

ENGLISH LANGUAGE LEARNING THROUGH PHYSICAL
AND SOCIAL ENVIRONMENT INTERACTION
AT ADOLFO KOLPING SCHOOL

A Research Project

Presented to the Program

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by

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DEDICATION

This work is dedicated primarily to God, who has given me life and strength to move forward when many times I have wanted to give up, who has opened doors before me and who in his patience has known how to forgive my faults. To my wife Juliana, who has trusted me and my abilities and has given me her support and love. To my parents who have given me their unconditional help, in addition to showing me that special affection. To my friends who have supported and motivated me to continue with my goals.

SPECIALIZED ANALYTICAL SUMMARY

Title	English Language Learning through Physical and Social Environment Interaction at Adolfo Kolping School
Author(s)	Andrés Mauricio Cárdenas Gongora
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Keywords	Interaction Experimentation School Environment Meaningful Learning Active Participation
Description	Research Project
Sources	36 Bibliographic Sources Primary Sources: Eleven (11) Secondary Sources: Twenty (20) Tertiary Sources: Three (3)
Contents	A través de una serie de clases piloto, este proyecto de investigación tuvo como objetivo introducir la enseñanza didáctica del idioma inglés en estudiantes de primaria a través del compromiso con el entorno físico y social proporcionado por la escuela. Tuvo como fin examinar hábitos, actitudes, experiencias y eventos, el enfoque de investigación se construyó mediante la aplicación de encuestas, cuestionarios, conocimientos y observaciones del proceso de enseñanza. Se recopiló alguna información. Se desarrollaron clases piloto con 22 alumnos de quinto grado de la Escuela Técnica Adolfo Kolping, con el objetivo de poner en práctica métodos de enseñanza que desarrollarán determinadas habilidades en los alumnos y promoverán la interacción con el entorno escolar a través de la experimentación con el mundo real, en el que para

	la realización del estudio se han utilizado todo tipo de elementos de la escuela.
Research Line	Based on the research line <i>Bilingualism in Technology-Mediated Distance Education</i> from the School of Education, the following research project was carried out in order to collaborate with the development of the country's academic processes, with the objective of implementing pedagogical strategies to put into practice the development of the <i>National Bilingualism Plan</i> and, in this way, launch the beginning of new study plans to facilitate the learning of English as a foreign language in the country.
Conclusions	This project made it possible to realize the need that children have to feel and have contact with what they learn. Each experience offers them something new to learn and it is through contact with the social environment that they can acquire knowledge. Learning foreign languages requires the use of communication skills, and this competence can only be achieved through interaction with the social and physical environment. Communicative competence developed through interaction has been the most effective tool in the process of teaching and learning the foreign language. The preparation of study plans must take into account the teaching of the language in real environments and in everyday situations, solving everyday problems in the social context.
Advisor	Mag. Milly Andrea Muñoz Fandiño

ABSTRACT

Student, Cárdenas Góngora, A. M., *English Language Learning through Physical and Social Environment Interaction at Adolfo Kolping School*. Licenciatura en Lenguas Extranjeras con énfasis en Inglés, April, 2021, Universidad Nacional Abierta y a Distancia.

Through a series of pilot classes, this research project aimed to introduce didactic teaching of the English language in elementary school students through engagement with the physical and social environment provided by the school. In order to examine habits, attitudes, experiences and events, the research approach was built through the application of surveys, questionnaires, knowledge and observations of the teaching process. Some information was collected. Pilot classes were developed with 22 students from the fifth grade of Adolfo Kolping Technical School, with the aim of putting into practice teaching methods that will develop certain skills in students and promote interaction with the school environment through experimentation with the real world, in which all kinds of elements of the school have been used to carry out the study.

KEY WORDS: Interaction, Experimentation, School Environment, Meaningful Learning, Active Participation

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CHAPTER I

Introduction

This research project exposes the use and implementation with the fifth-grade students of the Adolfo Kolping School of various teaching strategies and techniques, through the creation of social interaction, experience and problem solving with students to obtain practical learning. The study was focused on the development of field work in this school and on pedagogical experiences.

The following work presents as a first section, the significance of the study, the statement of the problem, and the objectives of the research. The second section contains the theoretical and conceptual framework. The third section corresponds to the research line where the research is supported, considering the academic program. The fifth section records the results and discussion of the investigation and, finally, the sixth section conclude the study and offers some suggestions for further research.

Significance of the Study

With the elaboration of the following research project, the importance of developing appropriate teaching strategies can be evidenced, according to the description of the students, based on the interaction and communication skills in the target language; The opportunity to give students more prominence inside and outside the classroom is also managed, with the use of relevant methodological tools and strategies in the development of the foreign language teaching process.

It is of great importance to learn the English language since it is considered a common language in today's world. The foregoing lies in the globalization that has given importance to this language in recent years, regarded as a medium of communication between different cultures

and its relevance in nations' political and economic fields. Therefore, with the aid of Information and Communication Technologies (ICTs), foreign language learning has increased and is more and more available. Based on changes mediated by technology and the need to give prominence to students in the learning classroom, the methods and techniques of teaching English have also changed in recent years. While they are still used in the classroom today, conventional teaching approaches have increasingly lagged.

Over the past decade, the Government has made an effort at national level to change education in order to generate bilingual learning, with the goal of achieving a minimum level of contact in the English language at the level of basic and university education. The objective of the Ministerio de Educación Nacional (MEN) is to increase the level of language proficiency in line with the minimum standards required by the standard European system. Colombia's learning of the English language has become an especially important factor for the country's educational and labor growth, so it is important to develop effective and applicable methodological strategies for learning the international English language.

The realization of this research is of great importance because it is important to suggest different pedagogical techniques that help to enhance the development of the process of learning the English language, so that students acquire the second language in a more engaging and experimental way. Develop better practices that create a better atmosphere of interaction in the target language with a view to improving communication skills.

The need to bring Colombia to a better educational place at the level of South America, and the need to learn the universal language arises because of the continuous commercial and tourist traffic. Here lies the importance of introducing new teaching methods that allow students to engage through exploration and contact with their environment in class; laboratory operations

and realistic problem solving, all using the target language.

The reasons for the creation of the following research project derive from the need for students to create information to experiment with the social and physical world beyond what the classroom offers. The need for active engagement by the student, where the student can accomplish successful learning by "learning by doing".

Statement of the Problem

The lack of an efficient and timely strategy for the creation of teaching the English language in the classroom was clearly seen after the studies, based on the experience of the pedagogical activities carried out at the Adolfo Kolping School and on the evidence gathered from the observations made in the classroom, and this could be seen in the previous information gathered from the students. In combination with the different competencies in reading, writing, listening, and speaking, the degree of general knowledge of the English language is achieved through a brief evaluation test, resulting in a low level of English learning relative to the levels required in relation to their age. While certain audiovisual tools are accessible to students, they are not used in the right way, so the lack of better teaching methods has limited timely learning opportunities for students who are frustrated when it comes to learning English as a foreign language.

English language teaching is limited to a mere repetitive approach in which the student, with a lack of interaction between the students and the teacher in the classroom, is seen as a passive being who only receives the data and preserves the information. Students have difficulty engaging with other peers in order to remember learned phrases. The above has created some apprehension in students as a result of a passive learning model, followed by a lack of trust, due to the lack of social interaction experience, which moves the student away from obtaining

substantive learning.

When it comes to building their knowledge, this lack of communication with their environment makes the student more limited, seeing the world through the teacher's eyes, because engagement in learning languages in the educational classroom is of vital importance, which is why there are no favorable conditions for the process of acquiring English as a foreign language to be established. It should also be noted that students do not actively participate in the classroom, which leads to the development of verbal teacher-student interactions, nor do they have group interactions in the target language in which students may learn certain language skills and communication skills that are essential for the process of language learning.

Students who are part of this study do not have the ability to create encounters with the educational context that surrounds them, hence the challenge of getting an interactive interaction with the social and physical world around them, where grammar knowledge prevails in the student, which is insufficient for a foreign language to be properly learned. The research question then is, can interaction with the physical and social environment allow learners to learn English better?

Objectives

General Objective

To carry out immersive didactic methods of engagement with the physical and social world through a series of English language pilot classes with Adolfo Kolping School fifth-grade students.

Specific Objectives

To check, by means of a written assessment test before and after this report, the level of knowledge of the English language of the fifth-grade students of the Adolfo Kolping School

To incorporate various didactic techniques in EFL students outside the classroom in a more comfortable environment by applying the pilot classes in daily circumstances.

To monitor the actions and development inside and outside the classroom for the study of the performance of the fifth-grade students of the Adolfo Kolping school in the learning process.

CHAPTER II

Literature Review

Theories of Acquisition of Learning

Over the years, the command of the English foreign language requires certain skills that have been developed through different teaching methods according to the different theories of learning and acquisition of a foreign language. Cabrera (2014) exposes some of the most important approaches and methods of foreign language teaching throughout history.

The first established method of teaching foreign languages, according to Cabrera (2014), is the Conventional Translation Method. It originated in the 19th century and was emphasized in Teaching a Second Language based on grammatical rules and their exceptions, in order to apply the grammar learned to the translation of phrases and texts. The little use of the foreign language in class was characterized by this technique. The classes were held in the mother tongue and were focused on mere grammatical explanations and the vocabulary was taught through word lists. Besides, pronunciation was not considered in this grammatical translation process and the grammar was explained in the mother tongue. Classes were focused on skills in reading and writing, leaving aside speaking and writing. The teacher imparts knowledge and teaches only, while the student has a passive involvement.

As for the Direct Method, Cabrera (2014), notes that this method was developed by Maximilian Berlitz in the late nineteenth century and was called the natural method by L. Sauer. This method was built in contrast to the method of grammatical translation. According to this approach, it is not appropriate to make translations into the mother tongue to teach a foreign language, but rather to establish a learning atmosphere where there is contact between teacher and student, through questions and answers, and so on. The study of grammar and pronunciation

is considered by this approach, and vocabulary is taught by phrases and sentences, and listening and speaking skills are considered.

Then, in the same century, the Berlitz Method was created by Maximilian Berlitz and was called "total immersion". This approach is based on a child's natural learning as he acquires the mother tongue. Class management is achieved by foreign language, highlighting the opportunity to connect in the classroom. Grammar takes a seat in the back. Similarly, the Audio Linguistic Method, which was developed in the 1940s in the United States and was often referred to as the Army Method, is focused on behavioral philosophy. This method stressed direct language learning, minimizing the use of the mother tongue. The tutor, known as a conductor, directs the students to learn a foreign language. In training, memorization and imitation exercises are used, stressing proper pronunciation and intonation, as well as rhythm and stress. The foundation of classroom audio linguistic activities are dialogues and repetition exercises.

According to Cabrera (2014), the Situational Method emerged in Great Britain in 1930, and for the study of the modern vocabulary, this method is focused on oral capacity in various situational contexts. The focus is speech for this technique, emphasizing oral skill before writing ability. The task of the instructor is to present the new language's grammar and development through situations through oral skill rather than written form. Later, the Audiovisual Method originated in France in 1954, prioritizing oral ability over written ability. The audiovisual technique is often accompanied by pictures that reflect oral language and that help to give the conversation a sense of comprehension. Howatt (1987, p. 16) describes the approach as "the first serious attempt to construct a pedagogical description of a foreign language, based on transcripts of spoken conversations."

The Communicative Approach was developed in 1960 and focuses on guiding the learner to improve foreign language learning through interaction and personal experiences. In the social context, it connects the language learned with distinct behaviors, so it uses different real learning circumstances. According to this approach, the basis for learning foreign languages is communicative competence by interaction and they affirm that communicative practices favor learning.

The Nocio-Functional Approach originates from the end of the 20th century and is stressed by a study of the language considering the notions of notion and function in the notions of certain real communicative circumstances. This approach shows the significance of learners in adopting a substantial use of the language for learning to take place. James Asher provided the Total Physical Response in 1960. Through contact between parents and children, it focuses on the way children learn their mother tongue, improving verbal and motor skills. According to Cabrera (2014), she affirms in her study that the learning of a language is achieved in this system via a code encryption process where comprehension is prioritized prior to output.

Then, in 1972, Caleb Gattegno invented the Silent Method that uses silence as a teaching technique. It is based on the premise that the teacher is as quiet in the classroom as possible and allows students to make comments according to the content of the study by solving problems, thereby making the student an independent and responsible person able to experiment for himself. The Suggestopedia, which Georgi Lozanov founded in the 1970, is a science, according to Cabrera (2014), that deals with the systematic study of conscious or unconscious influences on which people are constantly responding. Through the suggestopedia process, the student learns to understand and use the language through mental capacity and the solving of problems.

Neurolinguistic Programming (NLP) was founded by Richard Bandler and John Grinder in California United in the 1970s and has a lot to do with the links between neural mechanisms, language and behavioral patterns that have been learned through the individual's experience, being able to alter them to accomplish life purposes. According to Cabrera (2014), this strategy allows the way of acting to be modified before the final aim is reached according to the proposed goal. To focus on what is conveyed by non-verbal communication, the information acquired through the senses is filtered. Neurolinguistic programming implies that all of our thoughts consist not just of words and pictures, but also of emotions that pass-through neurons to create a program that creates emotions that guide each individual's behaviors and reactions.

Cabrera (2014), eventually reveals the Multiple Intelligences Approach in her study. In his book *Frames of Mind: The Theory of Multiple Intelligences*, this model was suggested by Howard Gardner in 1983. Intelligence is seen, according to this methodology, as a group of different intelligences. Gardner (1992) argues that intelligence does not exist but is instead made up of several different intelligences in which certain kinds of intelligence are represented. These intelligences are: *Linguistic Intelligence*, which is the command of language and the capacity to communicate orally, written, non-verbally, etc. The ability to think logically and to easily solve mathematical problems is *Logical-Mathematical Intelligence*. *Spatial Intelligence* is often known as visual-spatial intelligence; this intelligence is the capacity that enables us to view the environment from multiple perspectives. In this type of intellect, the ability to construct mental images, draw and detect information, as well as a personal sense of aesthetics, are abilities that stand out. There is latent *Musical Intelligence* in all individuals, according to Gardner, and there are certain regions of the brain that are responsible for performing functions related to music perception and composition. With practice, this is an intelligence that can be mastered. The

people who stand out in this kind of intelligence can play an instrument to interpret and write various pieces of music with ease. The *Body and Kinesthetic Intelligence* refers to the ability to use various instruments and, through using their physical skills, to communicate certain emotions and feelings through the body. The *Interpersonal Intelligence* helps us in each speech to understand the words or gestures and objectives; it is the capacity to empathize with other people. This intelligence helps us to have the ability to consider and solve other people's conditions and problems. Finally, the *Naturalistic Intelligence* enables us to detect, discern and categorize environmental aspects related to animal and plant habitats, climate, geography, and other natural phenomena.

Learning Through Contact with the Surrounding Environment

Childhood is the best stage in human life to learn a second language. Those who begin to learn a second language in childhood achieve a long-term degree of greater mastery of L2 than those who begin later (Singleton, 1989), it can be said that there is evidence supporting that hypothesis and that there is no counterevidence. Ruiz & Larios, (2006, p 10) clarify that children can more easily anchor a new language at this point without establishing barriers to meaning or phonetic barriers. The more the child develops, the less the desire to learn a language that is unfamiliar. And this is due to the mental and cognitive processes formed by the child through the exploration of the stimuli provided to him by various external factors to enrich his learning.

Via the stimuli he receives directly from the actual sense in which he finds himself, the child learns better, thereby developing his own understanding through environmental experimentation. So, through experience, through a process of developing and producing knowledge, and not the memorization of facts, the child will assemble his knowledge.

Interaction has become an overly critical and important idea in the process of learning a

second language, considering the numerous studies proposed over the years on the learning and acquisition of foreign languages. According to Ellis (2003) and Lantolf (2006), cited by Jauregi, the importance of target language practice in the social context, through participation in the process of acquisition and learning of foreign languages, should be emphasized. (K. Jauregi, 2013. p 2). Then contact is the process by which a more practical way is obtained to learn a second language. According to socioconstructivist proposals such as those put forward by Vigotsky, which frames the interaction not only with the world and the physical context, but also with the interaction with individuals trained to perform various important tasks, which is central in any learning process.

Vigotsky (1984), cited by Piña & Sánchez (2006, p 12), reveals these factors as central to the creation of the learning process of a foreign language or second language and assumes them in the sense of constructivism, where it is extremely necessary to recognize that information is more than material transmitted from the teacher to the student, but rather that knowledge is a constructivist context.

More research on constructivist learning, which goes well beyond the retention of content to produce awareness, gives interaction more value. The way people acquire information can be clarified by following the constructivist pedagogical approach, and the significance and role that experiences play in the creation of language acquisition in the interactive learning phase with the environment is illustrated again. For Vygotsky, human beings' essential growth is the product of the relations between the person who learns and the external factors surrounding him (Piña & Sánchez. 2006. p 12).

Information is something that is developed with each learning, according to the constructivist word, being knowledge and elaboration of each person through the learning

process, building what changes according to the reality to which it is concluded, that is, knowledge.

Student interaction provides a beneficial atmosphere for learning a foreign language, since it allows learners to negotiate context through explanation, confirmation, and repetition criteria. To create an agreement of assimilation of the concepts according to the exchange of ideas among students, it is then necessary to communicate with others. According to Stotz (1991), this type of group interactions helps learners to create various uses of speech in the target language, where the learner is incorrect, but easily corrected by the other learners, thereby achieving a group learning atmosphere, much better than the teacher's interaction in class. According to Shimazoe (2010), Baker and Clark (2010), with the guidance of the teacher, this shared engagement facilitates the creation of group learning based on collaborative learning (Shimazoe, Baker and Clark in Jauregi, 2013, p 2-3).

According to Swain (1985) and Lantolf (2006), the learner will also need to experiment with the target language in relation to the knowledge that the learner receives from the physical and social context, considering the various external factors that enable the production of effective learning, so that the learner can create relevant and acceptable messages through the opportunities the learner has (Swain and Lantolf in Jauregi, K. 2013, p 2). Then it is important that the learning is affected not only by the social environment and external factors, but also by the student's active engagement with the teacher's guidance as a mediator of information in the process of acquiring the apprentice, so that the student can achieve full intellectual development through experiences with the surrounding factors.

Experience Through Interaction

Dewey had an important concept about experience, where he conceived it as a transaction

between an individual and his environment. (Kolb 2014, p. 19). The interaction or exchange of the human being with the physical and social environment that surrounds him, obtaining experience from the external context, even more than from knowledge itself. So, the importance of the relationship of education with the experience of the apprentice. The apprentice then learns through interaction with the environment through exploration, in this way the apprentice tries to adapt to this environment, that is, the learning of knowledge through experience, and experience means, through "doing" or "learning by doing." This means that learners, through interaction with their environment, can experience through action. Therefore, it is important that education can provide opportunities for the student to experience the world through interaction, so that they are able to solve everyday problems.

For Vygotsky, knowledge is given through a process of interaction between the apprentice and the physical, social, and cultural environment (Brown 1999, p.59). It should be noted that for the author, psychological tools such as maps, drawings, signs, and language are important, among others, which mediate our thoughts, feelings, emotions and behaviors, which help us to develop the functions higher mental, whether interpsychological or intrapsychological. Language has been the most important psychological tool because it is a tool used among individuals as a means of communication for the development of social interactions.

Then knowledge is constructed from experience, and it is necessary to introduce into the teaching process, different activities that lead the student to experience knowledge building. beyond the use of the board, it is necessary to create interactive, laboratory, experimentation, and problem-solving activities; In this way, a learning environment is created Beyond the mere transmission of content. It is convenient in this way that the teaching is placed in a real environment where the student, through an active learning process in significant situations,

experiences in an interactive way with practical everyday problems.

Experiential Learning

In his book, Kolb describes experiential learning as a learning and growth resource that involves experience or experiential learning, as a powerful teaching and learning methodology based on the contributions of Dewey, Lewis and Piaget, on cognitive and experiential learning that demonstrates experience as the best learning process resource. Lewin focuses on learning through laboratory preparation and action studies on an immediate personal understanding of the "here and now" (Kolb 2014, p. 4). Dewey's experiential learning, on the other hand, is based more on the developmental essence of learning and how learning changes an experience's urges, thoughts, emotions, and desires. For Piaget, like the learning models of Dewey and Lewin, the learning process places great emphasis on the interaction between the person and the environment. Through relaxation and participation in the natural world through experience and interaction with real images and communication with the environment, the environment plays an important role in the development of children's learning (Kolb 2014, p. 6).

CHAPTER III

Methodology

In the search for activities that allow the construction of information through contact with the social and physical environment through the English language, the following research is framed. The research methodology, the population surveyed, the type of analysis carried out according to the objectives and the methods used in the data collection to evaluate the information will be discussed in this section.

The following research project was carried out by the Bilingualism in Technology-Mediated Distance Education research line of the School of Education to collaborate with the creation of the academic processes of the country, with the goal of implementing pedagogical strategies to bring the development of the National Bilingualism Plan into practice.

Approach

The methodological approach chosen for the following analysis is the qualitative approach, which involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. In this study, this approach is intended to investigate the interactions of students in the English language learning process, the use of group exercises and the engagement with the environment in a pragmatic way, to examine the learning behavior of students in the classroom. Creswell (1998) cited by Khan, S. N. (2014), defines qualitative research as “an inquiry process of understanding...that explore[s] a social or human problem” (p. 15). This study of actions in the face of the learning process would consider the perspectives of the students themselves, thereby recognizing their motives and barriers when learning the language.

Instruments

This research was conducted at the Adolfo Kolping School in San Sebastián de Mariquita, Tolima department, with a fifth-grade study population. Prior to the beginning of the study, the researcher was granted approval to work at the before mention school from the principal (see Appendix A). The fifth grade consists of 22 students, 14 boys and 8 girls. Their ages range from 11 to 13 years old. Caring adults were asked to sign an Informed Consent Form (see Appendix B), allowing their children to participate in the study. To diagnose the English Level, a knowledge test (see Appendix C) was used as an evaluative tool that allows knowing the degree of knowledge existing in the fifth-grade students of the Adolfo Kolping School. To observe students' attitudes towards English language learning, an Observation Protocol (see Appendix D) was designed to collect data; some video and picture evidence of interaction were also recorded (see Appendix E). At the end, a survey with the participants (see Appendix F) was developed to evaluate the process.

Setting

The Adolfo Kolping Technical School located in the urban area of the town of San Sebastian de Mariquita. It is a mixed private country-style school and has all levels and grades from preschool to high school with great emphasis on learning foreign languages. The Adolfo Kolping Technical School is characterized by guaranteeing the education of children with different mental and motor disabilities.

Procedure

The approach used in the research project was the qualitative research method and was first developed through tests and surveys to collect the basic information to carry out the different activities proposed in the lesson plans. Playful activities were conducted outside the

classroom and in contact with the surrounding environment that allowed students to interact with the physical environment of the institution. The procedure was performed following the chronogram showed in Figure 1 and developed in five stages.

Figure 1

Chronogram

Phase	Activity	Months						
		01	02 - 03	04 - 05	06 - 07	08 - 09	10 - 11	12
Planning	Choice of theme	■						
	Problem statement	■						
	Justification	■						
	Objectives	■						
	Literature review	■						
	Methodology	■						
	Lesson plans		■					
	Bibliography		■					
Execution	School consent		■					
	Class observation		■					
	Satisfaction survey		■					
	Knowledge test		■					
	First lesson		■					
	Second lesson		■					
Results	Results				■			
	Discussion				■			
	Conclusions					■		
	Recommendations					■		
	Annexes						■	■

Note: Chart with the general chronogram of the research project by month.

First Stage

After making an observation about the methodology of teaching the English language and the behavior of the students in the classroom learning process, a survey (see Appendix F) was carried out to the fifth-grade students in order to know their point of view to learn English in the classroom. The survey discussed topics relating to the teaching strategies used by the teacher regarding the feelings and behaviors that learners experience while studying the foreign language

English. In addition, the survey allowed for the information required to classify the studied population to be collected.

Second Stage

An assessment test consisting of ten exercises to determine the level of knowledge of the English language was performed at this point (see Appendix G) various basic topics such as elementary grammar and control of vocabulary were covered in the exam. With the aid of the English instructor, the assessment test was established and then analyzed to weigh the findings.

Third Stage

In this third stage, Lesson Plans (see Appendix H and I) were designed and applied with playful activities to interact with the physical and social environment of the school. The students received the lessons outside the classroom and materials such as flash cards and different elements such as balls, chairs and some school supplies were used to make the English classes more practical and fun.

In the first lesson, the topic "prepositions of place" (see Appendix H) was carried out and began with the realization of a warming up where the students recognized the different elements and places in the school environment in the English language, which lasted about 5 minutes. This was followed by a short oral test of prior knowledge about "prepositions of place" that lasted about 5 minutes.

The presentation stage of the topic lasted 15 minutes where the vocabulary and the correct use of the prepositions of place were exposed through printed images, followed by a guided practice stage where a more participatory presentation was made, taking into account the intervention of the students, using some elements such as balls and school supplies which were

placed in different places and positions using as a reference a chair and a tree to indicate the correct use of the preposition of place. This guided practice stage lasted 15 minutes.

In the Independent Practice stage, a competition was held, taking boys aside and girls on the other. The students had to listen to the teacher's instructions to place the ball in the correct position with respect to the chair and the tree. In this way the teacher said - the ball is between the chair and the tree - and the first group to put the ball in the correct place, according to the teacher's statement, they won a point.

In the second lesson, the theme "giving and asking for direction" (see Appendix I) was developed, which was held in the external area of the classroom, next to the sports court. The lesson began with a warming up, where the students listened and repeated the actions that the teacher asked them to do such as jump, walk, turn; this to guide students to receive instructions in English. The duration of the warming up was 5 minutes.

For the second stage of the lesson, the previous knowledge, the students were questioned about some basic actions to guide a person to get to a place such as Go Ahead, Turn Right, Turn Left, etc. This stage lasted 10 minutes. The presentation of the topic lasted 15 minutes and was exposed by means of printed images where the students learned the vocabulary necessary to develop the lesson, and then continue with the Guided practice stage of the lesson where the students go to some direction, according to the teacher's instructions. This stage lasted 15 minutes.

Finally, the Independent Practice stage was carried out in which the students competed in an activity that consisted of advancing blindfolded through a path with arrows, while being guided by their teammates. In this way, the students, while competing in the game, interact with

the different elements of the environment and with each other, fostering communication and cooperation and learning the English foreign language in a meaningful way.

Fourth Stage

In this fourth stage, the evaluation of the entire process and the strategies used in each of the previous stages, starting from the pedagogical practices carried out months ago, which allowed to observe, know, and characterize each student. Subsequently, the survey is applied, and the knowledge test is carried out in order to know the way in which the students would like the teaching process to be carried out and what they have learned during the year and evaluating the effectiveness of the teacher's teaching strategies. All these interventions made it possible to collect the data and the necessary and timely information for the elaboration of the lesson plans to develop the field work with the students of the fifth grade of the Adolfo Kolping Technical School.

The pilot classes were developed according to the interaction needs of the students with the real world. The lesson plans (see Appendix H and I) were prepared in such a way that the activities that were developed allowed an interaction and practical application with the knowledge learned. Through the materials and physical elements of the school environment and the execution of competences that allow interaction with the physical and social environment, experimenting in the real world, turning knowledge into a useful application in the life of each one of them.

Fifth Stage

This fifth stage is where all the process from previous stages is put together in this paper. In this stage, various drafts were written, revised, edited, rewritten until a clean copy could be published.

CHAPTER IV

Results and Discussion

In this globalized world, learning English as a primary language is especially important for excellence. There are, however, still many debates about methods for teaching the English language. The history of the study issue that gave rise to its approach was revealed in the previous chapters of this research project, in addition to the theoretical approaches that revolve around learning the foreign language and the methods of teaching the English language that have existed until today. The method of analysis to examine the problem was also revealed, applying various techniques to the study, such as surveys, questionnaires, and observation. Data analysis was prepared in this chapter, considering the results of the surveys, questionnaires and observations carried out on a student sample from the Adolfo Kolping School.

Satisfaction Survey

In order to find out the opinion of the students concerning the teacher's teaching methods and the atmosphere generated in the English classes, the satisfaction survey was conducted. The students anonymously assessed the various aspects relating to the teaching methods used by the English teacher through ten questions. The aspects to be analyzed in the survey were split into its ten questions for the study of the opinions of the students, classifying it by categories as shown below.

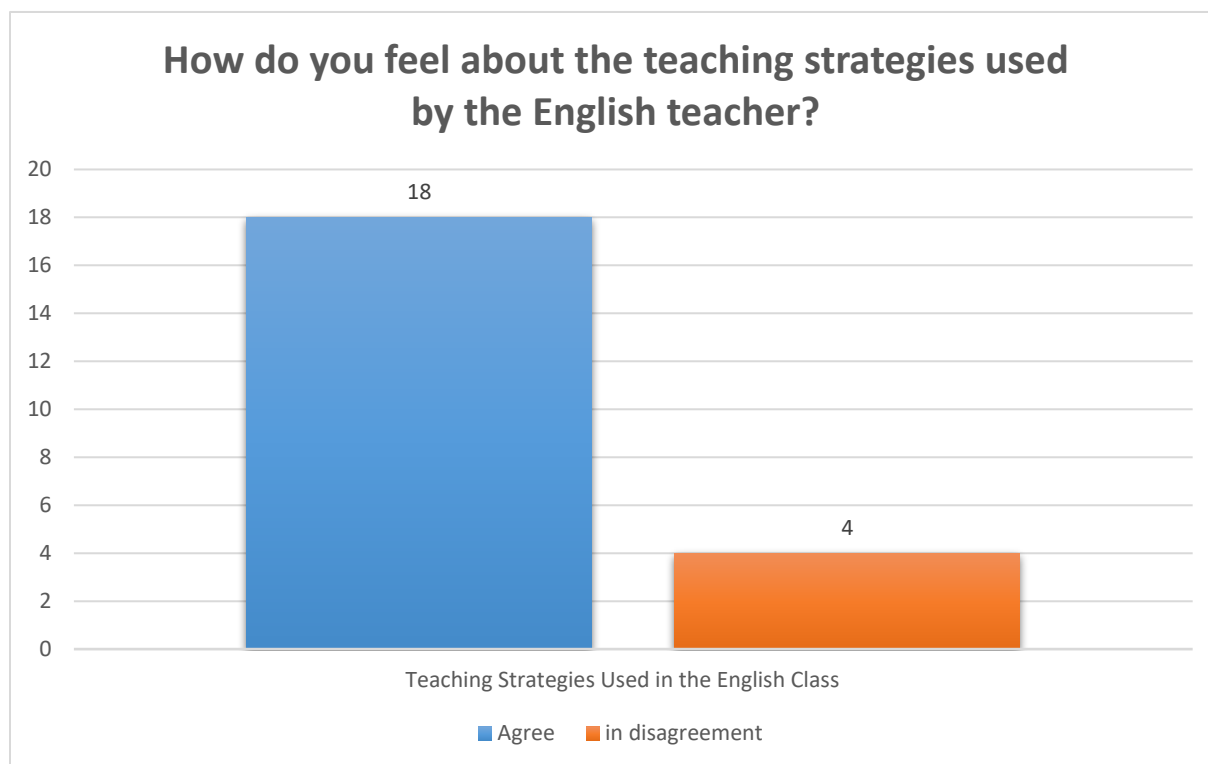
About the Teaching Strategies Used in the English Class

As shown in Figure 2, fifth grade students showed a positive response towards the English teacher's teaching strategies. Despite the different difficulties and obstacles present in the process of learning the foreign language, students feel comfortable with the teaching method that the teacher has adopted. However, it should be noted that students do not know other teaching

strategies different from those used by the English teacher, for what has been said previously, students evaluate according to the limited experience with different teaching styles. They are used to traditional teaching and for them it is fine.

Figure 2

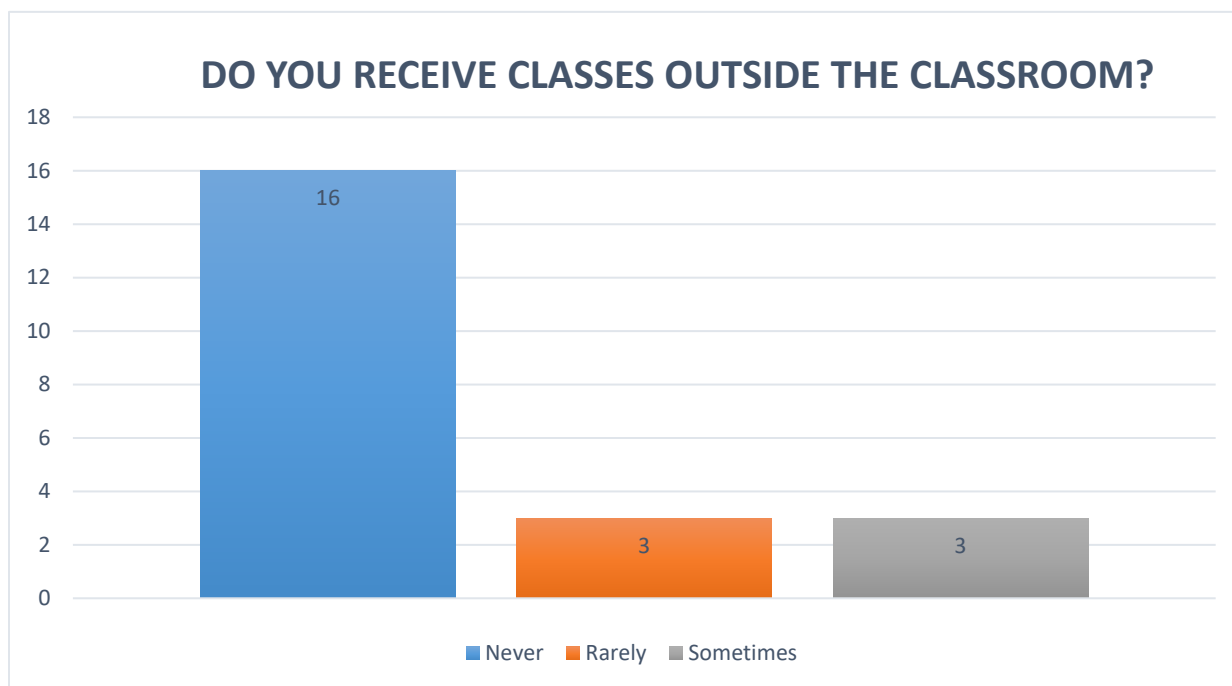
Teaching Strategies Used in the English Class



Note: Figure showing how students feel about the teaching strategies used by the English teacher.

Time Outside

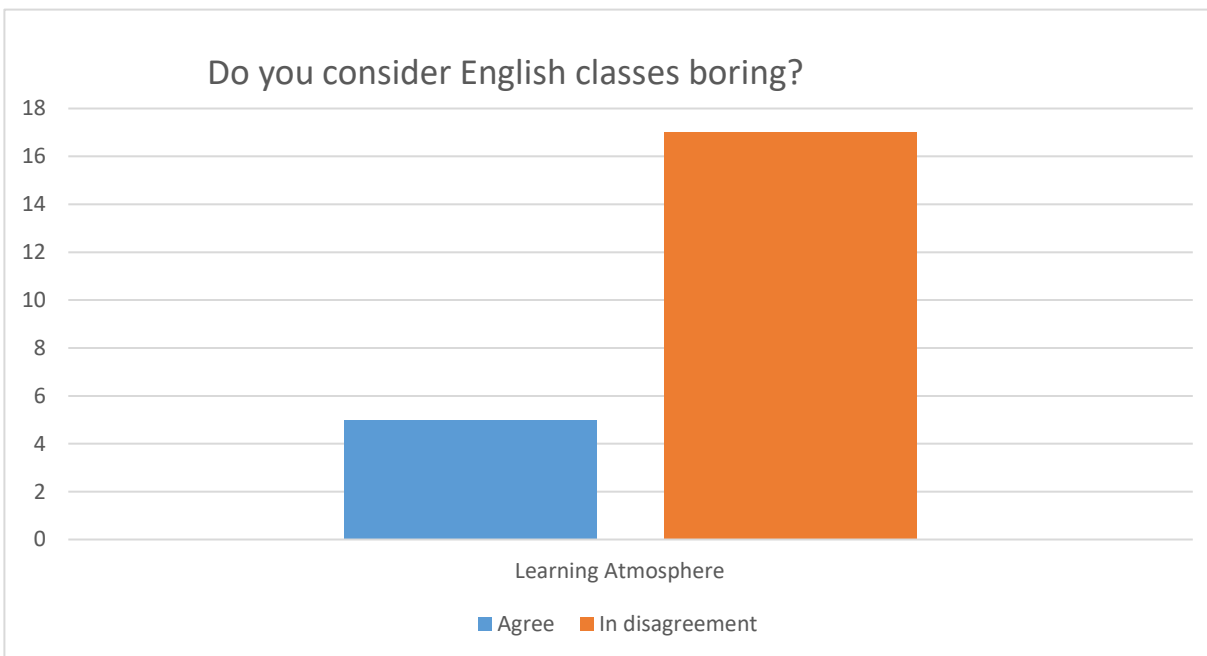
In this aspect, as shown in Figure 3, students were asked if they regularly received classes outside the classroom, with the intention of changing their environment. But the answers were not positive, not wanting to show that the students do not agree with it. The use of the classroom has been fundamental; since there you have different audiovisual instruments that allow the instruction of contents.

Figure 3*Time Outside of the Classroom*

Note: Figure with the number of classes held outside the classroom.

Learning Atmosphere

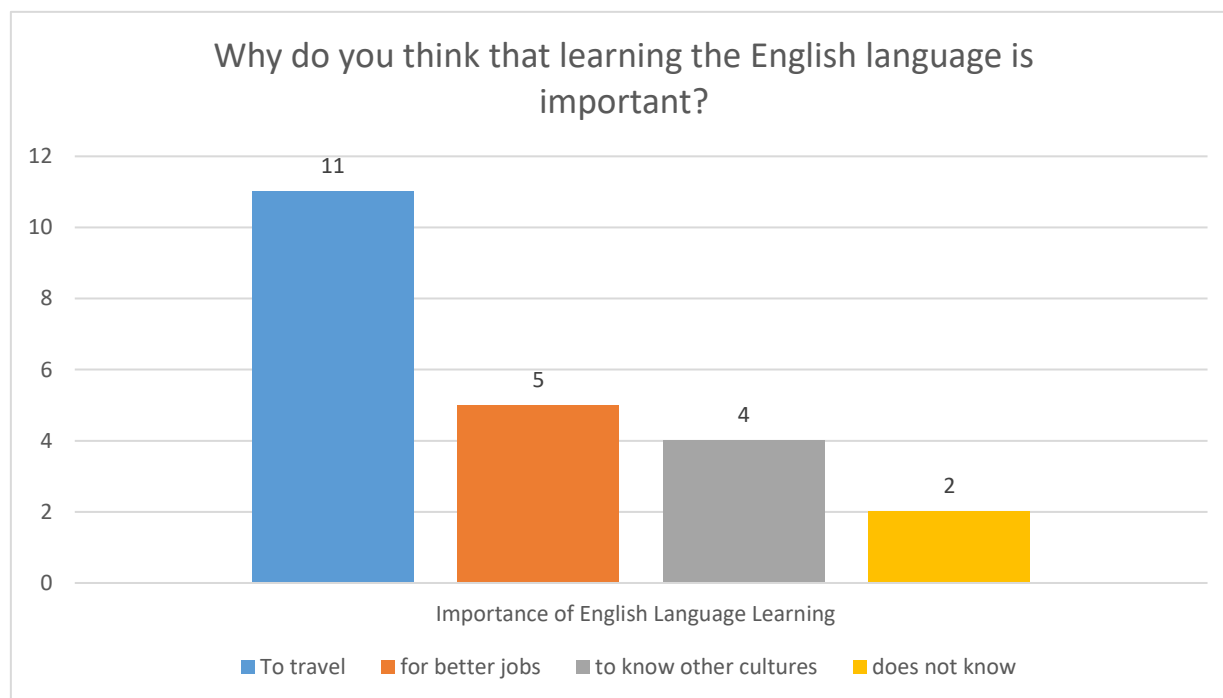
In response to the question: Do you consider English classes boring? as shown in Figure 4, the vast majority of the students, although they do not understand much the foreign language English, did not hesitate to say that the English classes with the teacher are in no way boring. On the contrary, the students affirmed that there was a certain dynamism in the teacher.

Figure 4**Learning Atmosphere**

Note: Figure about how students consider English classes.

Importance of English Language Learning

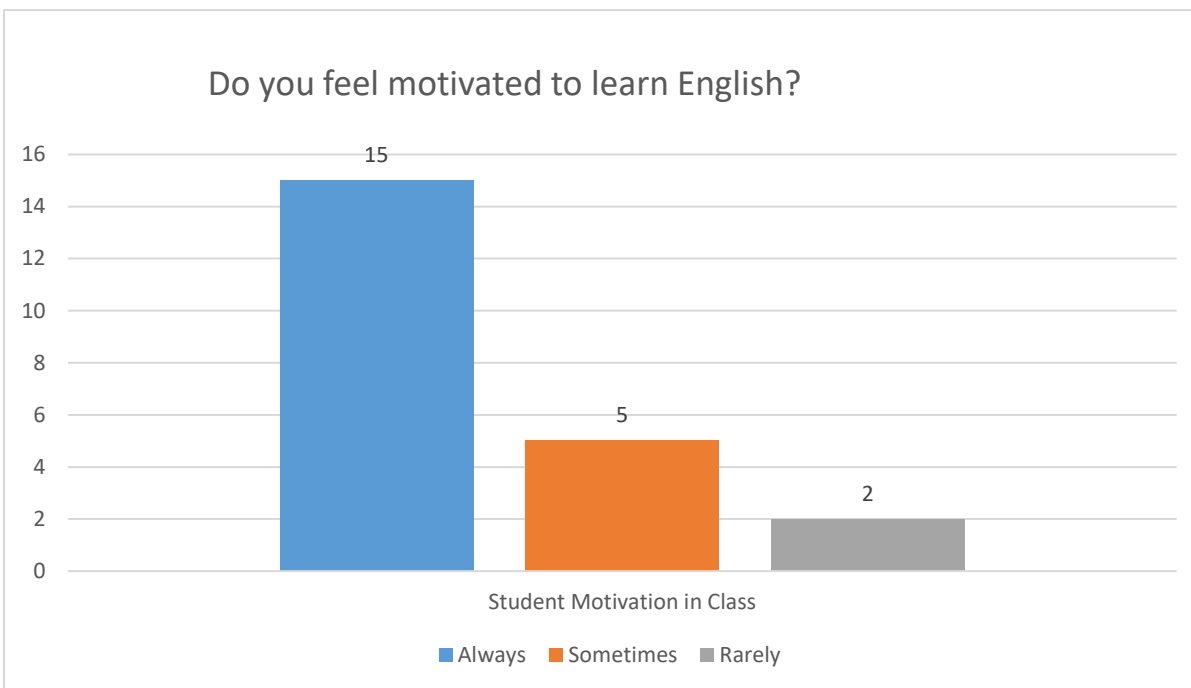
As shown in Figure 5, in this aspect to be evaluated, most of the students agreed to recognize the importance of learning the English language as a foreign language. However, each of the students believes that the importance of learning the English language lies in the need to travel and do business internationally. Even they do not assimilate that they live in a globalized world where they are exposed to the foreign language on social networks and information platforms.

Figure 5*Importance of English Language Learning*

Note: Figure about students' opinions on the importance of English language learning.

Student Motivation in Class

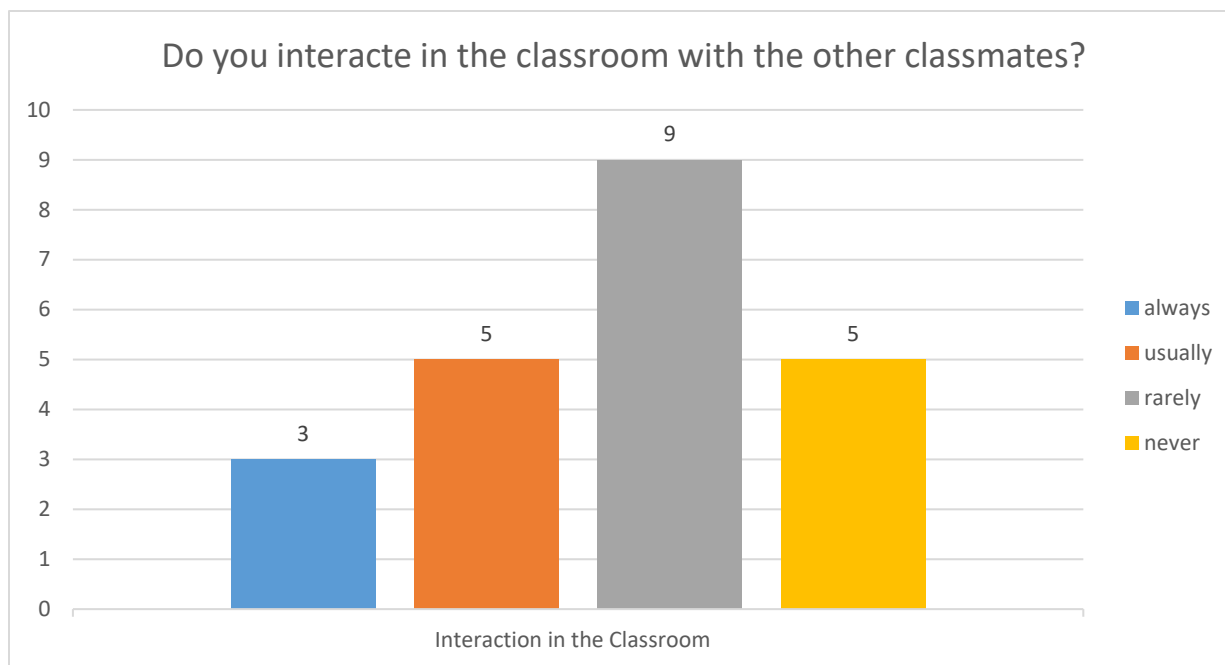
As shown in Figure 6, motivation goes hand in hand with the student's attitude towards learning the English language. It is normal for students to see English as one of the most difficult areas of school. However, the fact that the English class is given in their own room, for the students, this is motivating to be able to change the routine of the space a little and change rooms, watch some videos and even work with flash cards. So the response from the students was positive, stating that they felt motivated when learning English.

Figure 6*Student Motivation in Class*

Note: Figure about students' motivation to learn English language.

Interaction in the Classroom

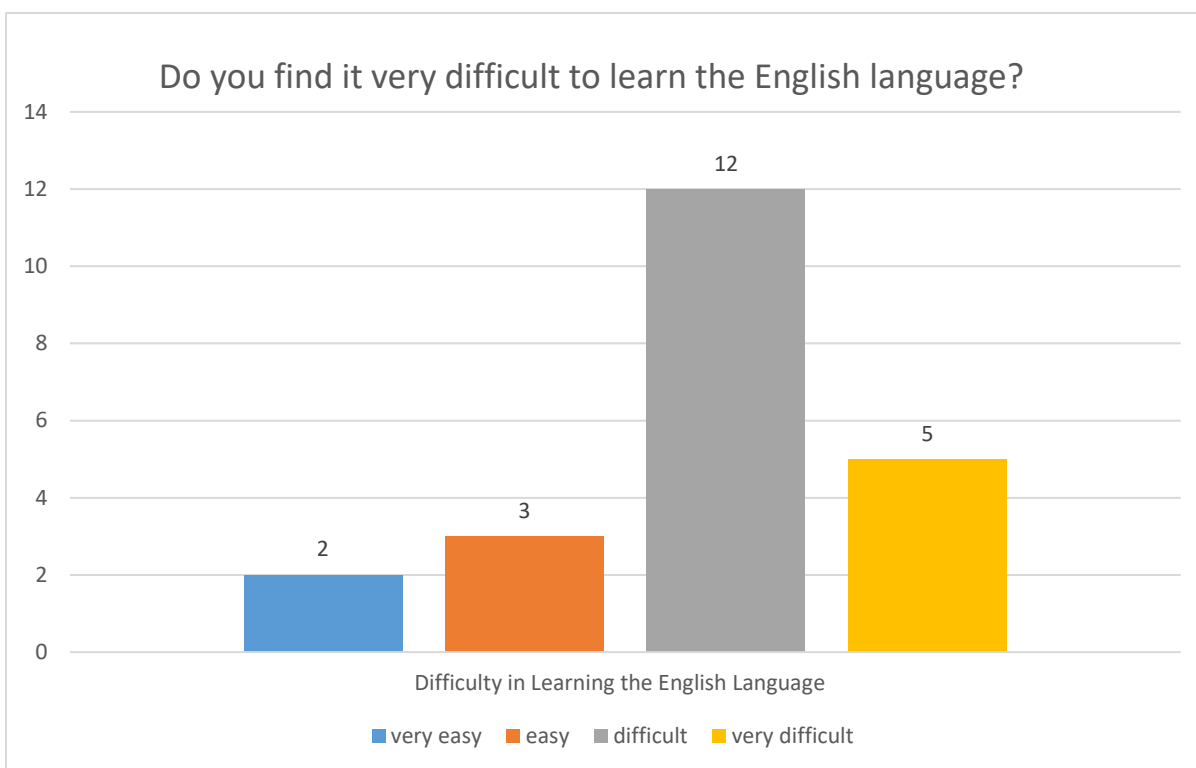
Although the students responded positively to the question that if they interacted in the classroom with the other classmates, it seems that they did not understand the question very well, since the term "interaction" is truly little known between them. As shown in Figure 7 and as observed in previous classes, there is really little interaction between students because learning is more individualized, and each student has their workbook. Even though, according to the English teacher, the institution's teaching methodology is constructivist, there is no clear interaction between the students with their classmates or with the physical environment outside the classroom.

Figure 7*Interaction in the Classroom*

Note: Figure about interaction of students with other classmates.

Difficulty in Learning the English Language

As shown in Figure 8, students were asked about whether it seemed to them that the foreign language English was difficult in terms of its learning and acquisition. Although for some minority, they considered that the English language is not difficult to learn, others were able to demonstrate that for them it is terribly difficult to quickly learn the language. Teacher's instructions and more complex grammar topics.

Figure 8*Difficulty in Learning the English Language*

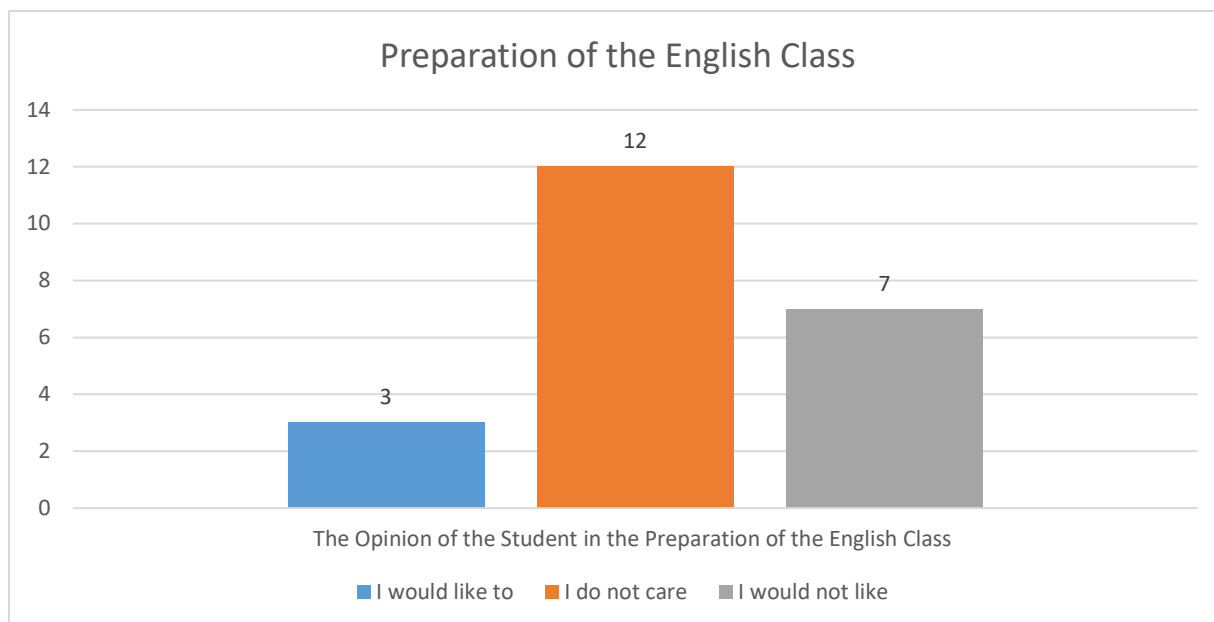
Note: Figure about students' difficulty in learning the English language.

The Opinion of the Student in the Preparation of the English Class

At this point, as shown in Figure 9, students were asked that if they would like the teacher to take their opinions into account when preparing lesson plans for English classes, many of the answers were about their agreement with the teacher's teaching strategies and models as well as the topics exposed in class. A minority replied that they would really appreciate having their opinions considered. There is confidence among the students in the way the teacher appropriates the classes, and they think it is okay. They really limit class participation themselves, but this may be due to fear of being wrong in class.

Figure 9

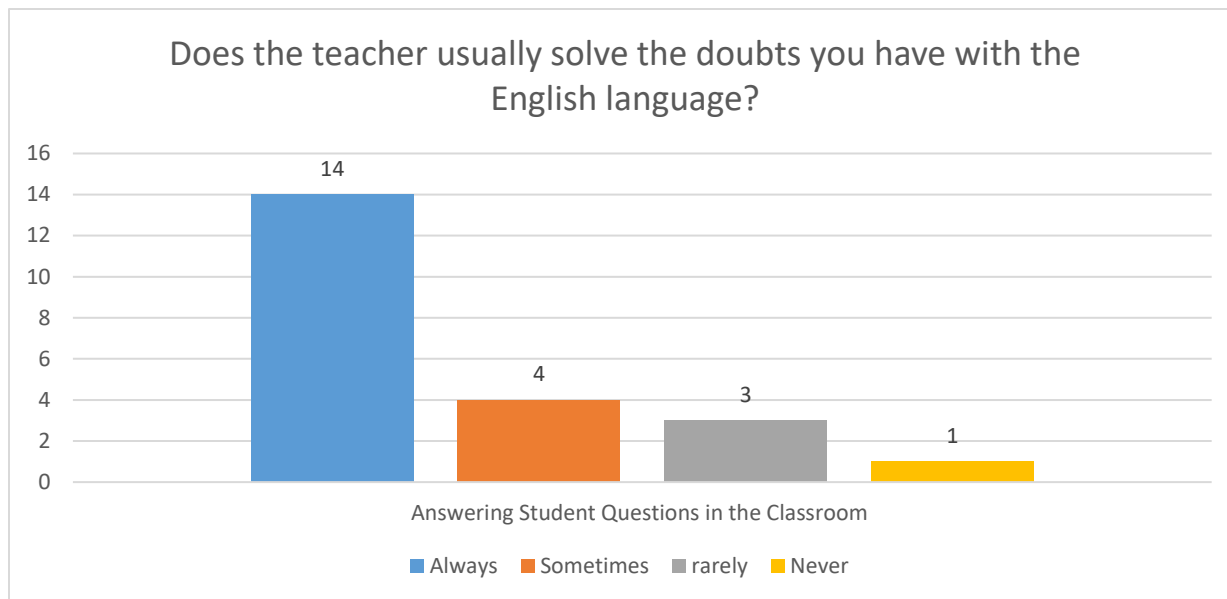
The Opinion of the Student in the Preparation of the English Class



Note: Figure about the opinion of the student in the preparation of the English class.

Answering Student Questions in the Classroom

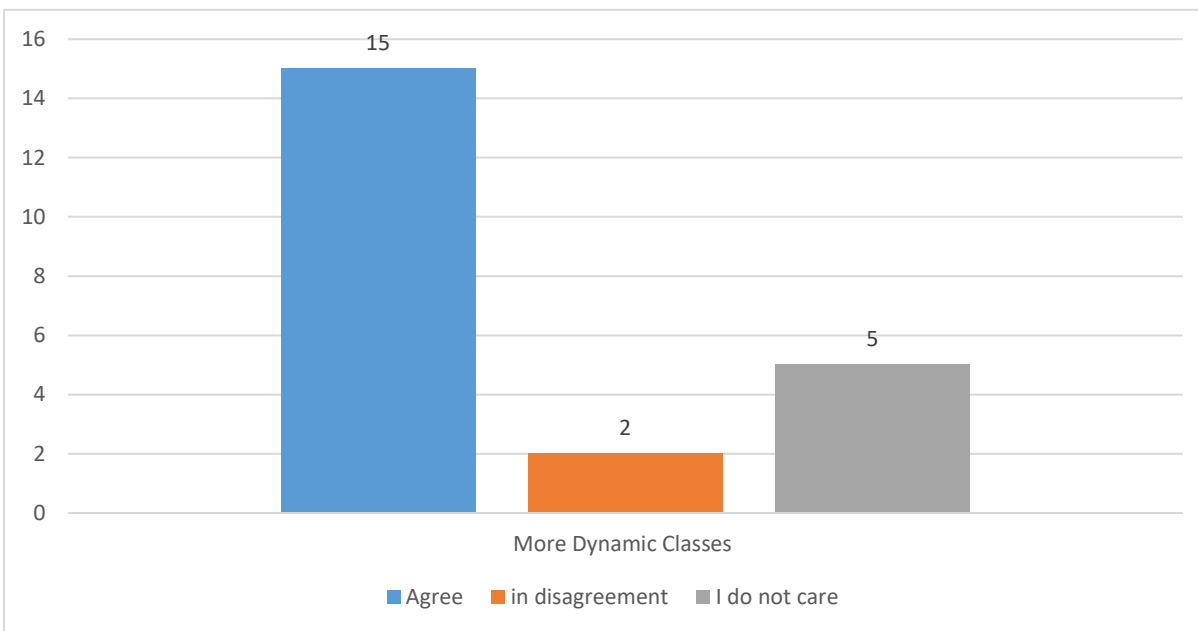
This point also has to do with the teacher's interaction with the student in answering the questions they have about the topics. Although many of the students, as shown in Figure 10, claim not to understand much about the English language, they acknowledge that the teacher does his best to help them understand the different subjects and unknown vocabulary. However, it can be highlighted here that, even though the student does not understand the topic that the teacher is explaining some topics in class, they do not express their doubts to the teacher, rather they decide to just give up and not work during the class.

Figure 10*Answering Questions from Students in the Classroom*

Note: Figure showing how often teacher answers questions from students in the classroom.

More Dynamic Classes

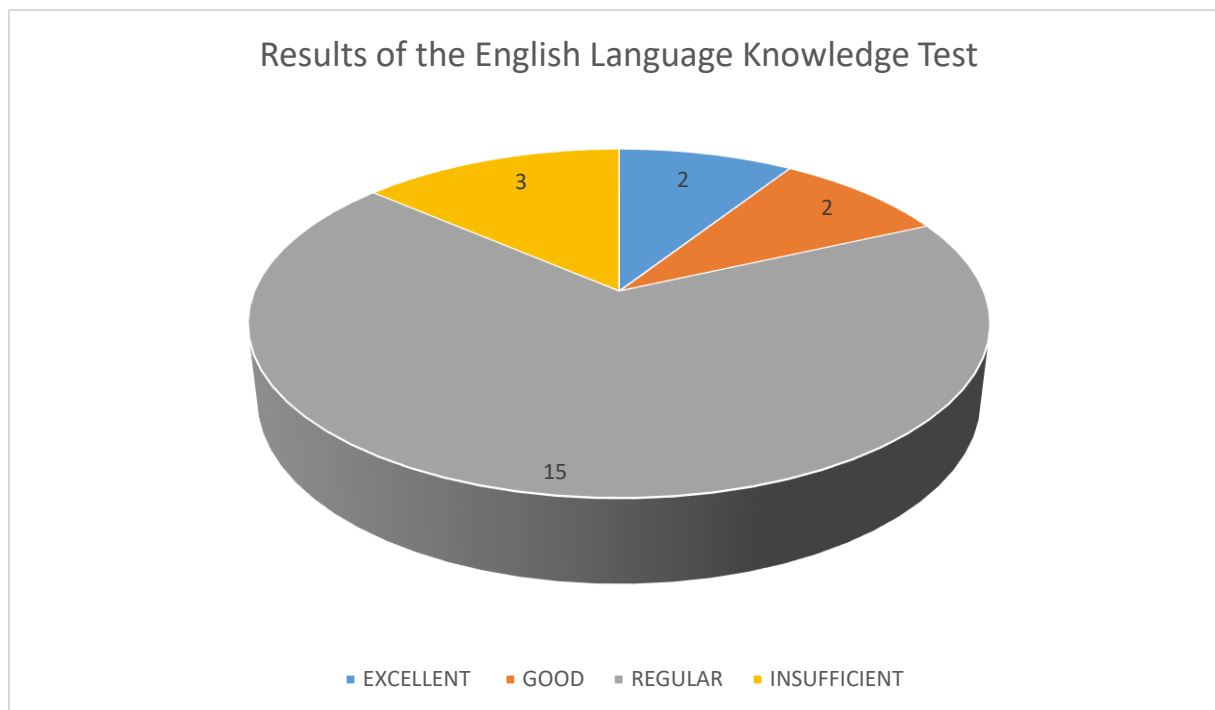
This point was a little difficult to understand the purpose of the question, since the Students did not understand the term "dynamic classes" and when associating them with games and activities. As shown in Figure 11, students really agreed that the English classes were carried out in such a way by the teacher. Although a few students stated that they were comfortable with the way the teacher teaches in class and that they would not change anything concerning the teacher's teaching methods.

Figure 11**More Dynamic Classes**

Note: Figure about the development of more dynamic classes.

English Language Knowledge Test

In the second stage, the students were evaluated by means of an English language proficiency level test. For this, the topics seen in this year and the previous year were taken into account. The topics that were evaluated are the verb to be and basic vocabulary. As shown in Figure 12, only a minority finished the test and within them, only 4 students took the test in its entirety and solved the exercises correctly. Out of the 22 students, only 10 completed the test. The rest of them left the points incomplete, although what they had to do was explained to them several times, the students did not understand the questions. As shown in Figure 12, the scores of the exams speak for themselves. Among the 10 students who did answer all the questions, 6 students had errors in their answers. This demonstrated the low retention of students of the topics seen in class previously.

Figure 12*English Language Knowledge Test*

Note: Figure with the results of the English language knowledge test.

Observation of the Traditional Class

The observation of the traditional class was carried out in two sections. Two English classes were observed, where twelve aspects could be evaluated, which will be described below. The evaluation of these aspects was carried out according to the frequency with which they are put into practice in class. This observation allowed studying the pedagogical and communication skills of the teacher in class and the interaction with the students.

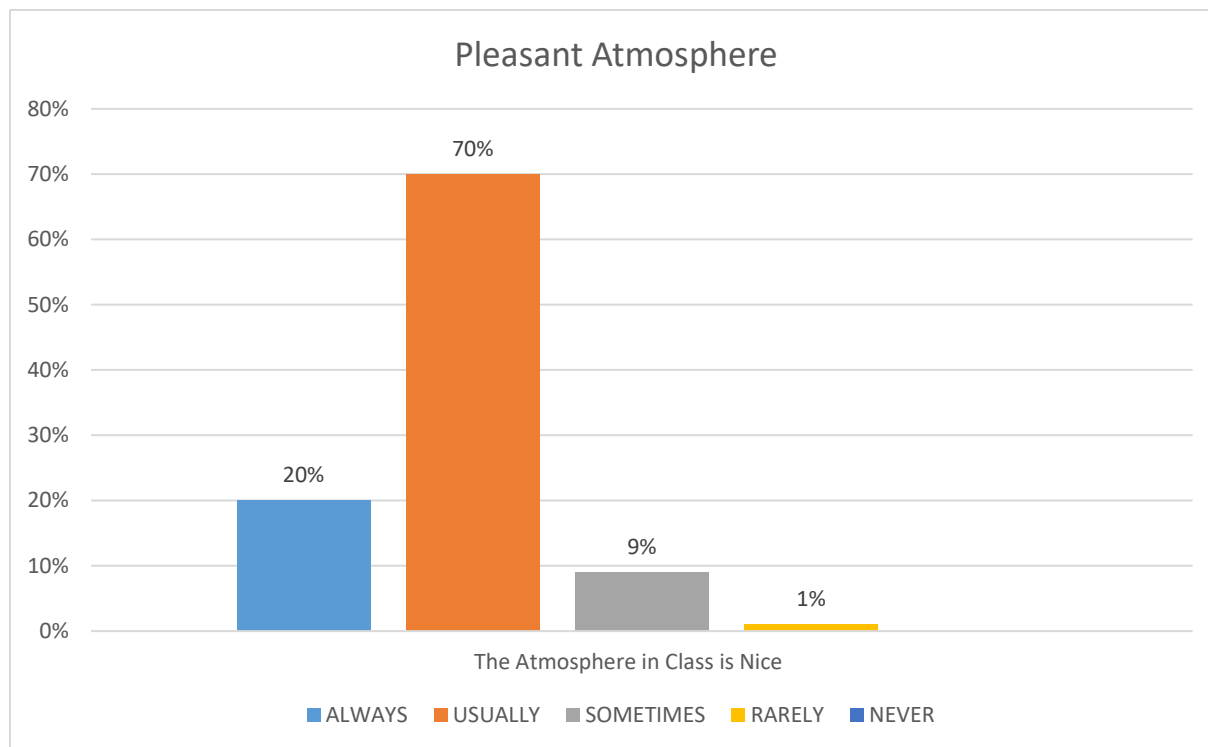
The Atmosphere in Class is Nice

When the topic of atmosphere is spoken at this point, it is intended to talk about the environment, the social environment in class. This environment is described according to the teacher's interaction with the students and the interactions between the students. As shown in

Figure 13, a participatory environment, where there is communication and feedback from the teacher, it can be deduced that the atmosphere of the class is really pleasant.

Figure 13

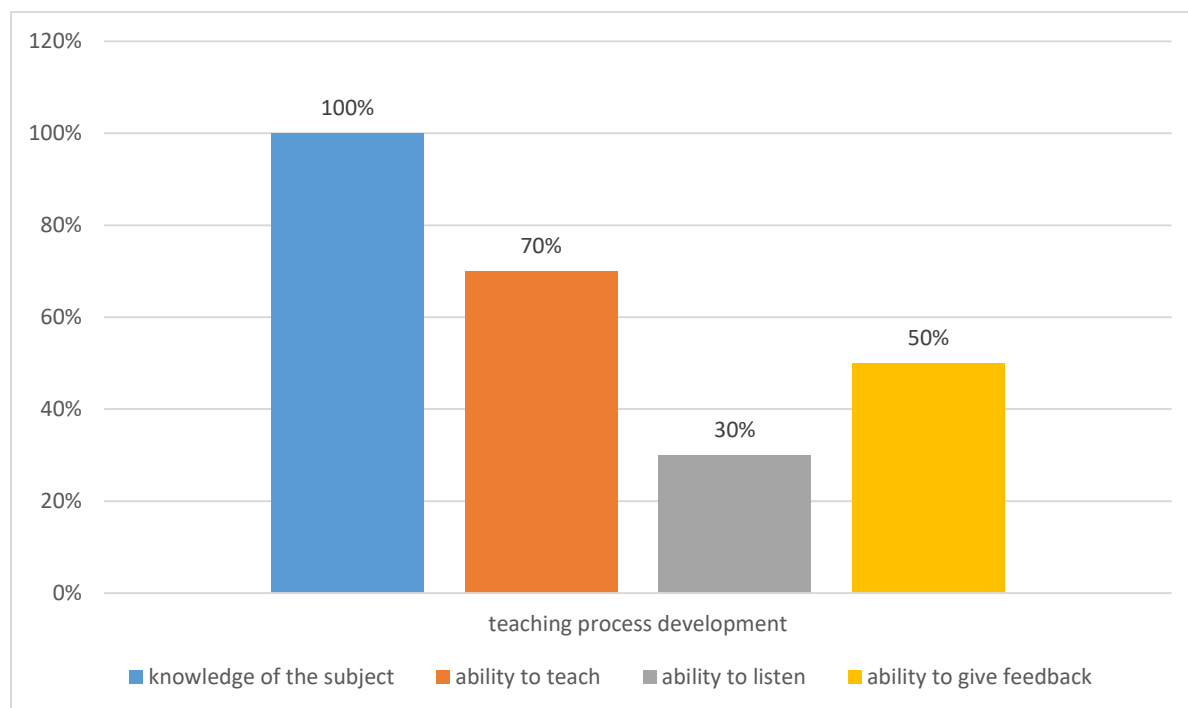
Pleasant Atmosphere



Note: Figure about students' perception of the classroom atmosphere.

The Teacher Has Good Knowledge of the Subject

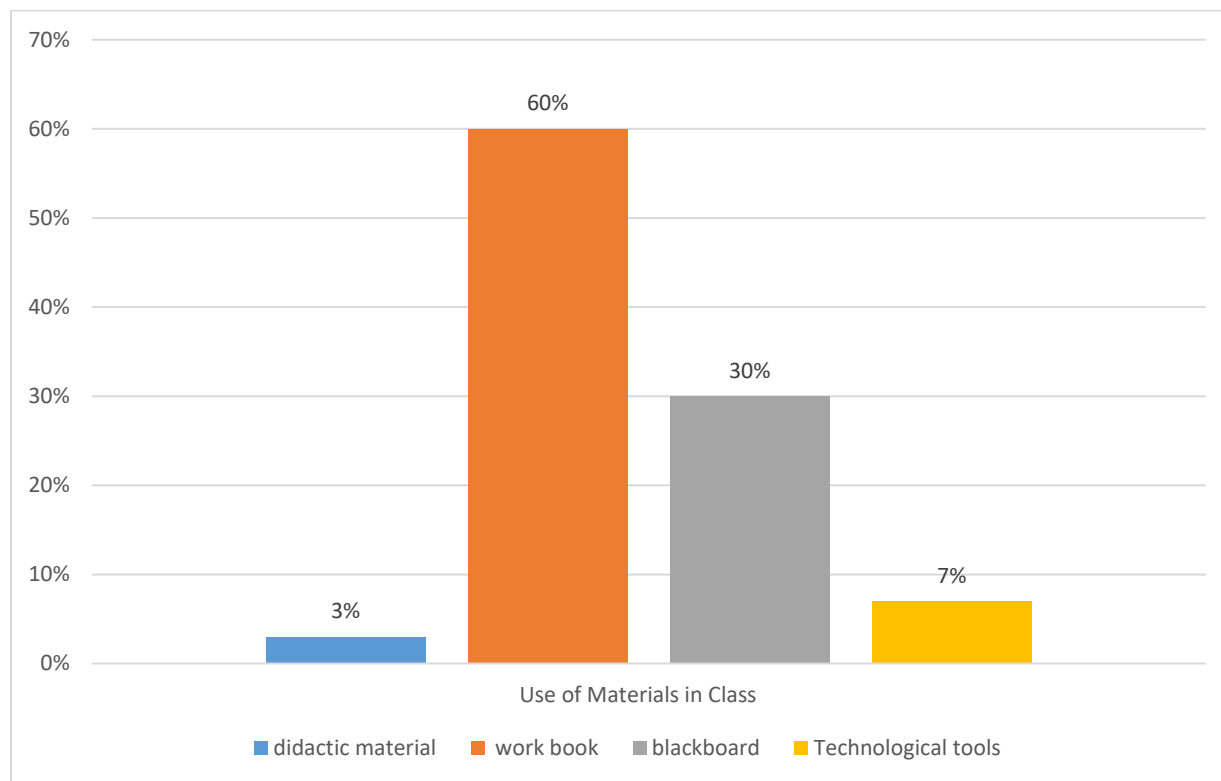
Unfortunately, there are teachers who, despite being professionally trained in their field of study, do not demonstrate professionalism in class. There are teachers who sometimes doubt their knowledge. In this particular case, as shown in Figure 14, the teacher in question really knows the subject of study. You can not only notice their level of knowledge of it, but their ability to teach it and share it with students, because a person can know a lot about a discipline, however, if you do not have the ability to teach, it is useless to know a lot.

Figure 14**Teacher's Subject Knowledge**

Note: Figure about the teacher's knowledge and skills in the subject matter.

Use of Materials in Class

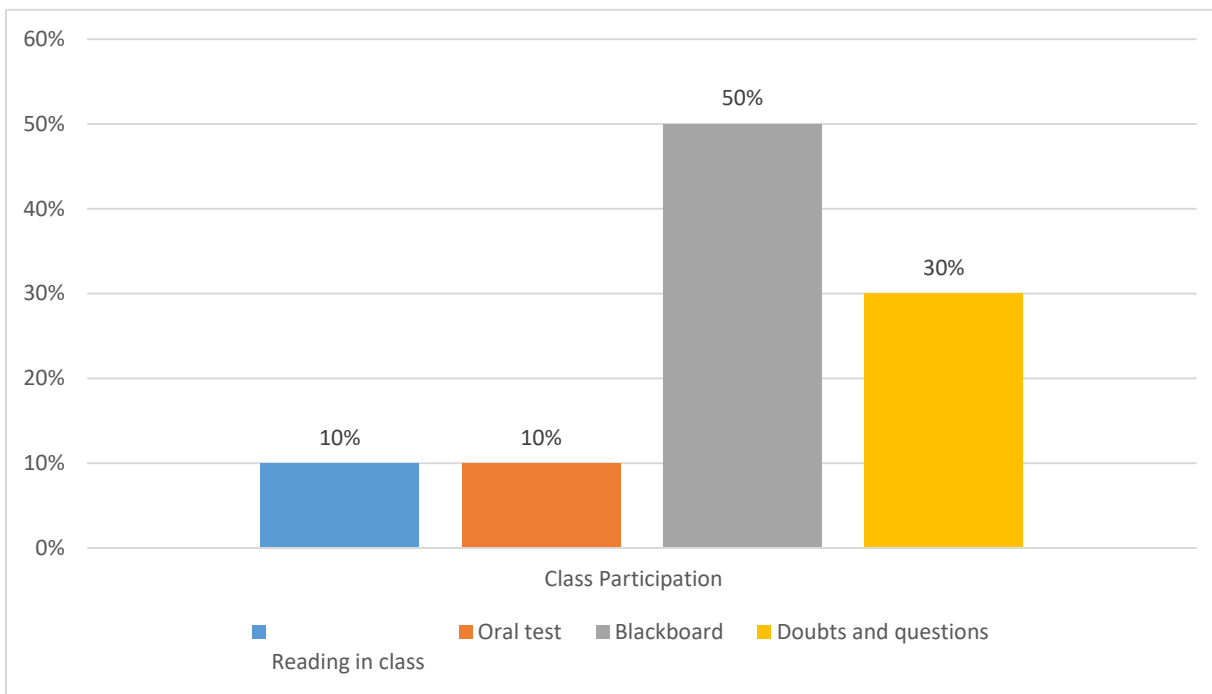
According to the observation made, as shown in Figure 15, the lack of use of materials in class could be evidenced. Students are guided by their workbook but regularly, it is not used frequently in class. There is no use of flash cards or any other type of graphic aid in class, even though they have available technological aids. This is according to the observed classes.

Figure 15*Use of Materials in Class*

Note: Figure about students' use of materials in English class.

The Teacher Promotes Class Participation

According to the observation in class, as shown in figure 16, the participation in class by the students is Active, and the participation in class is clearly generated by the teacher. In a way this promotes meaningful interaction and learning. The teacher gives students the opportunity to get involved in the teaching-learning process. However, student participation is limited by the teacher.

Figure 16**Class Participation**

Note: Figure about the students' means of participation in class.

Development of Activities or Warming Up

The development of warming up activities in class is very important since it is necessary not only to motivate students in the learning process but to focus and capture their attention in the development of the class. In the observed classes, the teacher did not use warming up activities at the beginning of the classes, so the students take time to focus on the development of the class, unlike the experiences obtained with the use of different play activities at the beginning of classes.

Clear and Simple Instructions

The teacher's instructions were clear and understandable. The students attended the instructions quickly, apparently, they are programmed because they already know the dynamics of the classes, they are always ready to receive the instructions and even they attend to the teacher's gestures.

Review of Content from the Previous Class

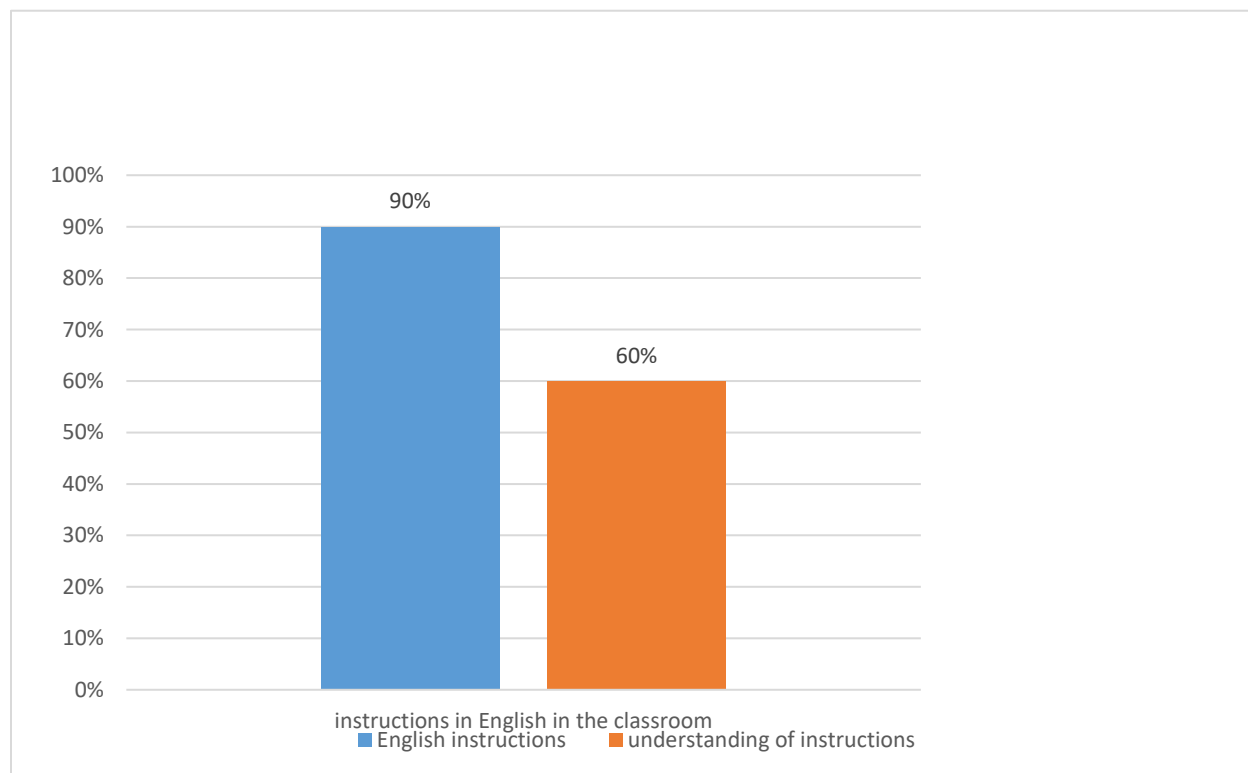
According to the observations made in the classroom, the English teacher started the class based on the review of the topics from the previous class. Starting from there, the teacher developed the class based on the doubts that arose in the previous class, in this way the students were able to solve their doubts and participate with the exercises on the board.

Use of English Language to Give Instructions

The instructions by the teacher to carry out the activities are important to do in the target language since the instructions are the first sentences that the students learn from the teacher. According to what was observed in the English class, as shown in Figure 17, about 90 percent of the instructions in class were made in English in a clear way. The students followed the instructions clearly and they understood everything the teacher ordered them to do.

Figure 17

Use of English Language to Give Instructions



Note: Figure about teacher's use of English language to give instructions in class.

Discipline and Order in the Classroom

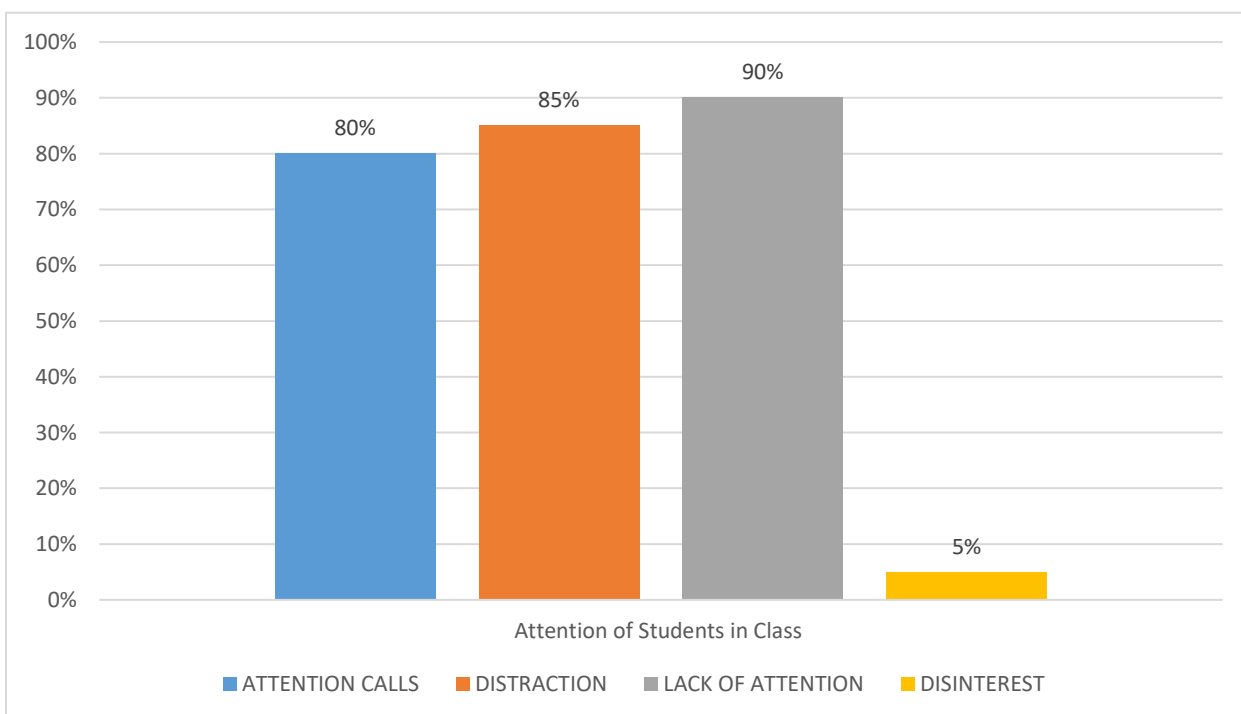
Observations made in class showed that the teacher was able to maintain order and discipline in the classroom in an easy way. Working with children is usually a bit tedious. Children by nature are very restless and curious. However, the teacher demonstrated authority, but was in full control of the class. It is impossible for children to be silent in class, and it is not recommended since that is their nature.

The Attention of Students in Class

At this point, as shown in figure 18, the lack of attention from the students in the English class was evident. The teacher could hardly manage to capture the attention of the students through the activities and exercises developed in class. Although student participation was active, student attention was based on teacher calls for attention in an effort to keep pace in class.

Figure 18

Attention of Students in Class



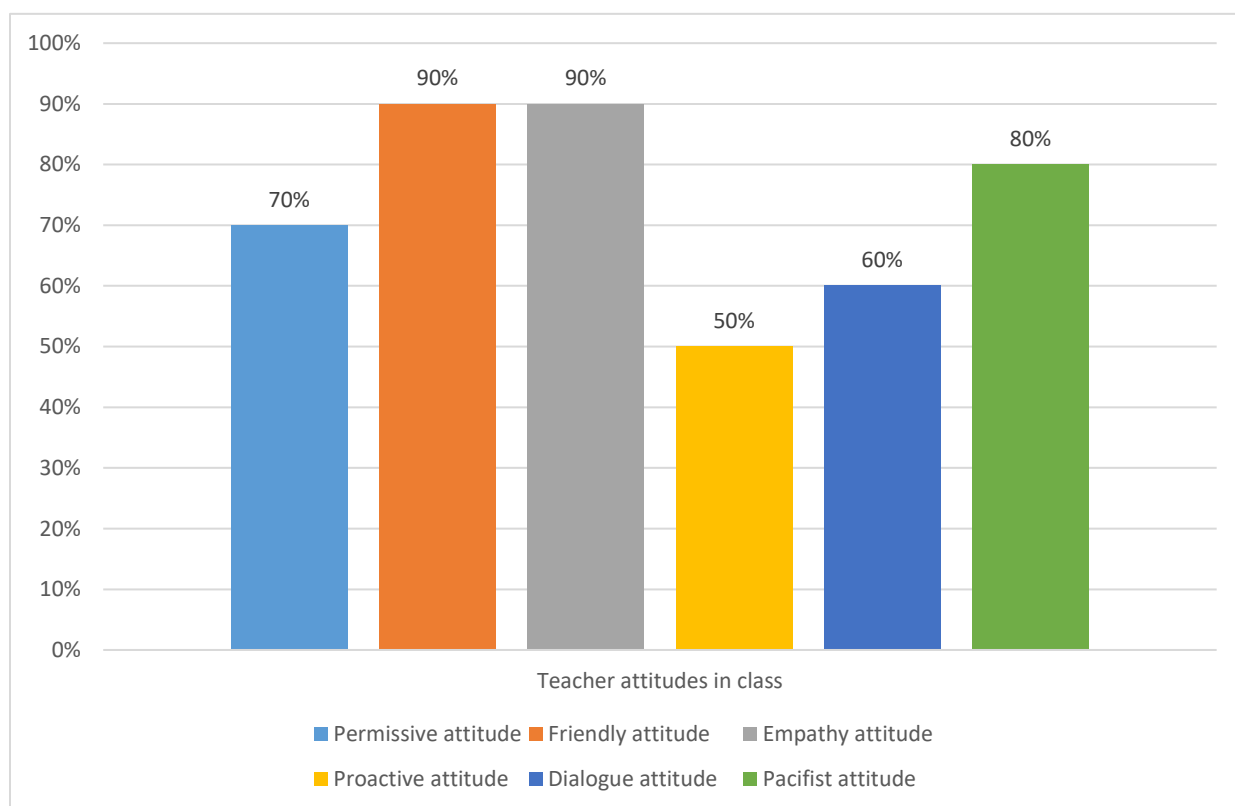
Note: Figure about attention of students in class.

Teacher Attitudes

In this aspect, the teacher's attitude is evaluated according to whether he allows communication with students in class. As shown in Figure 19, the teacher's feedback to the students and the resolution of doubts made it possible to show that the teacher had the best attitude to generate some interaction and communication in class.

Figure 19

Teacher Attitudes in Class



Note: Figure about the different teacher attitudes in class.

Unexpected Events in Class

In this section we wanted to show how the teacher behaved according to unplanned situations. This could not really be experienced by the teacher's reaction to unexpected events in class. However, it was evident a total management of authority in class by the teacher, although the classes did not seem to be guided according to what was planned in the lesson.

Observing the Development of Lesson Plans

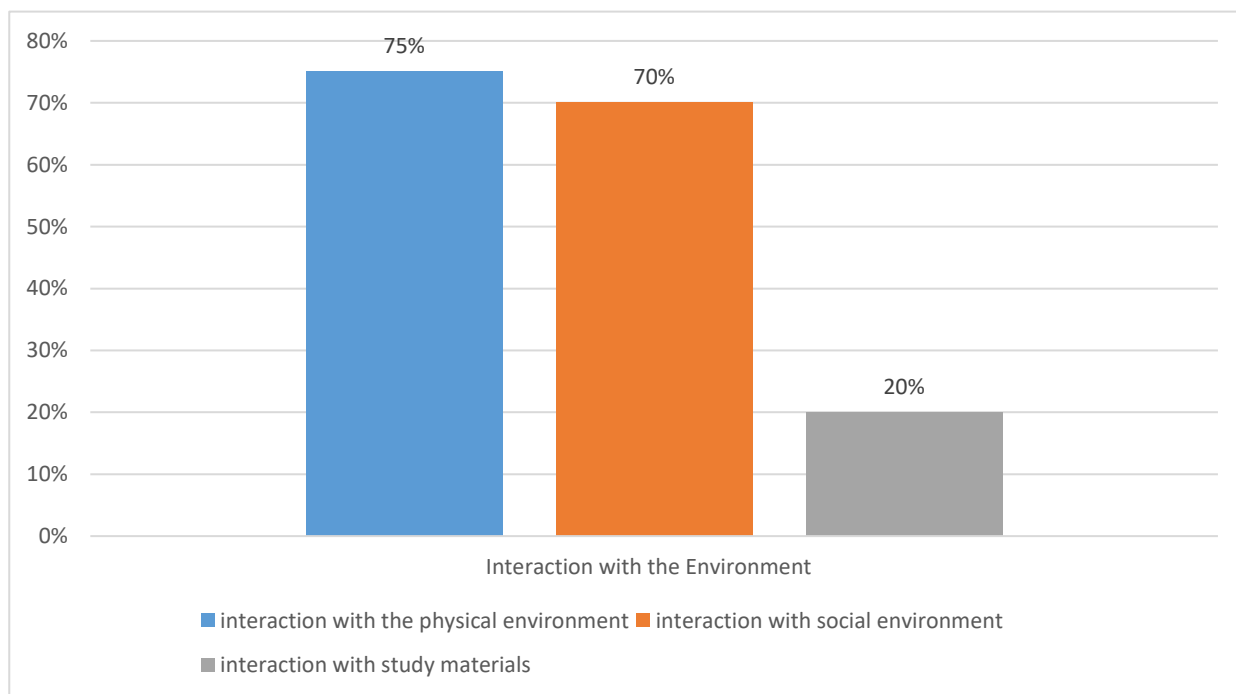
The following results were derived from the observation made in the development of the lesson plans through the pilot classes using the interaction with the social and physical environment to achieve the learning of the English language in the fifth-grade students. The observation was based on ten points as a reference, in order to analyze the results and show the success or failure of the teaching strategy used.

Interaction with the Environment

The students who were observed in the development of the pilot class, using the interaction with the physical and social environment for learning the English language, as shown in figure 20, made use of the foreign language while interacting with the environment. While they were learning new vocabulary and applying it constructively, experimenting with the elements in the environment.

Figure 20

Interaction with the Environment



Note: Figure about students' interaction with the environment.

Student Participation in the Proposed Activities

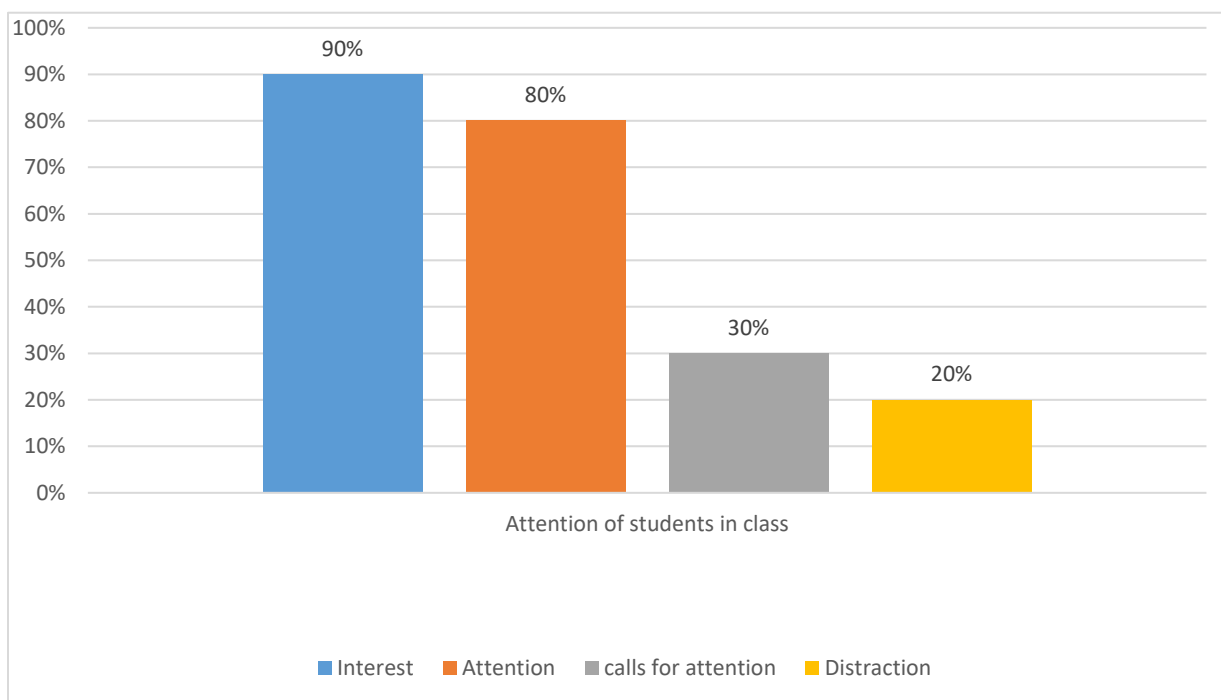
The students participated actively in each of the activities proposed in the class. The students developed all the activities and interacted with their classmates. They developed not only cognitive but motor skills, through interactive and competitive games, using different objects from the environment and applying the concepts learned through interaction with the elements.

Student Attention

At the beginning of the class the students paid little attention to the explanation of the topic, since in open spaces it is much easier for them to get distracted. However, as the different group activities were carried out, as shown in figure 21, their participation increased and their attention was one hundred percent focused on the study topic.

Figure 21

Attention of Students in Class



Note: Figure about students' attention in the pilot classes.

Effectiveness of Materials used in Class

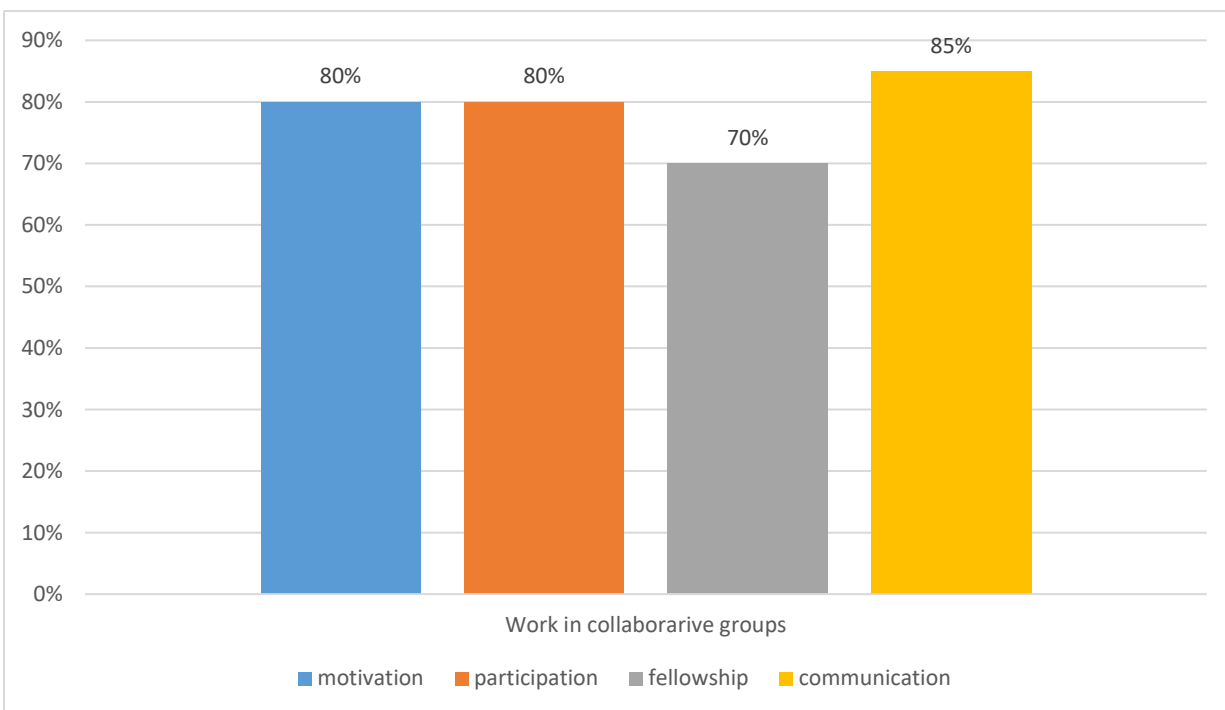
The materials used during the class, such as flashcards and items found in the environment such as balls, chairs, trees and school supplies were used effectively. Elaboration of didactic materials for the development of the activities were relevant for the execution of the practical exercises in class.

Work in Collaborative Groups

The students were highly motivated in teamwork, being able to work in small and large collaborative groups. As shown in figure 22, students developed communication skills through competitive interaction activities with different elements of the environment.

Figure 22

Work in Collaborative Groups



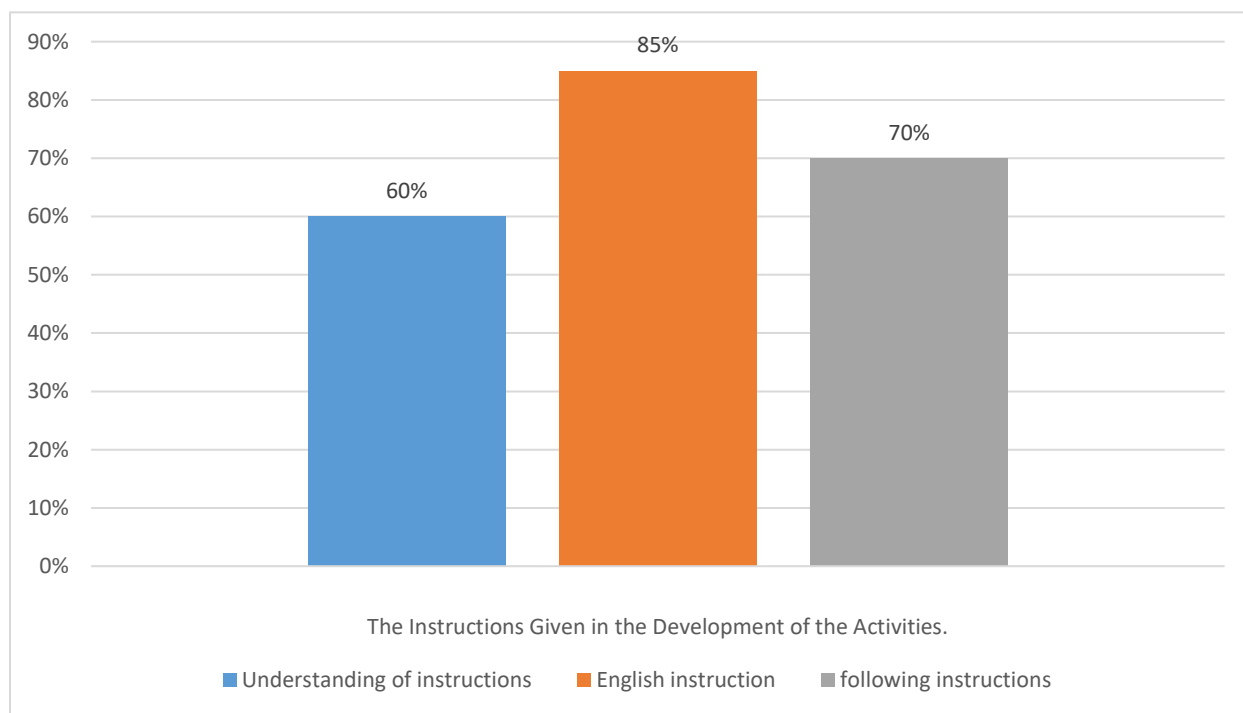
Note: Figure about the competences develop in the collaborative groups.

The Instructions Given in the Development of the Activities.

The instructions in the English class are of great importance since they encourage the student to actively and unconsciously learn different vocabulary, in addition to sharpening the ear and improving listening. As shown in figure 23, according to the observations made in the different activities developed in the pilot classes, the students understood the instructions given by the teacher, and quickly executed them.

Figure 23

The Instructions in the Development of the Activities



Note: Figure about the instructions given in the development of the activities in class.

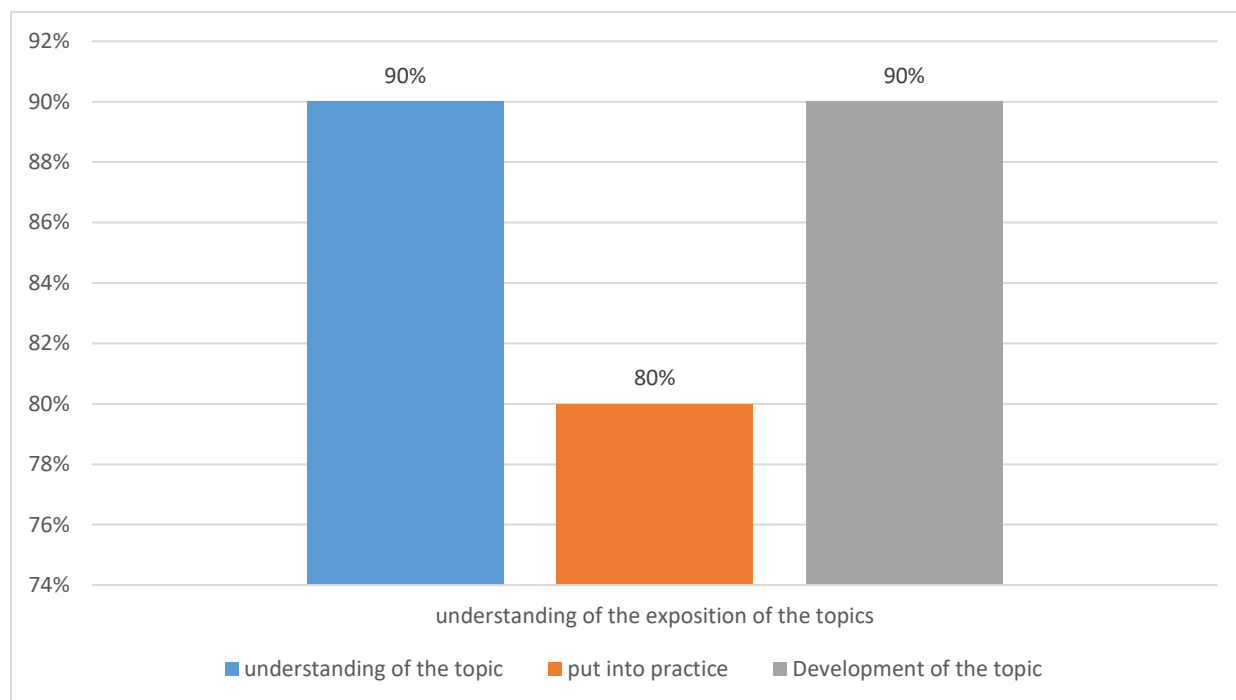
However, it was necessary to accompany the instructions with some visual aids and the use of gestures so that the students memorized the new vocabulary of the instructions given, using non-verbal communication tools.

Understanding of Developed Topics

The topics developed in the pilot classes were relevant and very useful in the lives of the students, since it helped them develop learning based on interaction with the social and physical environment, thus achieving a good understanding of the topic, because the students were able to develop each of the topics in a practical way, thus achieving a construction of knowledge. As shown in figure 24, students retained the lessons learned in the following classes, when the teacher reminded them of the past topic.

Figure 24

Understanding of Developed Topics



Note: Figure about students' understanding of the development of the topics.

Students Answer the Questions

The students answered the questions that the English teacher asked them in the development of the classes. The participation of the students was active at all times and the interaction of the teacher and the student was constant. The presentation of the topics, in addition to the presentation, were accompanied by implementation through interaction with the students

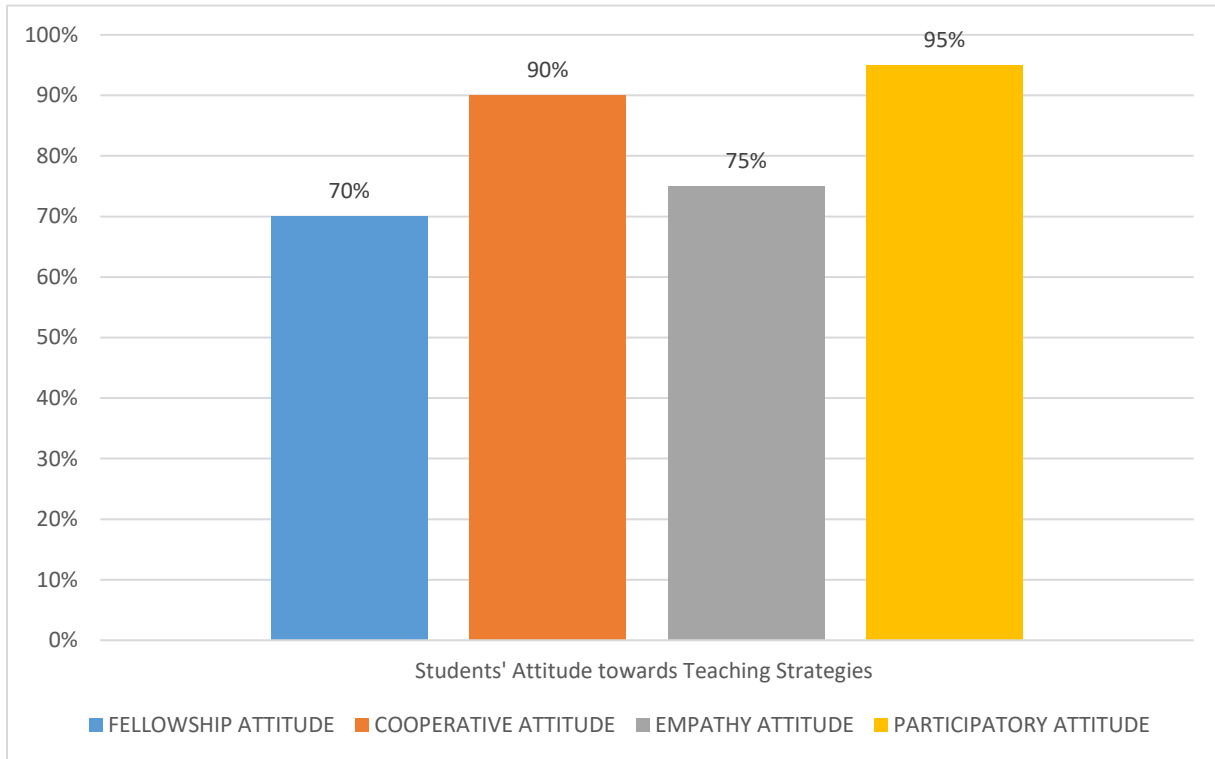
through questions and through the interaction of the students with the social and physical environment.

Discipline and Order in Class

It should be noted that working outdoors with students tends to bring a bit of distraction to the students, so the teacher has to catch the attention with visual materials and interactive activities with the environment. In the development of the outdoor classes, discipline and order were a little difficult to achieve with the children, however, as the interactive activities were developed, the students followed the instructions given by the teacher.

Students' Attitude towards Teaching Strategies

Finally, in this observation about the application of the strategies of interaction with the social and physical environment of the students in the teaching of the English language, the attitude of the students towards the strategies developed in the classes was evaluated. As shown in figure 25, it could be deduced from the above that the students presented a high attitude, since they were always waiting for the activities to be presented in the development of the class. Contact with the environment around them, through collaboration with peers and competitive skills in small teams allowed students to develop a high motivation to learn.

Figure 25*Students' Attitude towards Teaching Strategies*

Note: Figure about Students' Attitude towards Teaching Strategies.

CHAPTER V

Conclusions and Recommendations

Taking the research project 's outcomes into account and addressing the question, can contact the physical and social world enable students to better learn a second language? It is possible to infer the value of teaching the English language by contact with the individual's physical and social environment. The creation of the study conducted with children from the fifth grade of primary school left great proof of what Bongaerts (1989) claimed, that childhood is the best stage to learn a second language. Children are like sponges; through their senses, they consume all the information they get. Even though children learn so easily, however, they are often distracted and bored quickly, so that is the challenge for teachers to catch children's attention and concentrate them on learning foreign languages.

It is undeniable that the communicative method has been the most successful technique compared to the other methods and techniques that have been revealed over the years in the methods and strategies that have been applied in the teaching phase of a second language. In language learning, the management of oral skill must take precedence over the ability to write, giving priority to social discourse, exploring the person with the world through the senses. It is just what kids are doing unconsciously at their full childhood level. Everyone is able to record information through interaction and personal interactions with the social environment and the world around them, thereby comparing each experience in the social context to the language learned and the language learned with each experience in the social context.

This project made it possible to observe and recognize that children need to feel and have contact with what they learn, each encounter provides them with something new to learn, and they will obtain experiences through contact. Foreign language learning must be taken from a

communicative viewpoint, and it is only by contact with the social and physical world that this skill can be accomplished. Via experiences, playing, sharing, the child learns. Children must experience learning by doing, so the school must create a learning atmosphere that is connected to real life.

After conducting the pilot classes and using the interactive learning methods with fifth-grade pupils, it can be concluded that, according to the various activities established at meetings outside the classroom, learning the second language was easier for students to retain and reproduce. In previous courses, students were more inspired to learn and explain what they had learned.

As a recommendation to teachers of the English language and other foreign languages, as well as to aspiring teachers, the development of curricula should consider the teaching of the language in real environments, in daily circumstances, the resolution of everyday problems and the use of laboratories, tests, exhibitions, tournaments, competitions, games and other interactive activities to allow students to participate. A topic for future study could be how can the school create an atmosphere of learning (English or any other subject) that has a connection with real life?

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APPENDIXES

APPENDIX A: School Consent Form

San Sebastian de Mariquita, 25 de febrero de 2020

Doctor
Juan Carlos Amaya
Institucion Educativa Adolfo Kolping

Ref. Solicitud autorización para trabajo de investigación.

Cordial Saludo. Por la presente estoy solicitando su autorización para adelantar en el colegio Adolfo Kolping, la institución educativa que usted dirige, el trabajo correspondiente a la investigación LEARNING OF ENGLISH LANGUAGE THROUGH INTERACTION WITH THE PHYSICAL AND SOCIAL ENVIRONMENT USING EXPERIMENTATION IN THE SCHOOL ENVIRONMENT WITH FIFTH GRADE STUDENTS OF ADOLFO KOLPING SCHOOL.


El trabajo es de tipo cualitativo y se desarrollará dentro de las horas asignadas para la clase de inglés del grado quinto, tres horas semanales, aplicando la estrategia de interacción social. Se hará un seguimiento utilizando instrumentos de observación y tomando evidencia a través de fotografía y video. El trabajo tendrá una duración de dos semanas

Agradezco de antemano su valiosa colaboración.

Atentamente,



Andrés Mauricio Cárdenas
Docente de Ingles

21/20

25-2-2020

APPENDIX B: Parents' Consent Form

San Sebastián de Mariquita, 25 de febrero del 2020

Asunto: Consentimiento informado a padres de familia

Yo _____

Mayor de edad, identificado con cedula de ciudadanía No _____ () madre,

() Padre, () acudiente, representante legal del estudiante _____

_____ de () años de edad, del curso 501 jornada mañana del colegio Adolfo Kolping, he (hemos) sido informado(s) acerca de la realización del proyecto de investigación por parte del estudiante ANDRES MAURICIO CARDENAS identificado con cedula de ciudadanía No 1111195651 de Mariquita, con el fin de culminar su proceso de grado correspondiente al programa de Licenciatura en Inglés Como Lengua Extranjera. Autorizo a mi hijo(a), para que el docente pueda aplicar encuestas, tomar fotos y grabar videos.

Firma:

Padre de familia

C.C. No

APPENDIX C: English Language Knowledge Test

ENGLISH LANGUAGE KNOWLEDGE TEST

Name: _____

Age: _____

Verb to be

Affirmative /
short form

I am I'm
You are You're
We are We're
They are They're
He is He's
She is She's
It is It's

Negative /
short form

I am not I'm not
You are not You aren't
We are not We aren't
They are not They aren't
He is not He isn't
She is not She isn't
It is not It isn't

Interrogative

Am I?
Are you?
Are we?
Are they?
Is he?
Is she?
Is it?

Write the Verb to be and
change to short form.

- I _____
- you _____
- We _____
- They _____
- He _____
- She _____
- It _____

Write in the correct Verb to be

- Cindy _____ my best friend.
- Peter and Kate _____ classmates.
- Johnny _____ my brother.
- You _____ a good student.
- They _____ in the classroom.
- It _____ an apple.
- Felicia and I _____ sisters.
- I _____ her teacher.
- It _____ a book bag.
- You _____ a doctor.

Re-arrange the sentence.

- I / not / a teacher. / am _____
- She / my mother. / is _____
- The boys / playful. / are _____
- The girl / in the room. / is _____
- We / not / are / at home. _____
- My dad / smart. / is _____
- My mother / a housewife. / is _____
- She / not / my sister. / is _____
- The teacher / angry. / is _____
- The dog / in the kennel. / is _____

Look at the pictures and answer the question

- Is he a teacher? No, he is not.
- Is it an elephant? _____
- Is it a pencil? _____
- Are they twins? _____
- Is he in the park? _____
- Is he a painter? _____
- Is Ricky in the living room? _____
- Is mom in the kitchen? _____
- Is your dad a postman? _____
- Are the books on desk? _____
- Are you Mrs. Perkins? _____
- Is the broom behind the door? _____



APPENDIX D: English Class Observation Protocol

CLASS OBSERVATION

Date:

School: Adolfo Kolping

Class: 5th grade

Topic:

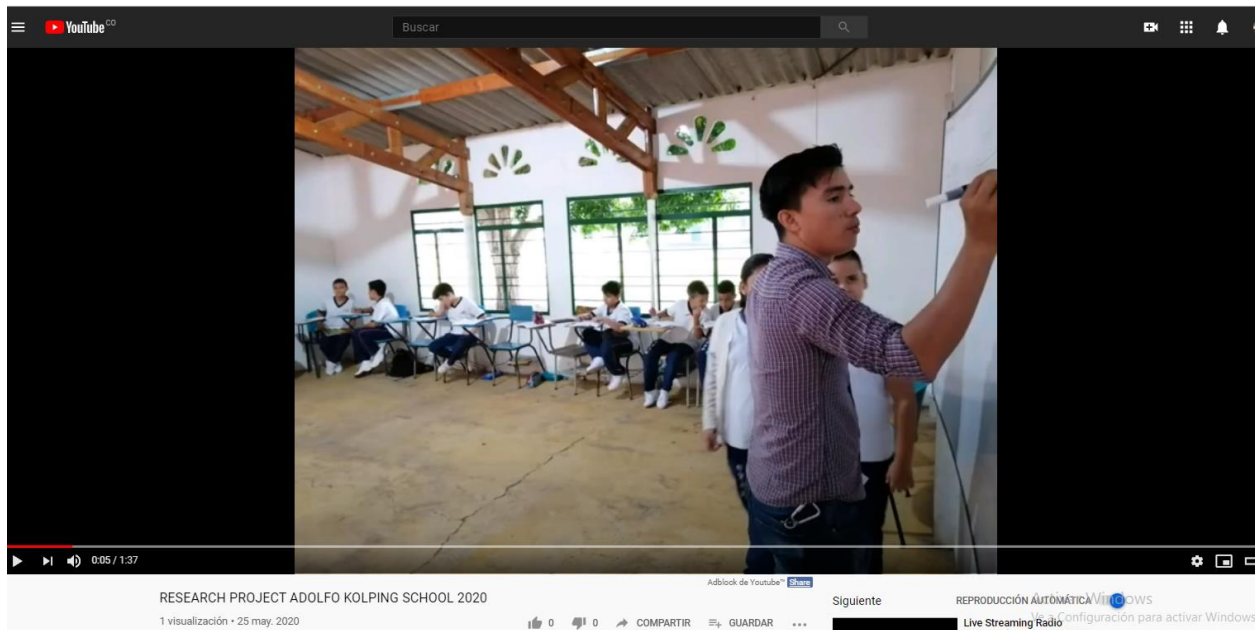
ASPECTS TO EVALUATE		EVALUATION CRITERIA				OBSERVATIONS
		ALWAYS	USUALLY	OCCASIONALLY	HARDLY EVER	
1	the atmosphere in class is nice		✓			
2	teacher has a good knowledge in the subject	✓		✓		
3	teacher uses teaching materials in class					
4	teacher promotes student participation in class	✓	✓			
5	teacher develops activities to motivate the start of classes			✓		
6	The instructions for carrying out the activities are clear and precise.		✓			
7	teacher reviews the contents of the previous class		✓			
8	teacher uses the English language to give instructions	✓				
9	teacher keep order and discipline in the classroom		✓			
10	teacher captures the attention of students		✓			
11	The attitude of the teacher facilitates communication with students	✓				<i>Friendly</i>
12	teacher acts calmly to unexpected events in the classroom		✓			

APPENDIX E: Film and Video Evidence

Video link

Cardenas, A. (2020, May 25). Evidence. [Video].

<https://www.youtube.com/watch?v=1AYdEWrzweQ&feature=youtu.be>



APPENDIX F: Satisfaction Survey

SATISFACTION SURVEY FOR LEARNING THE ENGLISH GRADE FIFTH LANGUAGE.

ADOLFO KOLPING SCHOOL

La siguiente encuesta se lleva a cabo como parte de una investigación con fines educativos. Tu opinión es muy importante acerca de las estrategias de enseñanza del idioma extranjero Inglés en clase. Marcando con una (X) puedes dar tu opinión acerca de los diferentes aspectos a evaluar.

No	PREGUNTA	DE ACUERDO ¿Porque?	EN DESACUERDO ¿Porque?
1	¿Cómo te sientes con las estrategias de enseñanza empleadas por el docente de Inglés?		
2	¿Suelen tener clases de inglés al aire libre?		
3	¿Considera usted que las clases de Inglés son aburridas?		
4	¿Crees que el aprendizaje del idioma Inglés es importante?		
5	¿Usted se siente motivado a la hora de aprender inglés?		
6	¿Interactúa usted en el salón de clases con los demás compañeros de clase?		
7	¿Le parece muy difícil aprender el idioma inglés?		
8	¿Te gustaría que el profesor tenga en cuenta tus opiniones en la manera como usted desea aprender?		
9	¿El profesor suele resolver las dudas que usted tiene con el idioma Inglés?		
10	¿Le gustaría que las clases fueran más dinámicas?		

APPENDIX G: Student English Language Knowledge Test

20

ENGLISH LANGUAGE KNOWLEDGE TEST

Name: Samuel Eduardo Cuartas Trujillo 26/02/2020

Age: 9 años

Verb to be

Affirmative / short form

I am	I'm
You are	You're
We are	We're
They are	They're
He is	He's
She is	She's
It is	It's

Negative / short form

I am not	I'm not
You are not	You aren't
We are not	We aren't
They are not	They aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't

Interrogative

Am I?
Are you?
Are we?
Are they?
Is he?
Is she?
Is it?

Write the Verb to be and change to short form.

- I am / I'm
- you are / you're
- We are / we're
- They are / they're
- He is / he's
- She is / she's
- It is / it's

Write in the correct Verb to be

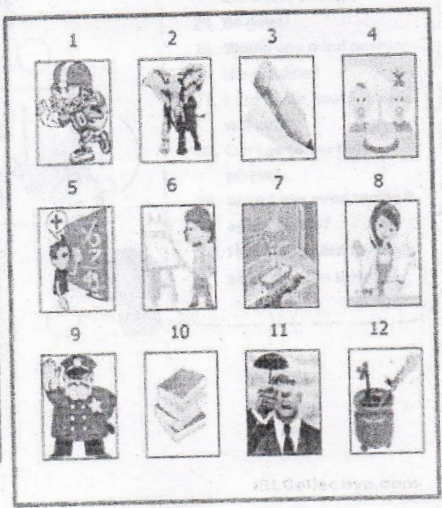
- Cindy is my best friend.
- Peter and Kate are classmates.
- Johnny is my brother.
- You are a good student.
- They are in the classroom.
- It is an apple.
- Felicia and I am sisters.
- I am her teacher.
- It is a book bag.
- You are a doctor.

Re-arrange the sentence.

- I / not / a teacher. / am I am not a teacher
- She / my mother. / is she is my mother
- The boys / playful. / are The boys are playful
- The girl / in the room. / is The girl is in the room
- We / not / are / at home. We are not at home
- My dad / smart. / is My dad is smart
- My mother / a housewife. / is My mother is a housewife
- She / not / my sister. / is she is not my sister
- The teacher / angry. / is The teacher is angry
- The dog / in the kennel. / is The dog is in the kennel

Look at the pictures and answer the question

- Is he a teacher? No, he is not
- Is it an elephant? yes, he is
- Is it a pencil? yes, he is
- Are they twins? No, he is not
- Is he in the park? No, he is not
- Is he a painter? yes, he is
- Is Ricky in the living room? No, he is not
- Is mom in the kitchen? No, he is not
- Is your dad a postman? No, he is not
- Are the books on desk? yes, he is
- Are you Mrs. Perkins? yes, he is
- Is the broom behind the door? no, he is not



APPENDIX H: Lesson Plan - Prepositions of Place

LESSON PLAN		
Student Teacher's Name: Andres Mauricio Cardenas		Code:
School : Adolfo Kolping	Grade: 5th	Date: 3rd March
Topic: PREPOSITIONS OF PLACE		Lesson Nr: 1
<p>Objective(s): Students interact with the physical and social environment of the school. Students learn the different prepositions of place.</p>		
ACTIVITY DESCRIPTION	TIMING	TEACHING RESOURCES
Warm-Up: students recognized the different elements and places in the school environment.	05 min	VOCABULARY: Places at school https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1574072268/contido/UNIT%201/Unit1_multimedia/vocabulary_places_at_school.html
Previous knowledge: short oral test of prior knowledge about "prepositions of place"	10 min	
Presentation of the topic: vocabulary and the correct use of the prepositions of place were exposed through printed images	15 min	Prepositions of place https://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php
Guided practice: - Students use some balls and school supplies to be placed in different places and positions using as a reference a chair and a tree to indicate the correct use of the preposition of place.	15 min	
Independent Practice: students had to listen to the teacher's instructions to place the ball in the correct position with respect to the chair and the tree.	15 min	
Assessment:		
Observations:		

APPENDIX I: Lesson Plan - Giving and Asking for Directions

LESSON PLAN		
Student Teacher's Name: Andres Mauricio Cardenas		Code:
School : Adolfo Kolping	Grade: 5th	Date: 10th March
Topic: GIVING AND ASKING FOR DIRECTIONS		Lesson Nr: 2
Objective(s): students learn the different ways of asking for directions students learn the different ways of giving directions to get some directions students practice the different ways of giving and receiving directions to get some		
ACTIVITY DESCRIPTION	TIMING	TEACHING RESOURCES
Warm-Up: students listened and repeated the actions that the teacher asked them to do	05 min	Actin verbs https://7esl.com/action-verbs-vocabulary/#Action_Verbs
Previous knowledge: students are questioned about some basic actions to guide a person to get to a place.	10 min	
Presentation of the topic: Topic is exposed by means of printed images where the students learned the vocabulary necessary to develop the lesson	15 min	Giving direction in English https://www.wallstreetenglish.com/blog/giving-directions-in-english/
Guided practice: - students go to some direction, according to the teacher's instructions	15 min	Giving directions https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions
Independent Practice: students compete in an activity that consisted of advancing blindfolded through a path with arrows, while being guided by their teammates.	15 min	
Assessment:		
Observations:		