They make a complaint.
Yo necesito una prescripción médica.
I need a prescription medical.
medical prescription
El necesita agua
He needs water
Ella escribe la fecha
She writes the date
Ella quiere jugar
She wants to play
Tu quieres cocinar
You want to cook

STUDENT B:

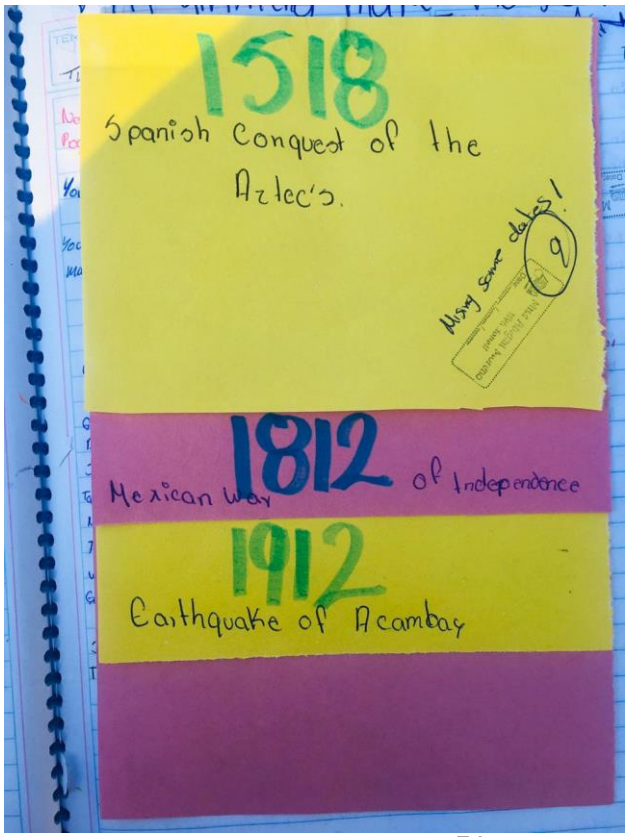

Gave
Did
Drink
Got
Take
Sat
Dar
Hacer
Tomar/Beber
Recibir
Tomar
Sentarse


+ The work on Mondays
- They don't work on Mondays
? Does they work on Mondays?
+ She Listens to El De La La Guitar
- She doesn't listen to El De La La La
? Does she listen to El De La Guitarra
+ He plays Free Fire
- He don't Plays Free Fire
? He doesn't play Free Fire
? Does he Plays Free Fire
+ We see Malcolm
- We don't see Malcolm
? Do we see Malcolm

Situation three: “Team work”



STUDENT D:


1518
Spanish Conquest of the Aztec's.
Missing some dates!
1812
Mexican War of Independence
1912
Earthquake of Acambay

Situation four: “Using pictures to write”

ASUNTO: Autorización de Documento Recepcional

Atlacomulco, México., a 15 de junio de 2020.

C. MTRA.
ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
PRESENTE

La que suscribe **Dra. Yedid Monroy Segundo**, tiene a bien informarle a usted, que el Documento Recepcional titulado **"Interactive activities to foster writing with third graders"**, de la C. **Abigail Moreno Martínez**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesora, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE

Dra. Yedid Monroy Segundo

ASUNTO: Se asume responsabilidad

Atlacomulco, Méx., 7 de julio de 2020.

MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Abigail Moreno Martínez**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado: **"Interactive activities to foster writing with third graders".**

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

A t e n t a m e n t e

Abigail Moreno Martínez