



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

THE DEVELOPMENT OF SPEECH ACTS THROUGH  
GROUP WORK INTERACTION AMONG STUDENTS  
OF TENTH YEAR B AT COLEGIO DE  
BACHILLERATO 27 DE FEBRERO OF THE CITY OF  
LOJA DURING THE 2016-2017 SCHOOL YEAR

Thesis as a previous requirement to  
obtain the Bachelor's Degree in  
Sciences of Education, English  
Language Specialization

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**LOJA – ECUADOR**

**2018**

## CERTIFICATION

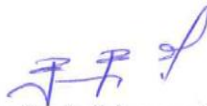
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### **CERTIFIES:**

To have directed and thoroughly revised this thesis work entitled: **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, under the responsibility of the undergraduate student **ILDA ELIZABETH TORRES JIMENEZ**, pursuing her Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad Nacional de Loja; therefore I authorize its presentation and defense.

Loja, August 14<sup>th</sup>, 2017.



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## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude to all those who have helped me accomplish this research work. I extend my gratitude to Universidad Nacional de Loja for all help provided during my studies. Special thanks to the English Language Department and all the teachers who supported me in completing this research.

Furthermore, I would like to thank my thesis director for her patience, motivation, and immense knowledge during the review of my thesis, I could not have imagined having a better advisor for my research.

Last but not least, I would like to acknowledge the crucial role of Colegio de Bachillerato 27 de Febrero for giving me the opportunity to practice and collect the data for this research. Finally, many thanks to all students of tenth year B and the English teacher for their good collaboration during this research.

## **THE AUTHOR**

## **DEDICATION**

This thesis work is dedicated to God my creator that allowed me to achieve this goal.

To my parents, who have been a constant source of support and encouragement during the challenges of my education. It is also dedicated to my sisters and brother who motivated me with their words.

Additionally, I dedicate this work to my friends who have supported me and have always encouraged me to finish my studies.

**ILDA ELIZABETH**

## MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR / TÍTULO DE LA TESIS	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	<p><b>ILDA ELIZABETH TORRES JIMENEZ</b></p> <p>THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR</p>	UNL	2018	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	LA TEBAIDA	CD	<p>LICENCIADA EN CIENCIAS DE LA EDUCACIÓN; MENCIÓN: IDIOMA INGLÉS</p>

# MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO “27 DE FEBRERO”





## THESIS OUTLINE

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**a. TITLE**

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP  
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OF LOJA DURING THE 2016-2017 SCHOOL YEAR

## **b. RESUMEN**

El propósito de esta investigación fue desarrollar los actos del habla del inglés de los estudiantes de décimo año de Educación Básica paralelo B del Colegio de Bachillerato 27 de Febrero a través de la interacción del trabajo en grupo. Los métodos utilizados para el desarrollo de esta investigación fueron; científico, analítico - sintético, estadístico y descriptivo. Para la recopilación de datos se utilizaron instrumentos como pruebas y cuestionarios, que se aplicaron a veinte y seis estudiantes, así como las notas de campo. El principal resultado de la investigación indicó que los estudiantes desarrollaron los actos del habla en forma efectiva cuando ellos trabajan en grupos, el cual se vieron reflejados en el post test y el post cuestionario. En conclusión, las destrezas de comunicación de los estudiantes mejoraron debido a la interacción de trabajo en grupo, el cual les permitió participar activamente en las clases utilizando los actos del habla.

## **ABSTRACT**

The purpose of this research was to improve English speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero through group work interaction. The methods used for the development of this research were: the scientific, analytic, synthetic, descriptive and statistic. For the collection of data, instruments such as tests and questionnaires were used, which were applied to twenty six students, as well as the field notes. The main result of the research indicated that students developed speech acts effectively when they worked in groups, which was reflected in the post-test and the post-questionnaire. In conclusion, the students' communication skills improved due to the group work interaction, which allowed them to participate actively in the classes using the speech acts.

### **c. INTRODUCTION**

Learning the English language has an international impact on different occupations. Nowadays, the ability to express oneself in a second or foreign language has become a vital skill. However, the lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life. Inside of English language learning, speech acts are essential for obtaining an efficient linguistic performance in this language. Speech acts are an important marker of the communicative competence because they represent key moments of linguistic and non-verbal expression when the speaker's intention must be communicated properly within a cultural context. Speech acts in our language allow speakers to make requests, ask, give orders, use idioms, and offer apologies. That is why it is essential to know when and how to use speech acts. However, some students have problems using idioms, commands, requests, greetings and apologies, which mean that there are limitations of communication to have a good interaction with others.

Through the observation and pre-test applied to students of tenth year B, the researcher could notice that they faced difficulties with the five aspects of speech acts, one of them was that they could not make request in a polite way. Furthermore, they did not know how to use the greetings according to the situation. Also, students were not able to follow instructions. Another was that they had difficulty to

understanding clearly the meaning and using idiomatic expressions. Finally, they did not know how to use the expressions to offer apologies. These issues strain the maintenance of good communication in any culture or context and students cannot develop speech acts properly.

These problems were the reason for which the researcher was motivated to develop this research work, in which she has undertaken to investigate how group work interaction develops speech acts. This is because group work is a teaching strategy that promotes academic achievement and socialization. According to Gillies (2003), mentioned on Forslund Frykedal & Chiriac (2012), students are also more motivated to achieve when working in groups as opposed to working individually.

The main goal of this study was to develop speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year. To achieve this goal, the researcher applied the specific objectives established in the research, which were: first, the investigator researched the theoretical and methodological references about group work interaction and its application on developing of speech acts. Then, the researcher diagnosed the issues that limit the development of speech acts. After that, the researcher designed an intervention plan based on group work interaction in order to develop speech acts. Next, the researcher applied the most suitable techniques of group work interaction in order to develop speech acts. Finally, she validated the results obtained after the application of group work interaction to develop speech acts.

The methods used were: the scientific method provided the necessary information about the two variables to support the results obtained from the data collection and helped to establish the conclusions and developed the phases in the observations before and during the intervention. The descriptive method enabled the researcher to describe the different stages of the intervention plan and explained and analyzed the object of the investigation. The statistical method was useful to collect and analyze all the answers, which were represented in tables and figures to indicate the percentages and results and then to give a quantitative and qualitative analysis and interpretation to the theoretical reference. The analytical/ synthetic method helped to analyze and explain the results and all information obtained from tests, questionnaires and field notes.

During the process of this research, the researcher had a rich and good experience which will help her in the future as a teacher. The positive attitude that the researcher helped students to improve the speech acts. Another important point was that students of tenth year B were a great group because, they were respectful and participate with enthusiasm in the group work. Finally, the classroom teacher was very friendly and she always collaborated with the researcher.

The present research work contains the following parts. At the beginning, there is the Abstract, it contains the general objective of the research, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Then comes the Introduction, which contains contextualization of the

issue, central issues and sub-problems, the reason why the theme was chosen, the specific objectives of the study, the methodology used and finally the content of the thesis. After that, there is the Literature Review, which contains detailed information about the two variables speech acts and group work interaction. The Materials and Methods section contains the different techniques, materials, instruments that were used and the population who participated in this research. Later, there are the Results that include tables, figures and logical analysis. Next there is the Discussion, which includes a general analysis about results obtained. Finally, there are the Conclusions and Recommendations about the research work, which demonstrate the main accomplishment and give some suggestions for future works.



## **d. LITERATURE REVIEW**

### **Speech acts**

Today, the ability to express oneself in a second or foreign language has become a vital skill and speech acts are very important to communicate every day in our real life. For foreign language learners, it is so important that they know that speech acts are different from the first and target language, how they are different, and what is not appropriate to say or use.

“Speech acts are an important marker of the communicative competence of our students because they represent key moments of linguistic and non-verbal expression when the speaker’s intention must be communicated properly within a cultural context.” (Milleret, 2005)

According to Mikhail (2013), the importance to teach speech acts is because learners have difficulty understanding the meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned. Research has found that classroom instruction on speech acts can help learners to improve their performance of speech acts and thus their interactions with native speakers.

Speech acts help speakers to have a successful communication where speakers manage to convey a meaningful message when speaking to avoid misunderstandings. For this reason, group work interaction helps students to improve when they greet,

apologize, make requests or use idioms to maintain a good communication. Also speech act is the use of speech focusing on the speaker's intentions of affecting and provoking an action or effect on the listener.

Speech acts include real-life interactions and require not only knowledge of the language, but also knowledge about how to use that language appropriately in a given situation within that culture. Speech acts are often difficult to perform in a foreign language because they are so closely tied to the culture. (Milleret, 2005)

According Ondráčková (2014), the theory of speech acts, a fluent speaker is considered to be able to face up to different situations in various social and cultural contexts. The discussions of speech acts structural differences comparing culture of the learner and the culture of the target language is the significant means of building up the speech act conscience.

“The role of the teacher as a mentor or a coach becomes more and more demanding as well as the position of the learner who should be participating actively, instead of being a single consumer, and developing his communicative, social and intellectual abilities” (Ondráčková, 2014).

Austin (1975), first classified speech acts into five categories: “verdictives,” which represent acts that give a verdict, “exercitives,” which express power on the hearer, “commissives,” which commit the speaker to doing something, “behabitives,” which express different social behaviors such as apologizing, congratulating, and

“explosives,” which are conversation or argument related, such as “I assume” or “I concede” (Demeter, 2006).

Searle (1976), proposed five types of speech acts, namely: representatives/assertives (present the way things are), directives (instruct somebody to do something), commissives (when one commits oneself), expressives (express feelings and attitudes), and declarations (that bring about changes with the use of utterances) (Demeter, 2006).

“Speech acts are acts of a communication. To communicate is to express a certain attitude and the type of speech acts being performed correspond to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire and an apology expresses a regret” (Bach, 1994).

According to Cohen (2006) cited on Milleret (2005), states speech acts are often (but not always) patterned, routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining.

“Speech acts include functions such as requests, apologies, suggestions, commands, offers, greetings, idioms and appropriate responses to those acts” (The University of Texas at Austin, 2010).

## **Greetings**

According to Wei (2010), greeting is an act of communication in which human beings intentionally make their presence known to each other, to show attention, and to suggest a type of relationship. In other words greeting is a powerful communication strategy in most human communities. It can be formal or informal between individuals or groups of people coming in contact with each other. Greetings sometimes are used just prior to a conversation or to greet in passing.

According to Krivonos and Knapp (1975) aforementioned in Faith Bonsile (2011), greetings can be verbal as well as non-verbal. Typical verbal greetings involve topic initiation, verbal salutes and references to the interlocutor. Nonverbal greetings include head gestures, mutual glances, and smiles. Furthermore, there is a strong indication that social distance and amount of shared knowledge about one another's lives have a strong influence on the frequency with which non-formulaic greetings are used.

According to Austin's classification mentioned in Kadhim Jibreen (2010), greeting is considered as a kind of performatives concerns behavior towards others to exhibit attitudes and feelings.

There are lots of different kinds of greetings which are used in various situations, depending on how well we know a particular person, on time of the day or

circumstances of the meeting. The words said when greeting people can express respect or be just a normal polite expression.

### **Formal Greetings**

“Formal greetings are very polite and standard, it is used in formal occasion, they are made to people who you might not know or who respect you such as higher officials, clients etc” (Uttale). Formal setting examples include dinner parties, meetings.

### **Informal Greetings**

Informal greetings are use with when you know the person you are talking to or have no reason to try to impress them show a large amount of respect. It includes your peers, friends, relatives and neighbors. (Uttale)

For examples: Hello, hi, good morning/ afternoon/ evening, nice to see you again

### **Apology**

As Searle (1979), states a person who apologizes for doing something or expresses regret, so the apology act can take place only if the speaker believes that some act resulted in an infraction which affected another person who is now deserving an apology.

An apology according to Holmes (1995), is a speech act that is intended to remedy the offense for which the apologizer takes responsibility and, as a result, to rebalance

social relations between interlocutors. Another explanation of the nature of apology is given by Fraser (1981), who argues that apologizing is at least taking responsibility for the violation and expressing regret for the offense committed ( Majeed & Janjua, 2014).

Válková (2014), says apologies are universal in the general human need to express regret over offensive acts and they have accompanied human communication from the oldest times up to the present. For example:

- I'm sorry
- It was my fault
- Please excuse me
- Don't be mad at me please

An apology is a way of communicating a message. The apology should first of all express regret and sympathy as well as an acknowledgement of fault, shortcoming or failing. (Abdul Sattar, 2013)

### **Why apologize?**

An apology can often be the first step to better understanding in a damaged relationship. It says that you share values regarding appropriate behavior towards each other, that you have regrets when you don't behave according to those values (intentionally or unintentionally), and that you will make greater efforts to live up to

your shared standards of behavior. Timing can be crucial. An apology delayed may be an opportunity lost. (Wagner, 2002)

### **Types of Apologies**

Bergman and Kasper (1993), stated in Demeter (2006), distinguished seven different apology categories.

According to them, the most commonly used seems to be the Illocutionary Force Indicating Device (IFID) such as in “I’m sorry.” The other strategies are intensified IFID (“I’m terribly sorry”), taking responsibility (“I haven’t graded it yet”), giving an account of the reasons that led to the action that requires an apology (“I was suddenly called to a meeting”), minimizing the effects and severity of the action (“I’m only 10 minutes late”), offering repair or compensation (“I’ll pay for the damage”), and verbal redress (“It won’t happen again”). The last one seems to be very close to the minimization category, if we take into account the example used by the authors, “I hope you didn’t wait long”

### **Request**

A request is a directive act and a pre-event which initiates the negotiation of face during a conversational interaction. Also requests are intrinsically face threatening because they are intended to threaten the addressee’s negative face, i.e., freedom of action and freedom from imposition (Brasdefer, 2005).

Abdul Sattar (2013), argued that a request is asking for help or requesting something and is an act that is socially understood as a way through which people tend to express their feelings to support and help each other and thus be connected. However, the act of making a request may vary from culture to culture. For example:

- Could you give me the tickets, please?
- I wonder whether you could give me information about the tour guide.
- Can you help me with information about the tourist packages?

### **Commands**

According to Desitarahmi the commands indicate ordering someone to do something or indicate ordering someone NOT to do a given thing (express instructions). For example teacher has the authority in managing classroom, most of the directive speech act that the teacher use are commands. Examples: Let's go in/Go in and sit down/Take off your coat/ Close the door behind you.

As Asher Kusudo & De la Torres (1974), claimed commands as illocutionary acts are the speech acts that impose some obligation on the hearer. Commands are used when ordering, or telling someone to do something.

### **Idioms**

“An idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear”. (Justová, 2006)



According to Fowler (1996) cited in Roberto de Caro (2009), says an idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words, which can make idioms hard for ESL (English as a second language) students and learners to understand.

An idiom is a combination of words that has a meaning that is different from the meanings of the individual words themselves. It can have a literal meaning in one situation and a different idiomatic meaning in another situation. It is a phrase which does not always follow the normal rules of meaning and grammar. (Roberto de Caro, 2009)

Idioms are common phrases or terms whose meaning is changed, but can be understood by their popular use. An idiom's figurative meaning is different from the literal meaning. Monroy Casas & Hernandez Campoy (1995), said idioms play an important role in all languages and are a prime vehicle of communication in many cultures. However students often complain about the difficulties involved in understanding idiomatic expressions such as to fall in love, to be over the moon or to be under the weather.

Person needs to learn the words in that language, and how and when to use them. But people also need to learn idioms separately because certain words together or at certain times can have different meanings.

## **Why teach idioms**

The London School of English reported that there are some topic why teach idioms is important:

- Students very often describe situations for which an idiom is the best way of expressing what they want to say.
- Learners are often keen to give a translation of an idiom in their language and very often can supply the equivalent expression in English.
- It is actually impossible to avoid idiomatic language altogether, and many expressions which seem natural to a native speaker have a metaphorical meaning which, once understood, clarifies the expression for learners.
- Idioms abound in English for Specific Purposes.
- Finally, idioms are an enjoyable way of using language and enjoyment helps us to learn more effectively.

In addition speech acts refer to the moments in which statements occur in the communicative act within a given context. The speech act is the language used to express meaning, and utterance that expresses an intention, to understand language one must understand the speaker's intention.

## **Group Work Interaction**

Group work is a fantastic opportunity for students to draw on the strengths and experience of their peers. However, group work is often a new experience for some students and can result in stressful situations.

The University of Adelaide (2014), states group work has been shown to improve the quality and depth of learning for students, as well as extend teamwork capabilities. Often times, effective group work requires members to focus on the ‘process’ rather than the ‘product’. Moreover, group work interaction provides the opportunity to develop many interpersonal skills such as: collaboration, communication, leadership, organization and responsibility.

The use of group work interaction in classroom activities is a method used for motivating learning and increasing the idea of pleasure through learning. Group work also depends on the attitude of the students.

“Group works can be a solution to different problems” (Serrano & Pons, 2014). It can help shy students who don’t speak up in a class become more comfortable when they get to participate in smaller groups. Each of the team members can complement one another’s strengths and weaknesses.

Group work involves a confidential relationship as the group leader encourages members to focus on growth matters with which they are concerned. Group work can help students interact with each other and manage a variety of experiences.

Group work is an indispensable method hence the fact that people live together. Group work helps with not only individual's social development and transformation but also the feeling of responsibility and the enjoyment of participating in a group. Group work is the way of learning that students learn for common aims in a mixed group by helping each other. The fundamental principle of group work depends on that each person should do what he/she is supposed to. (Koçak, Bozana, & Isik, 2009)

Group work is a teaching strategy that promotes academic achievement and socialization. According to Gillies (2003) mentioned on Forslund Frykedal & Chiriac (2012), students are also more motivated to achieve when working in groups as opposed to working individually. Group work can give rise to classroom activities and processes among students that may be difficult for the teacher to control.

Group work gives the students chance for greater independence. Because they are working together without the teacher controlling every move, they make some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing. (Rahaman, 2014)

According to Beebe and Masterson (2003) cited in Burke (2011), there are advantages and disadvantages to working in a group.

The advantages are that groups have more information than a single individual, groups stimulate creativity, people remember group discussions better, decisions that students help make yield greater satisfaction and students gain a better understanding

of themselves. However, it has a lot of disadvantages, such as there may be pressure from the group to conform to the majority opinion, an individual may dominate the discussion, some members may rely too heavily on others to do the work and it takes more time to work in a group than to work alone.

### **Benefits of Group Work**

Koçak, Bozana, & Isik (2009), say students;

- Learn to respect others' opinions.
- Are encouraged to express the new concepts of the work doing together.
- Get rid of individualism and acquire the skills of working with others.
- Experience of learning, participating in groups and having the pleasure of being useful.
- Make new friends and reinforce the existing friendships.
- Overcome the fear of making mistakes.
- Gain self-confidence.
- Comprehend more easily their personalities and what they are able to do.
- Improve expressing themselves.
- Learn to help each other.

### **Basic Principles of Cooperative Learning**

According to Deci and Ryan (1985) teachers can create a more effective environment for learning and can help students reach their learning potential.

The eight basic principles of collaborative learning in the classroom are:

**Cooperation as a value**, cooperation is highly valued in the workplace, the community, and society in general, and thus is a value teachers should aim to instill in their students (Apple, 2006) .

Cooperation as a Value, builds on Positive Interdependence and seeks to spread the feeling of “One for all; all for one”. While students need to know how to compete and how to work alone, the hope embodied in the principle of Cooperation as a Value is that students will come to view cooperation as their preferred option (Jacobs & Seow, 2015).

This principle means that rather than cooperation being only a way to learn, i.e., how of learning, cooperation also becomes part of the content to be learned, i.e., what of learning. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate (Jacobs, 2009).

**Heterogeneous grouping**, Jacobs (2009), argued that this principle means that the groups in which students do cooperative learning tasks are mixed on one or more

of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

According Aronson (2014) cited in Jacobs & Seow (2015), say heterogeneous grouping on other social and personality variables encourages students to see different perspectives and learn to work with people different from themselves, thereby setting the stage for building a more harmonious society. The most straightforward way to encourage heterogeneous groups is for teachers to assign students to groups.

**Positive interdependence**, here students distinguish that they need each other in order to complete the group's task (sink or swim together) (David W. Johnson, 2016).

According Felder & Brent (2007), say positive interdependence exists when students perceive that they are linked to other members in the group in such a way that they cannot succeed unless they all do and they must coordinate their efforts with each other in order to complete the task.

When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is this “All for one, one for all” feeling that leads group members to want to help each other, to see that they share a common goal (Jacobs, 2009).

Positive Interdependence is the CL principle which most prominently encourages sharing among students. When students feel positively interdependent with their group mates, the group feels that their outcomes are positively correlated. Whereas Individual Accountability puts pressure on group members to contribute to the group, Positive Interdependence provides support; if students are having difficulties, their group mates are there to help them. Positive Interdependence can also promote motivation to learn, because students are learning not just for themselves but also for the benefit of their groups (Jacobs & Seow, 2015).

**Individual accountability**, students who work together effectively will find that they need each other to complete the assignments or tasks in class. Each student's performance is assessed and the results are given to the group and the individual (David W. Johnson, 2016).

Jacobs & Seow (2015), states individual accountability can be seen as the flip side of Equal Opportunity to Participate. Students need to use the opportunities provided to contribute what they can to their groups.

When students try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others (Jacobs, 2009).

**Simultaneous interaction**, students promote each other's learning by helping, sharing, and encouraging efforts to learn. According Jacobs (2009), in classrooms the group activities are not used, the normal interaction pattern is that of sequential



interaction, in which one person at a time – usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking

**Equal participation**, each member in the group must equally participate, regardless of perceived ability or social status. (Apple, 2006). However, a frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others.

In a traditional classroom, only one student out of the entire class will be participating at any one time. By working in teams, ALL students are encouraged to contribute allowing ALL students the chance for growth (Jacobs, 2009).

Sometimes one or more group members attempt to dominate the group, denying others the chance to interact with the task and with group mates. When some students are excluded from the group interactions, those students may learn less and enjoy less. At the same time, the rest of the group members lose the benefits of interacting with the excluded person(s). For instance, if excluded group members are less proficient at the task the group is undertaking, the other group members miss out on peer tutoring opportunities they would have if everyone is included (Jacobs & Seow , 2015).

**Collaborative skills**, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills (Jacobs, 2009).

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills (Felder & Brent, 2007).

When students use collaborative skills, their groups are likely to function better (Soller, 2001) cited in (Jacobs & Seow, 2015), leading to more learning and more enjoyment of learning. Furthermore, these skills will advantage students in many areas of their present and future lives. However, not all students have these collaborative skills, and, perhaps more crucially, even if students have the skills, they may not use them routinely. As a result, instructional time devoted to learning these skills and practicing their use may be time well spent.

Johnson, Johnson and Holubec (2007), cited in Jacobs & Seow (2015) present a six step procedure for teaching collaborative skills. The procedure focuses on one skill at a time. First, students need to understand the importance of the collaborative skill and second, what the skill involves, as to verbal (the words used) and nonverbal (gestures, facial expressions, emoticons) elements. Third, students practice the skill apart from class content, that is, they work just on the skill, e.g., via a game or role play, without paying attention to the topic the class is studying. Fourth, students then combine use of the skill with learning of class content. Fifth, students discuss how well they, individually and as a group, are using the skill and how they might improve. Sixth, because time on task is often needed for students to reach the level of natural use of a collaborative skill, students persevere in practicing the skill.

**Group autonomy**, groups need to have a certain degree of autonomy within the overall classroom environment (Apple, 2006).

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class (Jacobs, 2009).

Too often, students tend to depend too much on their teachers, overlooking their own and their peers' abilities. The CL principle of group autonomy encourages students to look first to their group mates when they need help or want feedback (Jacobs & Seow, 2015).

For students to become lifelong learners, they need to take on some of the roles formerly seen to be the exclusive domain of teachers, such as the roles of providing assistance and feedback. Performing these roles provides students with learning opportunities and promotes peer interactions. Also, when students are helping each other within their capability to do so, teachers are able to provide help that lies beyond students' current abilities.

According to the cooperative learning argument students are centered and they are responsible their own learning by which the teacher is only the facilitator in instructional process. Furthermore, the learners respectively have to work

cooperatively in order to accomplish any objective proposed in either a formal or informal way.

### **Values of social group work**

As Burke (2011), reported social group work reflects a range of values: The right of people to contribute actively to their own destinies, respect for what people can do on their own behalf and on behalf of others, the right to shape the nature of service toward relevance, also it shared authority over process in which one is immersed, also the right to be happy and productive, finally respect for and appreciation of difference.

Hartley & Dawson (2014), said that an important valor that students develop in group work is respect for another as esteem for the sense of worth or excellence of a person. The first component of this definition, esteem, refers to a positive evaluation of the target's characteristics by the observer. The second component, an individual's sense of worth, refers to a person's usefulness in terms of instrumental value. The third component, the sense of excellence of a person, refers to the person's character.

Respect has been shown to reduce group conflict, to affect the manner in which people regard individuals from groups other than their own and to be a positive factor in leader-member exchange theory.

## **Stages of Group Work Interaction**

Burke (2011), suggested four stages of group work.

The instructor must decide that he or she wants to incorporate group work. The second stage involves teaching the students to work in a group, and the instructor must be able to teach the students how to work proactively in groups. The third stage, involves monitoring the groups and finally the instructor must develop a concrete rubric for grading the students.

## **Roles in groups**

Wiley & Sons (2001), argued roles are predetermined behaviours expected of people in a group. Try and gain experience in both natural and difficult roles in the group.

## **Students' roles in group work**

Johnson, Johnson, & Smi (1991), said students often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves.

## **Role of the Teacher**

Johnson, Johnson, & Smi (1991), stated that the teacher has two main roles:

- The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.

- The second role is to act as an independent participant within the learning-teaching group.

Although group work is led by students and is created for student learning opportunities, it is the teacher's responsibility to organize students and prepare tasks for group work. As there are great benefits to implementing group work in the classroom for all types of learners, teachers need to use this strategy to maximize each student's learning opportunity to speak and listen to the English language (Lee, 2014).

Wiley & Sons (2001), stated that teachers often fear implementing group work in the classroom because of either previous negative experiences with classroom management challenges or lack of ability to hand over control to the students. However the role and attitude of the teacher during group work is integral for student learning purposes. Students will perceive group work as a positive learning opportunity if their teacher fosters that kind of attitude; however, without the teacher's support, students will more likely depend on their teachers and feel insecure or lack of trust in their peers during group work.

### **Why is group work important?**

Hartley & Dawson (2014), said group work provides students with an opportunity to work with other students to develop ideas, improve their listening and speaking skills and contribute to a common goal.

### **Which skills are required for successful group work?**

Successful group work requires both interpersonal and organizational skills. Interpersonal skills, such as active listening and understanding others' strengths and weaknesses, will help to create a positive environment where all group members feel able to contribute. Good interpersonal skills also help to ensure that the group works smoothly and avoids conflict (Hartley & Dawson, 2014).

### **How group work can improve learning outcomes?**

As Ruel and Bastiaans (2003) cited in Watkins (2010), said group work can help students to become more active in their learning. When working with peers in a group, students are encouraged to articulate their ideas and question the ideas of others. When it works, this leads to a social process of constructing ideas and developing possible solutions to problems.

### **How can we make group work effective?**

Motivation is such an important element in student group work that it deserves specific attention. For example, almost half the perceived problems of group work could be allocated to the poor motivation – general category, students' motivation that should facilitate better design of task and process (Watkins, 2010).

### **Characteristics of group work**

Group workers are viewed as having the job is to help people by identifying her or his problem, skill and ability.

Mehta (1968), established specific characteristics of group work:

- Group work makes use of multiple relationships
- The group is an instrument for meeting basic needs and strengthening human capacities
- Membership in the group, exposure to its influences, participation in its activities and acquisition of a role and status within it can have potent effects for individuals
- Group work practiced by group itself
- It gives the aspiration to help each other
- Group work provides more information and more skills
- It develops human personalities

### **Types of groups**

In the university you will have the opportunity to work in groups inside and outside of the classroom. Sinfield & Burns (2008), cited some common groups within university which include:

- Study group: students form a group from a specific class that meets weekly to study subject material
- Class discussion or activity: group work during class about a topic from a lecture
- Group assignments: where students meet frequently and work together to produce work, and often receive a shared grade.



## **Strategies for structuring group work**

Here are some alternative ways of structuring group work:

**Envoys:** Once groups have carried out a task, one person from each group is selected as an ‘envoy’. This is an effective way of avoiding tedious and repetitive reporting-back sessions. It also encourages the envoy to think about his/her use of language and creates groups of active listeners (Department of Education, 2004).

**Rainbow groups:** Department of Education (2004), argued this is a way of ensuring that learners are regrouped and learn to work with a range of others.

**Jigsaw:** A topic is divided into sections. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all learners (Department of Education, 2004).

## **Teaching students to work in groups**

In a competitive academic environment where learners have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. Winter (1999), argued the interpersonal and organizational skills needed for managing a group project need to be highlighted in any assignment, so that students recognize the importance of such things as: listening, clarifying statements, and providing good feedback and keeping discussions on task.

### **Forming group work**

Determining how the groups will be formed can be more complicated, since ideally the groups should be diverse enough to include students with a range of intellectual abilities, academic interests, and cognitive styles. Allowing students to select their own group members can work well in small classes.

“The professor’s role is to guide but not dictate what should happen amongst the group members” (Winter, 1999). If, for example, group members complain that someone isn’t doing his or her fair share, make it clear that solving this issue is up to the group and won’t be solved by the intervention of the professor.

### **Evaluating group work**

“Individual accountability is essential in ensuring successful group work, instructors need to determine how best to grade, taking both individual and group effort into consideration” (Winter, 1999). Groups themselves can evaluate the effectiveness of their own work toward the final product, and assess each member’s contributions. Grading the group achievement overall should be based both on the success of the final product and the group’s assessment of its operations.

## **e. MATERIALS AND METHODS**

### **Materials**

In this research work three kinds of resources were used. The human resources were the teacher candidate who applied the intervention plan, students of the tenth year B of basic education who participated in the development of this action research, the English teacher who helped to monitor students work, and the thesis advisor who gave suitable suggestions. The material resources that were useful during the development of the research work, such as lesson plans, book, sheets of paper, , Mp3 player, notebook, flipcharts and flashcards. The technical resources were computer to type all the useful information for the application of the project printer to get the material used for each class activity, and internet to search for information which supports the project.

### **Design of the research**

This action research had the aim of developing speech acts through the application of group work interaction. Action Research allowed the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that were derived from the application of group work interaction in order to develop speech acts in the English Foreign Language among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Action Research assisted the teacher candidate, who was the researcher conducting this investigation, to find immediate solution to the issue of speech acts in which the students had showed some problems experimenting when expressed an apology, commands, request, or when they had to greet, and used idioms to avoid repetition as a foreign due to the lack of implementation of group work interaction.

### **Methods, Techniques and Instruments**

#### **Methods**

In this research work different methods were used different methods which helped her to carry out this project. The following general methods were applied along with the descriptive research:

**The analytic/ synthetic method** helped the researcher to analyze all the information found through of the observation sheet, questionnaires and the pre and post test, and made the interpretation and logical analysis of the data and to draw the conclusions.

**The statistic method** through which the researcher collected and analyzed all the answers which were represented in graphics to indicate the percentages and results received in the questionnaires, observation sheet and tests given to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw the respective conclusions.

**The Scientific method** facilitated the study of group work interaction to develop speech acts used in English Foreign Language classes. It helped the researcher to develop the phases in the observations before and during the intervention. This

method assisted with the prediction of the possible solution, the gathering data to make relevant predictions and the analysis of data.

**The Descriptive method** described the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

### **Techniques and instruments**

#### **Data collection**

This work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considered variables and statistics whereas qualitative research considered an understanding of words and action. Qualitative and quantitative instruments were self-developed by the researcher, taking into account the principles of question construction. The researcher gathered the necessary information from paper and pencil methods (tests) which were quantitative and qualitative data instruments came from questionnaires and observations sheets.

**Tests:** The test allowed students to perform cognitive tasks in relation to the speech acts. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre and post test result.

**Pretest- Posttest** were given at the beginning and at the end of the intervention plan. At the beginning, it was given to measure the performance of speech acts that students had. At the end, it measured the performance of speech acts achieved by the students after the intervention plan designed in this research project with the activities

applied with the group work strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the participants being treated.

**Questionnaires** were given to the participants to answer questions related to their attitudes and feelings toward group work interaction as a strategy. A pre and posttest questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

**Observation** allowed the researcher to know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet. The observation was during a natural environment as lived by students of tenth year B at Colegio de Bachillerato 27 de Febrero during their English classes. There were two types of observation as detailed below.

**In nonparticipant observation**, the researcher was not involved in the situation being observed. The researcher observed and recorded behaviors but did not interact or participate in the setting under study. The objective of this nonparticipant observation was to identify the issue for this action research project which was supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation was the observation sheet.

**Observation sheet.** During the nonparticipant observation, the researcher needed an observation sheet to record the participants' behaviors shown on the performance of speech acts. This observation sheet was a self-developed instrument that describes

accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

**Participant observation.** In the participant observation, the researcher became a part of and a participant in the situation being observed. The researcher participated deliberately in the problematic situation by means of the group work interaction in order to develop speech acts among students of tenth year B. The instrument of this participant observation was the field note sheet

**Field notes.** The researcher recorded what activities students did in classes. The researcher recorded the participants' behaviors, attitudes and feelings toward the treatment to developed speech acts that was group work interaction as strategy.

**Pilot testing the questions.** Once the questions for both the test pre and post and questionnaire pre and post had been developed under the principles of question construction, the researcher tested the questions in order to evaluate the instruments and to make the necessary changes based on the feedback from a small number of individuals who evaluated the instruments. Because the pilot group provided feedback on the questionnaire or test, the researcher excluded them from the final sample or population for the study.

### **Population and sample**

The target population of this research work was constituted by 26 students of tenth year B, in the afternoon session. It was a small population, it was no necessary to take a sample of it.

## **f. RESULTS**

This section details how the objectives of the research work were accomplished. Objective one was accomplished with the investigation of appropriate theoretical references that supported and facilitated the researcher's understanding about two variables: speech acts and group work interaction. In the same way, this information helped to design the instruments and analyze the results obtained in the research work.

Objective two was achieved through the application of the pre-test, which allowed the researcher to identify the problems that students had about speech acts because of, students ignored how to greet in formal and informal way. Besides, they did not use commands, apologies and idioms. This data helped to recognize students' needs and take decision about the most suitable strategy to improve their speaking skill.

Objective three was reached through the design of an intervention plan based on group work interaction as a strategy in order to solve the learners' limitations. It was planned for two months, which was developed eight lesson plans with different topics and variety of activities that were applied to 26 students, it helped to improve the speech acts and interact among their classmates.

Objective four was proved with the application of group work interaction as a strategy and the results obtained from the pre and post- questionnaires, these data



helped the researcher to improve the students' attitude since; they collaborated with their classmate at the moment to complete the tasks. As well as, learners learned to work in groups, respecting their opinions and ideas which, let them to have a good relationship. Moreover, investigator could realize that they felt so motivated to work in groups and they learned new things from others.

Objective five was achieved with the validation of the results obtained through the pre and post –tests which helped to verify if group work interaction as a strategy was successful. The researcher noticed that the students' progress was significant; this is because, they were capable of using speech acts to communicate with their classmates in the classroom and they developed their speaking skills.

## Pre-Test Results

**Objective two:** To diagnose the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

**a. Table 1**

*Pre Test Scores of the Students of Tenth Year in English Speech Acts.*

STUDENT'S CODE	A	R	C	I	G	SCORE
	2	2	2	2	2	10
CB27F10B01	1	1.25	0.4	0	0.75	3.4
CB27F10B02	0.5	0,25	2	0	1.25	4
CB27F10B03	2	1.75	0.8	0.8	1.25	6.6
CB27F10B04	1	1.25	0	0.8	1.25	4.3
CB27F10B05	0	0.75	0	0	1.25	2
CB27F10B06	1.5	1	1.2	0	1	4.7
CB27F10B07	0.5	1.25	0	0.4	1	3.15
CB27F10B08	1	1.75	0.8	0	1.25	4.8
CB27F10B09	0.5	1.25	0.4	0	1.25	3.4
CB27F10B10	0.5	1	1.6	0.4	0.5	4
CB27F10B11	1	1.25	0.8	0	1.25	4.3
CB27F10B12	1	0.75	2	0	1.25	5
CB27F10B13	2	1.5	1.2	0.8	0.75	6.25
CB27F10B14	1	1	0.4	0	1.25	3.65
CB27F10B15	1.5	0.5	0	0	1.25	3.25
CB27F10B16	1	0	0	0	0.75	1.75
CB27F10B17	1	0.75	2	0	1.25	5
CB27F10B18	1	1.25	0.4	0	0.75	3.4
CB27F10B19	1	0.75	2	0	1,25	5
CB27F10B20	0	0,75	2	0	1.25	4
CB27F10B21	1	1.25	1.6	0	0.5	4.35
CB27F10B22	1	2	0.4	0	0.5	3.9
CB27F10B23	1	2	0	0	0	3
CB27F10B24	0.5	1.75	1.2	0	1.75	5.2
CB27F10B25	1.5	1	2	0	1.25	5.75
CB27F10B26	0.5	1.25	0	0	1.25	3
<b>MEAN</b>	<b>0.94</b>	<b>1.13</b>	<b>0.89</b>	<b>0.12</b>	<b>1.03</b>	<b>4.12</b>

**NOTE.** CB27F=Colegio de Bachillerato 27 de Febrero, 10B= Tenth "B", 01:=student's code, A=Apology, R=Request, C=Command, I= Idiom, G=Greeting

## **b. Interpretation and analysis**

Based on the results of Table 1, the five aspects of speech acts that were evaluated before the intervention on students of tenth year B were: apologies, requests, commands, idioms, and greetings. It can be seen that students got the mean score of 4.12 out of ten, which reflected scores below the expected level. These results indicated that students had problems at the moment of talking with their classmates and English teacher. However, the highest mean score achieved was 1.13/2, corresponding to requests, which demonstrates that students could identify and understand them with its corresponding meaning, but some students confused the requests with commands or other expressions. In accordance with Abdul Sattar (2013), argues that “a request is asking for help or requesting something and is an act that is socially understood as a way through which people tend to express their feelings to support and help each other and thus be connected”. On the other hand, in the aspect of idioms learners got the lowest mean score that was 0.12/2, it shows they had a low level. Students had difficulties in understanding idioms due to the fact that they rarely used them in the English class and they ignored that idioms have to be expressed in context, not literally, because they change their meaning. As Roberto de Caro (2009), says “an idiom is a combination of words that has a meaning that is different from the meanings of the individual words themselves”.

To conclude, there were obvious limitations for students when they had to use the five speech acts: apologies, requests, commands, idioms, and greetings, they had very little knowledge about greetings according to the situation; they were not able to

follow commands; learners had difficulty in understanding the meaning of idioms and they could not express apologies when hurt some classmate. All this problems did not permit that learners had a good communication with their partners in the classroom and limited the development of their speaking skill.

### **Comparison of the Pre-Post Questionnaires Results**

**Objective four:** To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

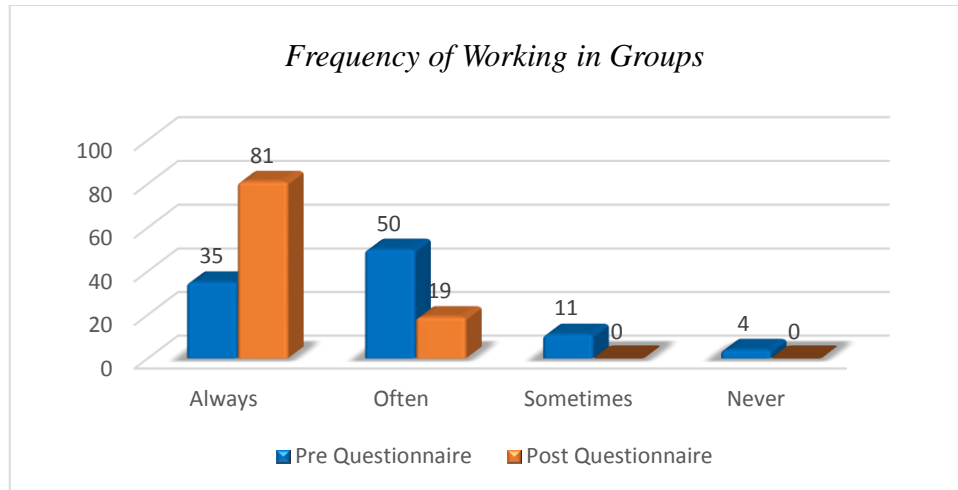
#### **Question 1: How often do you work in groups?**

##### **a. Table 2**

*Frequency of Working in Groups*

<b>Options</b>	<b>Pre Questionnaire</b>		<b>Post Questionnaire</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Always	9	35	21	81
Often	13	50	5	19
Sometimes	3	11	0	0
Never	1	4	0	0
Total	26	100	26	100

**b. Figure 1**



**c. Interpretation and analysis**

The results showed in Figure 1, indicated that half of students represented by 50% responded that they often worked in groups in English classes before the intervention plan. It means that in the classroom learners worked individually or when tried to form groups, they just talked and did not collaborate to develop the task, since they did not know how to work in groups and the importance of it. All these facts, did not permit they interact and communicate among them and develop their speaking skills. But, after the application of the intervention plan the results were completely different, (81%) of students manifested that they always worked in groups in classes due to the fact that they were able to work in different activities, participate actively, shared their ideas and opinions to get the task well done.

As the University of Adelaide (2014), states group work has been shown to improve the quality and depth of learning for students, as well as to extend teamwork

capabilities. Moreover, group work interaction provides the opportunity to develop many interpersonal skills such as: collaboration, communication, leadership, organization and responsibility.

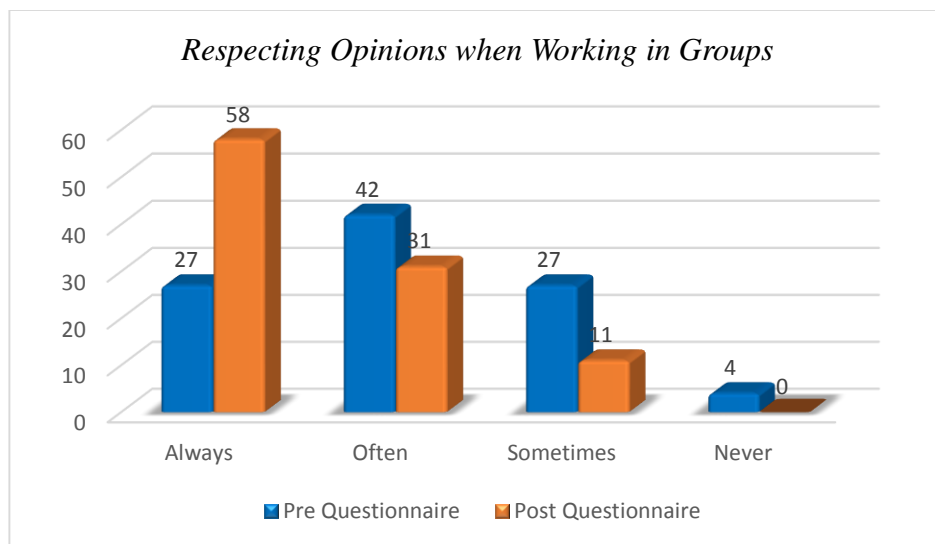
**Question 2: How often do your classmates respect your opinions when you work in groups?**

**a. Table 3**

*Respecting Opinions when Working in Groups*

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	7	27	15	58
Often	11	42	8	31
Sometimes	7	27	3	11
Never	1	4	0	0
Total	26	100	26	100

**b. Figure 2**



### **c. Interpretation and analysis**

The figure 2 showed that before the intervention 42% of students answered that their classmates often respect their opinions when they work in groups. When someone talked and made a mistake their classmates laughed, this demonstrated that in the classroom there was not respect and it made students felt very nervous to participate, it means learners did not practice this value, also they did not realize that it is so important to reduce conflicts and create a good environment to work. On the other hand, after the implementation of group work interaction, the majority of learners 58% said that always their opinions were respected when they worked in groups in the classroom. It means that group work interaction as strategy allowed students improve their attitudes and develop skills of communication. Also they were able to respect the different opinions, ideas or suggestion that others made to complete the activities assigned by the candidate teacher.

Hartley & Dawson (2014), says that “an important valor that students develop in group work is respect for another as esteem for the sense of worth or excellence of a person.” Beside, as Burke (2011) reported “social group work reflects a range of values: respect for what people can do on their own behalf and on behalf of others.”

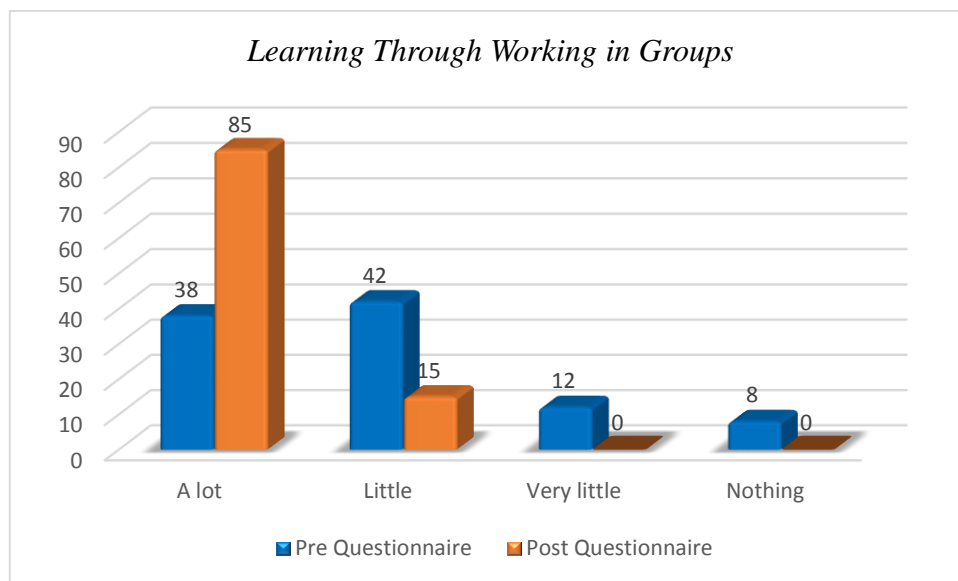
**Question 3: How much do you learn when you work in groups?**

**a. Table 4**

*Learning Through Working in Groups*

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	10	38	22	85
Little	11	42	4	15
Very little	3	12	0	0
Nothing	2	8	0	0
Total	26	100	26	100

**b. Figure 3**



**c. Interpretation and analysis**

The results illustrated in Figure 3 showed that only 42% of students stated they learn little when they worked in groups, it was because students were not focused on learning, and some learners did not help on developing the task. When the



intervention plan was finished, 85% of the students answered, that they learn a lot when they are working in groups. The reason was, students participated actively in each activity, where they could share their ideas, opinions and learn new things from their partners, it allowed them increase their learning during the English classes.

As Ruel and Bastiaans (2003), cited in Watkins (2010) says, “Group work can help students to become more active in their learning. When working with peers in a group, students are encouraged to express their ideas, opinions and question the ideas of others.” Moreover, simultaneous interaction as principle of cooperative learning, states “students promote each other's learning by helping, sharing, and encouraging efforts to learn.” Jacobs (2009)

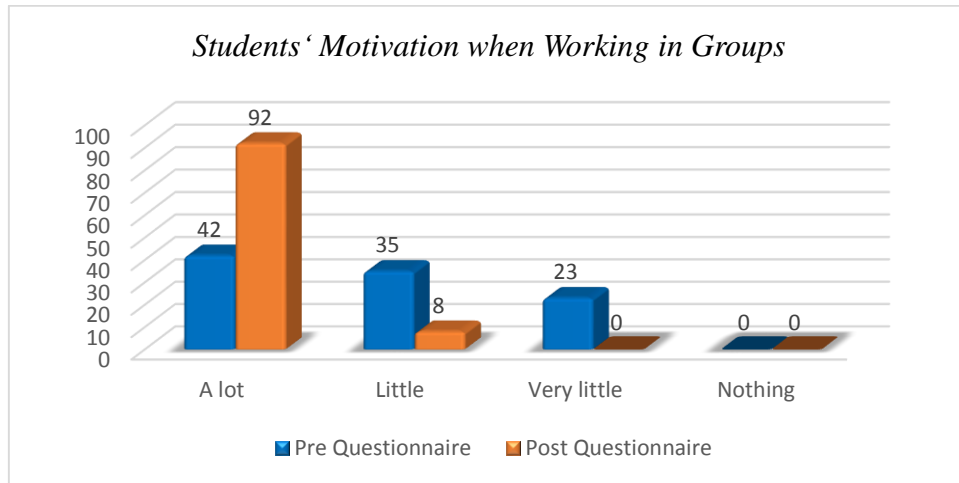
**Question 4: How motivated do you feel when you work in groups?**

**a. Table 5**

*Students’ Motivation when Working in Groups*

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
<i>A lot</i>	11	42	24	92
<i>Little</i>	9	35	2	8
<i>Very little</i>	6	23	0	0
<i>Nothing</i>	0	0	0	0
<i>Total</i>	26	100	26	100

**b. Figure 4**



**c. Interpretation and analysis**

As it is shown in Figure 4, demonstrated that 42% of students felt motivated working in groups. It means that during the development of the different tasks or activities some students felt very nervous when working in groups, also sometimes the activities applied in the classroom were boring so that they did not feel motivated to participate actively in the classes. Furthermore, they had a bad relationship with some classmates and suffered some kind of verbal aggression when they made a mistake, it caused them felt much unmotivated at the moment of working in group. But, after the intervention plan most of the students (92%) manifested that when working in groups they felt a lot of motivation to participate in the development of the activities or tasks applied in the classroom. The reasons were, the researcher looked for activities to catch up students' interest to working in groups in the English

class and complete the different activities. Also, they established a good relationship with their partners, it allowed to feel very motivated when developed the tasks.

Hashemi (2005) as reported in Burke (2011), states that “the use of group work interaction in classroom activities is a method used for motivating learning and increasing the ideas of pleasure through learning. Also Watkins argues “that motivation is an important element in student group work that it deserves specific attention, thus motivation helps to facilitate better design of task and process.” In the same way, positive interdependence as a principle of cooperative learning can also “promote motivation to learn, because students are learning not just for themselves but also for the benefit of their groups.” (Jacobs & Seow, 2015)

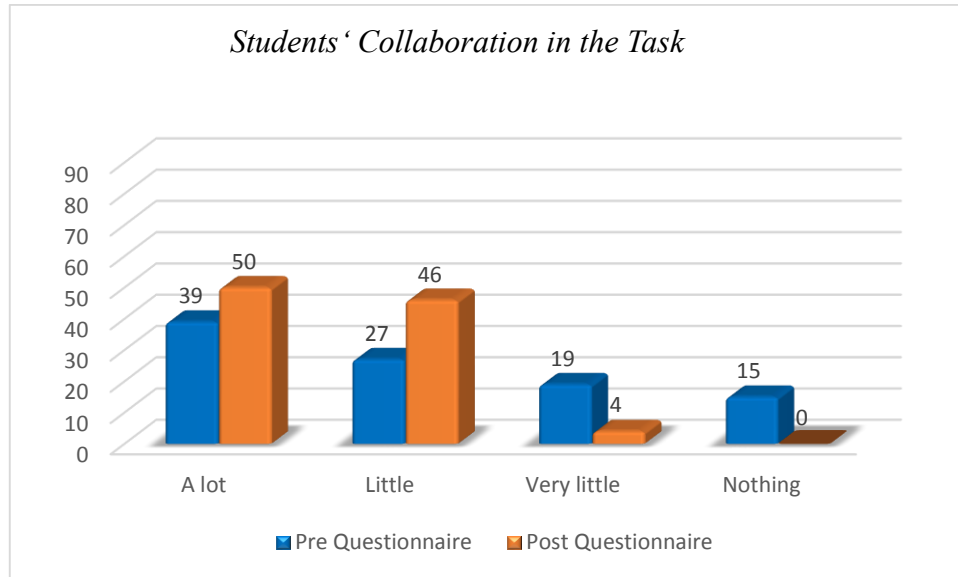
**Question 5: How much does each member of the group work collaborate in the task?**

**a. Table 6**

*Students ‘Collaboration in the Task*

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
<i>A lot</i>	10	39	13	50
<i>Little</i>	7	27	12	46
<i>Very little</i>	5	19	1	4
<i>Nothing</i>	4	15	0	0
<i>Total</i>	26	100	26	100

**b. Figure 5**



**c. Interpretation and analysis**

The data collected from Figure 5, indicated 39% of students answered that in group work each member contributed a lot to the development of the task during the English classes. But, some members of the group did not participate in the development of the activities, they did other things or entertained talking with their classmates. This was another reason for the researcher to apply the intervention plan. As a result, after the intervention 50% of students stated that each member of the group collaborated a lot in the development of the task, it means that the strategy used in the classroom was very useful, because it made each member be more active in the group and they were encouraged to cooperate, so they had a significative learning.

According David W. Johnson (2016), “students who work together effectively will find that they need each other to complete the assignments or tasks in class. Moreover, cooperation as a value, builds on positive interdependence and seeks to spread the feeling of “One for all; all for one”. (Jacobs & Seow, 2015). Each member in the group must equally participate, regardless of perceived ability or social status. Apple (2006), stated that a frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others.

## Post Test Results

**Objective five:** To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

### a. Table 7

*Post Test Scores of the Students of Tenth Year in English Speech Acts.*

<b>STUDENT'S CODE</b>	<b>A</b>	<b>R</b>	<b>C</b>	<b>I</b>	<b>G</b>	<b>SCORE</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>10</b>
CB27F10B01	2	2	2	2	0.75	8.75
CB27F10B02	2	2	2	2	1.25	9.25
CB27F10B03	1.5	2	2	0.8	1.75	8.05
CB27F10B04	1	2	2	2	0.75	7.75
CB27F10B05	2	2	2	2	1.25	9.25
CB27F10B06	2	2	2	0.8	1.25	8.05
CB27F10B07	1.5	2	2	1.2	1.75	8.45
CB27F10B08	2	2	2	1.2	1	8.2
CB27F10B09	2	2	2	0	1.25	7.25
CB27F10B10	2	2	2	2	1.25	9.25
CB27F10B11	2	2	2	2	1.25	9.25
CB27F10B12	1.5	1.25	2	1.6	1.25	7.6
CB27F10B13	2	2	2	1.2	2	9.2
CB27F10B14	2	2	2	2	1	9
CB27F10B15	1.5	2	2	1.2	1.25	7.95
CB27F10B16	2	2	2	2	1	9
CB27F10B17	1.5	2	2	2	1.75	9.25
CB27F10B18	2	2	2	2	1	9
CB27F10B19	1	2	2	0.8	1.75	7.55
CB27F10B20	2	2	2	2	1	9
CB27F10B21	2	2	2	0.4	1.5	7.9
CB27F10B22	2	2	2	2	1.75	9.75
CB27F10B23	2	2	2	2	1.75	9.75
CB27F10B24	1.5	2	2	2	1.75	9.25
CB27F10B25	2	2	2	1.2	1.25	8.45
CB27F10B26	1.5	2	2	2	1.25	8.75
<b>MEAN</b>	<b>1.79</b>	<b>1.97</b>	<b>2</b>	<b>1.55</b>	<b>1.34</b>	<b>8.65</b>

NOTE. CB27F=Colegio de Bachillerato 27 de Febrero, 10B= Tenth "B", 01:=student's code, A=Apology, R=Request, C= Command, I= Idiom, G=Greeting

## **b. Interpretation and Analysis**

As it is observed in Table 7, the mean of the speech acts was 8.65 out of 10, which indicated that the mean score was over the expected level 7/10, it was a big change between the pre and post-test results. According to the highest mean score that students got was in commands 2/2, this means students did not have problems with commands because during the application of intervention plan they were exposed to listen the different instructions that teacher gave and they always practiced with their partners in the classroom. Desitrahmi argues “commands indicate ordering someone to do something or indicate ordering someone NOT to do a given commands (express instructions)”. However, the aspect of greetings learners got the lowest mean that was 1.34/2, which is important emphasizes that students had difficulties to use the formal and informal greetings depending on the event or situation. Austin’s classification mentioned in Kadhim Jibreen (2010), stated there are lots of different kinds of greetings which are used in various situations, depending on how well we know a particular person, on time of the day or circumstances of the meeting. The words said when greeting people can express respect or be just a normal polite expression.

To sum up, students achieved a higher score in all aspect of speech acts that the researcher evaluated within the rubric. Learners accomplished the tasks and different activities designed, which helped them to develop the speech acts according to their level.

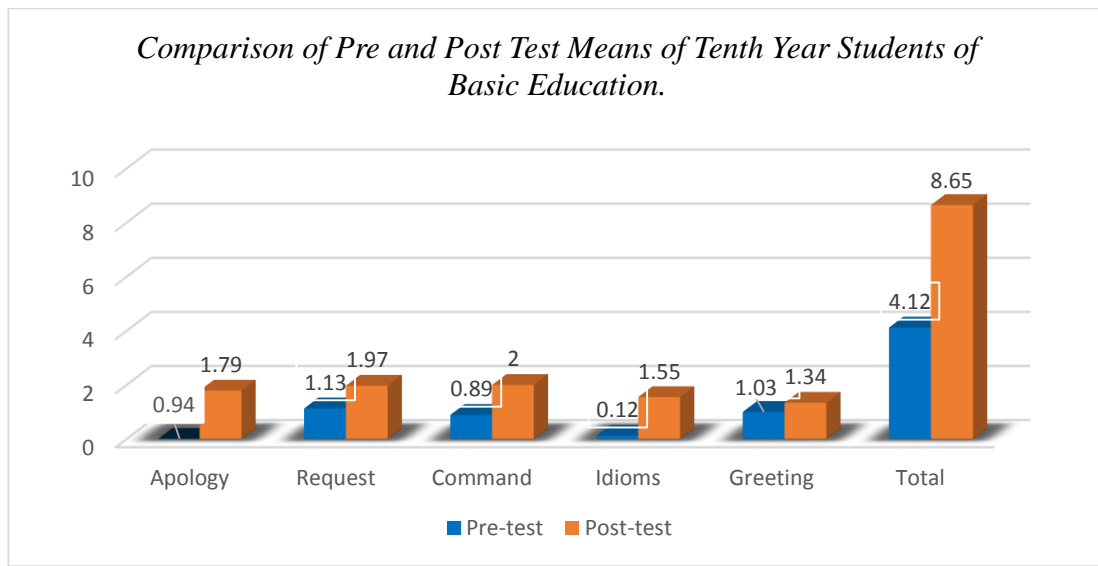
## Comparing Pre and Post-Test Means

### a. Table 8

*Comparison of Pre and Post Test Means of Tenth Year Students of Basic Education*

	Pre Test	Post Test
<i>Apology</i>	0.94	1.79
<i>Request</i>	1.13	1.97
<i>Command</i>	0.89	2
<i>Idioms</i>	0.12	1.55
<i>Greeting</i>	1.03	1.34
<i>Total</i>	<b>4.12</b>	<b>8.65</b>

### b. Figure 6



### c. Interpretation and analysis

As it is illustrated in Figure 6, after the intervention plan the resources applied during the development of this work had an important impact in the five aspects of speech acts, since it is clear that students increased their knowledge about speech acts notably during the intervention plan and improved their mean scores from 4.12 to 8.65. Learners improved in apologies aspects from 0.94 to 1.79. In requests they



improved from 1.13 to 1.97. In commands they raised from 0.89 to 2. In idioms they improved from 0.12 to 1.55. And in greetings from 1.03 to 1.34. The results demonstrated that the use of group work interaction as strategy allowed students to reach an excellent level in the development of speech acts in the classroom, because they were able to express an apology correctly; they could make requests in a polite way depending on the context; they were able to follow instructions. Students did not have difficulty to understanding clearly the meaning and use of idioms; and they could use the greetings according to the situation, all these aspects allowed them improved their communication when students working in groups. However, it is important to mention that was a little hard to work with students because sometimes they did not show any interest and had negative attitudes when the teacher candidate taught about speech acts, but researcher looked for different activities to motivate the students and made them work actively as much as possible achieving all the learning outcomes. According to Ondráčková (2014), the role of the teacher as a mentor or a coach becomes more and more demanding as well as the position of the learner who should be participating actively, instead of being a single consumer, and developing his/her communicative, social and intellectual abilities”

## **g. DISCUSSION**

Based on the findings of the research work, the results demonstrated that the application of group work interaction as strategy in the classroom had a big and relevant impact in the development of speech acts in students of tenth year B at Colegio de Bachillerato 27 de Febrero. The findings in the pre-post tests and pre-post questionnaires, indicated that students had a significant progress about speech acts and a meaningful change on their attitudes.

The application of the intervention plan based on group work interaction helped students to improve their scores, which it is reflected in the total mean score from the pre-test that was 4.12/10 to the post-test that was 8.65/10 in speech acts, it means that there was a huge progress after the intervention plan.

According to Gillies (2003) mentioned on Forslund Frykedal & Chiriac (2012), group work is a teaching strategy that promotes academic achievement and socialization. Students are also more motivated to achieve when working in groups as opposed to working individually.

The most transcendent aspects that were considered to evaluate in the pre and post tests were apologies, requests, commands, idioms and greetings. The pre-test indicated that most of the students were not able to express an apology, they could not make requests, did not follow the instructions, did not understand the meaning of

idiomatic expressions, and did not use the greetings according to the situation. While, in the post test after the intervention plan, the results demonstrated that students' difficulties were considerably reduced, because the majority of learners were able to build a good relationship with their classmates and knew how to use the language correctly in context.

Likewise, the application of group work interaction had a great impact on students, since the results of pre-questionnaire indicated learners did not have a good attitude with their classmates when they worked in groups or in pairs. After the intervention plan, which was developed in two months with eight lessons, the investigator applied a post-questionnaire and the results showed that students changed their attitudes, because they felt comfortable and work cooperatively among them, it allowed students improved their speaking skill, which the indicator of frequency of work in groups increased from 50% to 81%, respect opinions raised from 42% to 58%, learn in groups improved from 42% to 85%, students' motivation increased from 42% to 92%, and in the indicator of students' collaboration raised from 39% to 50%.

At the beginning of the intervention plan the students faced difficulties when they work in groups, which was understandable because they were not use this strategy. Also they felt so nervous when had to participate in the classroom, since they were afraid of making mistakes and that their classmates would laugh at them. However, during the application of intervention plan, students realized that they have an important role in the group, in order to develop the activities assigned for the teacher

and also their attitudes were improving little by little. The researcher's field notes helped to know, the positive impact this tool caused on the development of speech acts through group work interaction. Consequently, students developed skills of communication and leadership, they worked in a positive and respectful environment every class and they established a good relationship with their partners at time to work in groups.

Besides, this research work had some strengths and limitations during the intervention was applied that enhanced and affected the development of speech acts. Some strengths in the application of intervention plan, were that students felt motivated all the time when they worked in groups or in pairs, the resource was appropriate because they learned the speech acts in a fun way and shared with their classmates. Furthermore, they were willing to participate and were no longer afraid to speak and learned from others. However, in this research there were limitations, the time assigned for each lesson was not enough to practice and develop the activities prepared for each class. Also, the condition of classroom was not appropriate to work with a big group of students.

Finally, it is necessary to mention that group work as strategy was very useful in the classroom, since students that had more knowledge helped others learners that had difficulties or did not understand the topics, also they were all the time very enthusiastic and motivated with the activities applied in this intervention plan. This strategy aided them to develop speech acts and learn how to interact better with others, in this way, they improved their speaking skills. In addition, action research is

a process that allows researchers to examine a social problem and look for the solution for it, also it permits to learn with the practice in the real field and gain experience that enrich the professional life.

## **h. CONCLUSIONS**

- The application of pre-test was vital to diagnose the difficulties that students of tenth year B faced in the development of speech acts. Students could not understand the idiomatic expressions' meaning, offer apologies at the moment to interact with their classmates, follow instructions to complete the activities, use requests in the context of a conversation, and also they could not recognize formal and informal greetings in dialogues.
- The implementation of group work interaction as strategy in the intervention plan helped to address the English speech acts that students had, because they could increase their knowledge through communication, since they worked in groups and pairs by sharing ideas and opinions, for instance they were capable to use phrases to express apologies, recognize formal and informal greetings and understand the meaning of idioms. Moreover, they could follow the instructions given in the class and identify requests in a conversation.
- The results were validated through a post-test, which determined that group work interaction was very effective in the development of speech acts during the teaching process, since this strategy increased the students' desire for learning speech acts. Besides, they felt more comfortable with performing dynamic activities, they were more motivated and interested in the topic of the class. Also,

they share ideas and opinions with their classmates which, permitted them to improve the communication skills according to their level.

## **i. RECOMMENDATIONS**

- Teachers should apply a diagnostic test to determine the areas in which students need to improve, also identify their strengths and weaknesses that they have in English language, in order to adapt the teaching-learning process to their real needs, taking into account the individual characteristics of each one of them. In the same way, it helps to make decisions about what the most effective strategy is and activities in order to reduce the students' limitations especially in speech acts.
- During the English classes, educators ought to implement group work as strategy in the classroom, since this strategy increase the students' participation, interaction and motivation. Also, it allows students to learn in fun and interactive way, to share their knowledge among them, to participate more in the activities and to help them to develop the ability to express themselves in the target language. Likewise, teachers should monitor that each member collaborate in the group in order to determine if they are improving especially in the development of speech act.
- English teachers have to validate the results obtained after the application of the strategy to determine if it was effective or not. It helps to know if the activities and materials used in the classes were the adequate for learners' needs. Besides, teachers should take into account to apply group work interaction as a strategy in their English classes, because it is an excellent and effective strategy to keep the



students' interest on develop speech acts, improve their speaking skill and also it encourages students to create a good classroom environment to work.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE, Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THEME**

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK  
INTERACTION AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE  
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE  
2016-2017 SCHOOL YEAR

Thesis Project as a previous  
requirement to obtain the  
Bachelor's Degree in Sciences  
of Education, English  
Language Specialization

**AUTHOR:**

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LOJA-ECUADOR

2016

**a. THEME**

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK  
INTERACTION AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE  
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE  
2016-2017 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Colegio de Bachillerato 27 de Febrero, during the academic year 2016-2017. This prestigious and traditional high school was founded in 1985 as Colegio Tecnico Femenino 27 de Febrero. Years later, the Dirección Provincial de Educación de Loja, through a resolution No. 002 authorized to the Colegio Tecnico Femenino 27 de Febrero has to be for male and female from 2009-2010 academic year. In the 2009-2010 school year, by a Ministerial Resolution, it took the name of Colegio Tecnico Fiscal Mixto 27 de Febrero. In 2012 through Ministerial Agreement N<sup>o</sup> 0407-12, this high school changed its name as Colegio de Bachillerato 27 de Febrero. There are 80 teachers with degrees of third and fourth level covering different subjects and around 1200 students including the morning and afternoon sessions.

Since April 23, 2015, the Ministerio de Educacion authorized to the Colegio de Bachillerato 27 de Febrero offers the Program of Diploma de Bachillerato Internacional. The principal advantage of this program is to offer a higher education for young people, according with the agreements of the best universities in the world.

In addition, the objectives of 27 de Febrero public high school is to improve institutional management in trying new administrative initiatives and innovations in academic pedagogical and to define the student profile of basic education and bachelor that high school impulses as a starting point of the design process and



curriculum redesign. The high school offers specialties of Bachillerato such as Social Sciences, Chemical and Biological, Physics and Mathematics. Also it offers technical careers such as: Organization of the Secretary and Public Accountant and Accounting management.

### **Current situation of the research problem**

One goal of the Ecuadorian Curriculum for English as Foreign Language for Educacion Básica General and Bachillerato is “to develop learner’s understanding of the world of other cultures and their own and communicate their understanding and views of other through English”. In addition, students about their graduation in third of Bachillerato are expected to reach at least the level B1 according with Common European Framework of Reference o (CEFR). Therefore, students of tenth year B are expected to reach the A.2 level CEFR.

However, students of tenth year B currently do not show understanding of their own context and the appropriate ways to communicate using English as a Foreign Language. The researcher realized through a non-participant observation that students cannot use some expressions and phrases according their level when they communicate. This is due to their lack of knowledge of speech acts which must be achieved the goal of the National Curriculum aforementioned. Students’ learning is focused more on produce accurate structures to promote meaningful communication. Nevertheless, it is important to put these accurate structures into a meaningful context in which the culture and the society include their own social rules.

In response that students cannot use some expressions and phrases according their level, this research project proposes to investigate several options for making students of tenth year B aware of the importance of speech acts which will allow them to communicate better using some polices for apologizing, requesting, greeting, making command and using idioms. Group work interaction provides a positive interaction for every group member to contribute in a more positive and productive manner, where members gather to discuss and share vital information, receive training and produce joint materials or products, which students can reinforce speech acts and can help them to acquire better understanding of the content. Students also can have a cooperative learning through group work interaction, where they perceive that a better performance by individuals produces a better performance by the entire group.

### **Research problems**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES THE GROUP WORK INTERACTION DEVELOP SPEECH ACTS AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR?

### **Delimitation of the research**

#### **Timing**

This research will be developed during the 2016 – 2017 school year.

## **Location**

The present project will be applied at Colegio de Bachillerato 27 de Febrero, which is a public school located in the city of Loja at John F Kennedy between Abraham Lincoln street and Manuel Benjamin Carrion Avenue.

## **Participants**

The participants of this research work are students of tenth year B at Colegio de Bachillerato 27 de Febrero, afternoon session who are all about fourteen to fifteen years old; they are twenty six students, eleven girls and fifteen boys and the teacher candidate of this study who is going to take part in the intervention plan.

## **Subproblems**

- What theoretical and methodological references about the group work interaction are adequate for developing of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- What are the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?

- Which group work interaction strategies are implemented to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- How effective was the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?

### **c. JUSTIFICATION**

The present project is focused on the development of speech acts through group work interaction in order to improve students' knowledge of social policies for communication when they interact in a given context. Therefore, this work will be carried out through an investigation at Colegio de Bachillerato 27 de Febrero with students of tenth year B during the 2016-2017 school year. This work will show the problems that students have.

There a lot of problems that exist when students greet, apologize, make requests, use idioms or express something in different culture that is why this project looks for the way to improve these issues that difficulty the maintenance of a good communication. The development of speech acts will help students to learn the necessary knowledge of how to communicate adequately in another culture. Group work interaction will help to improve the matters and solutions needed to accomplish this project.

This research work is relevant because, it helps learners to improve speech acts through group work interaction, where it allows learners exchange ideas, opinions, and also helps learners to acquire some ways to have a meaningful communication among them. Additionally, group work interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Group work interaction helps shy

students who don't speak up in a class to feel more comfortable when they get to participate in groups.

This project will be useful for the researcher because it gives the opportunity to gain practice and learn more from the experience. It is also an important point because nowadays is essential to have a professional view in relation to the reality of students that they have about English as a second language.

Finally, the development of this research is a requirement for the student to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Area de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja.

#### **d. OBJECTIVES**

##### **General**

- To develop speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

##### **Specifics**

- To research the theoretical and methodological references about group work interaction and its application on speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To diagnose the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

- To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.



## **e. THEORETICAL FRAMEWORK**

### **Communicative Approach**

The most popular approach that has arisen in method of teaching is the Communicative Approach, which places emphasis on the four language skills and concentrates on language in use in real situations. The first appearance of this approach was in early 1970s. Since then, most applied linguists contributed to determine a theoretical basis for communicative approach to language teaching.

Alharbi (2013), said the most popular approach that has appeared in method of teaching is the Communicative Approach, which emphasizes on the four language skills and concentrates on language use in real situations. The first appearance of this approach was in early 1970s. Since, most applied linguists contributed to determine a theoretical basis for communicative approach to language teaching.

Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability. That method of teaching establishes the learners' needs to express meaning and to practice in real world situations.

The Communicative Approach emphasizes on developing the communicative competence, viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses“ ( Plocková, 2010).

In other words, it involved what people need to know about the language and culture, and how well people is able to use the language in order to communicate successfully.

Irmawati (2012 ) said the main principles of communicative approach include:

- Goal of effective communication
- Focus on meaning and appropriate usage
- Focus both on fluency and accuracy
- Use of authentic materials to reflect real life situation
- Integration of four skills (speaking, writing, reading and listening).

Communicative approach is one of the important approaches to help learners to be able to contact with others in order to talk fluency and to express about themselves confidently and to present many social issues in their environment as quick as possible.

### **Advantages of communicative approach**

Communicative Approach puts the real-life situations into English teaching and learning. The teacher establishes a situation, which students are likely to encounter in their real lives by using real-life situations such as going shopping, going to the bank, buying stamps at the post office, meeting and greeting people (Xu, 2010).

Communicative Approach gives students more opportunities to understand the culture of target language than other traditional approaches can. Students can easily

compare the differences between their own culture and target culture when they practice the dialogue.

### **Disadvantages of communicative approach**

“The study of grammar is somewhat pushed to the side and learners find it increasingly difficult to be aware of how a language works.” (Xu, 2010)

Communicative Approach is aimed at training students' listening and speaking, so it relatively ignores the training of reading and writing. Therefore, it is hard to evaluate all aspect of English ability. (Xu, 2010)

### **Communicative Language Teaching**

Communicative Language Teaching started developing in Great Britain in the 1960s, when British applied linguists began to question the assumptions underscoring.

Widdowson (1978), as reported in Ohno views about language learning, not simply as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate. He says that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate.

Namely, that we do not only learn how to compose and comprehend correct sentences as isolated linguistic units; but also how to use sentences adequately to obtain communicative purposes.

Richards (2006), mentioned that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners

learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching establishes as its goal the teaching of communicative competence.

### **Communicative approach to language teaching**

The communicative approach to language teaching emphasizes the importance of communication and interaction among the learners and between the teacher and the learners to learn a foreign language.

Chomsky (1960) reported in Basta (2011), stated that the goal of language teaching was to develop "communicative competence", which implied acquiring both an ability and knowledge to use language. In other words, communicative competence considers language as a tool used for communication.

### **Communicative Competence**

The concepts of communicative competence have been continually changed and accompanied by a change in the originally used terms. (Zascerinska, 2010)

Dell Hymes (1972), as reported in Bagarić & Mihaljević Djigunović( 2007), proposed that communicative competence meant the ability to use the language in a social context. He considers competence to be the most general concept for the capabilities of a person that is dependent about tacit knowledge (knowledge that is difficult to transfer to another person by means of writing it down or verbalize it) and ability for use.

In other words, the individual's ability to use speech correctly in a variety of social contexts, the education is concerned with the social and cultural knowledge that

speakers need in order to communicate successfully by understanding and using linguistic means.

“Communication competence - the knowledge, the ability to use it and the ability to the overall concept communicative create knowledge; knowledge usage” (Zascerinska, 2010).

Communicative competence is the learners’ ability to understand and use language appropriately to communicate in authentic social and school environments.

Communicative competence to characterize the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. (Savignon, 1991)

Communicative competence is the ability that has the speaker to use and understand the language correctly and appropriately to accomplish for an effectively communication inside of educational environment using linguistic means that allows to transmit successful messages.

Accordingly with the two authors mentioned: one author argued that the communicative competence has four components: linguistic competences, sociolinguistic competences, pragmatic competences and discourse competences. The other says that communicative competences components are: grammatical competence, sociolinguistic competence, discourse competence and strategic competence, which are going to be explain belong.

## **Components of communicative competences**

Council of Europe (1999), mentioned that communicative competence in this narrower sense has the following components:

- Linguistic competences is the knowledge, and ability to use the formal resources.
- Sociolinguistic competence is concerned with the knowledge and skills required to agreement with the social dimension of language use.
- Pragmatic competence is concerned with the user/learner's knowledge.

Canale and Swain (1980), as reported in *Celce, Dörnyei, & Thurrell (2013)*, demonstrated that the components consisted of:

- Grammatical competence, the knowledge of grammatical rules, vocabulary, pronunciation, spelling, etc.
- Sociolinguistic competence, skills which allow people to properly use vocabulary, register, politeness and style in a context.
- Discourse competence, the achievement of cohesive texts through the combination of language structures
- Strategic competence, to be able to produce efficient communication acts, and also to overcome communication deficiency through verbal and non-verbal skills.

According to the authors mentioned, speakers need to know and understand how language is used, the communicative competence components allow them to develop in specific situations, and the components are: Linguistic (Grammatical) competence is knowing how to use the grammar, syntax, and vocabulary of a language.

Sociolinguistic is the ability to interpret the social meaning and to use the appropriate language. Pragmatic competence is the ability to use language correctly in different situations or environment. Discourse competence is knowing how to interpret the context. Strategic competence is the person's ability to keep a good communication when it is bad or interrupted.

Richards (2006), argued that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and function
- Knowing how to vary your use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

### **Sociolinguistic Competence**

Today, the ability to express oneself in a second or foreign language has become a vital skill. The specific ability to use second language in various ways that may fit in various social settings in which the communication takes place is called sociolinguistic competence, and without this ability, even the most perfectly

grammatical utterances can convey a meaning entirely different from what the speaker intended because there are several factors that are to be considered when communicating in second language such as age, gender. “A second language speaker is considered fluent if he or she is able to use the language in a range of situational contexts. However, no matter how long the second language learner is exposed to the target language, he or she might still have difficulty in expressing that language to a native speaker in different social settings” (Mohan, 2010). In other words, the language, the lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life.

Sociolinguistic competence is one of the components of communicative competence alongside linguistic, discourse and strategic competences. “Sociolinguistic competence is the knowledge of sociocultural rules of use, knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating” (Ming, 1999).

Sociolinguistic competence refers to the knowledge and skills involved in using language functionally in a social context and also understand the language in the correct way for an effective communication.

Chacon Beltran (2013), argued sociolinguistic competence is the ability to interpret the social meaning and to use the appropriate language, how people with



different social identities speak, how their speech changes in different situations and how the features of dialects like ways of pronouncing words are.

Canale and Swain (1980 and 1983) as mentioned in Mede ( 2015), describes sociocultural competence to the speaker's knowledge of how to express messages appropriately within the cultural context of communication.

“Sociolinguistic competence refers to the learner’s knowledge of the sociocultural rules of language and discourse” (Holmes & Brown, 2000). In other words, sociolinguistic competence is knowing how to use and respond to language adequately and the relationships among the people communicating.

Liu (2008), argues sociolinguistic competence refers to an understanding of the social context in which communication takes place, using appropriate vocabulary in a given situation.

These rules of speaking can be bit by bit acquired when the learner is immersed in the target culture. This is a time consuming process though as for the second or foreign language context, raising learners’ awareness about the rules of speaking might help them acquire these skills more efficiently.

Although sociolinguistic competence is recognized as an important aspect of second language learners’ competency, it remains a concept difficult to catch, to define and to teach.

Sociolinguistic competence implies the learning of the sociocultural principles that determine the dialects and accents, rules of address, register differences, idiomatic expressions, speech acts, and cross-cultural communication.

## **Dialect and accent**

The Council of Europe (1999), argued dialects and accents are language varieties used by regional or social groups. Accent is a manner of pronunciation peculiar to a particular individual, location, or nation. Sociolinguistic competence includes the ability to recognize the linguistic markers, for example: social class, regional provenance, national origin, ethnicity and occupational group.

For example in Ecuador - Guayaquil, one accent change is that the “ch” sound is sometimes pronounced as an elongated “ssh, and Sierra Coast's people tend to speak more slowly and clearly as they enunciate every word very cleanly

## **Cross-cultural Communication**

Mizne (1997), stated that the challenges in acquiring sociolinguistic competence the differences of language use among cultures. For example, in India discussion of personal topics with people is not seen as nosy, but as a sign of personal interest, while for Navajo tribesmen, even being asked their first name is considered rude.

According with the author, cross cultural communication refers how people from different cultural backgrounds communicate, in similar and different ways among themselves, and how they effort to communicate across cultures.

## **Register differences**

“The term register is used to refer to systematic differences between varieties of language used in different contexts” (Council of Europe, 1999). In other words register is the collective term for various situational and functional aspects of a context.

Possibly the greatest challenge to the second language learner in the face of sociolinguistic competence is that of comprehension.

In addition, speech acts refer to the moments in which statements occur in the communicative act within a given context. The speech act is the language used to express meaning, and utterance that expresses an intention, to understand language one must understand the speaker's intention.

### **Speech Acts**

A speech act is the use of speech focusing on the speaker's intentions of affecting and provoking an action or effect on the listener. Examples of speech acts include requests, compliments, invitations, and greetings, expressions of gratitude, idioms, apology, and commands.

Theory of speech acts, a fluent speaker is considered to be able to face up to different situations in various social and cultural contexts. The discussions of speech acts structural differences comparing culture of the learner and the culture of the target language is the significant means of building up the speech act conscience. (Ondráčková, 2014)

The role of the teacher as a mentor or a coach becomes more and more demanding as well as the position of the learner who should be participating actively, instead of being a single consumer, and developing his communicative, social and intellectual abilities (Ondráčková, 2014).

## **Compliments**

Mizne (1997), said the speech act of complimenting someone's appearance, possessions, abilities or accomplishments is common. Compliments are also often used between friends, for example:

- "You're looking good!"
- "I really like your hair."

## **Greetings**

Greeting is an act of communication in which human beings intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship. It can be formal or informal between individuals or groups of people coming in contact with each other. Greetings sometimes are used just prior to a conversation or to greet in passing. (Wei, 2010)

There are lots of different kinds of greetings which are used in various situations depending on how well we know a particular person, on time of the day or circumstances of the meeting. The words said when greeting people can express respect or be just a normal polite expression.

## **Formal greetings**

Formal greetings are very polite and standard, it is used in formal occasion, they are made to people who you might not know or respect such as higher officials, clients etc. Formal setting examples include dinner parties, meetings. (Uttale)

### **Informal greeting**

Informal greetings are use with when you know the person you are talking to or have no reason to try to impress them show a large amount of respect. It includes your peers, friends, relatives and neighbors. (Uttale)

Examples:

- Hello
- Hi
- Good morning/ afternoon/ evening
- Nice to see you again

### **Apology**

Válková (2014), said apologies are universal in the general human need to express regret over offensive acts and they have accompanied human communication from the oldest times up to the present.

Examples:

- I'm sorry,
- It was my fault.
- Please excuse me
- Don't be mad at me please

### **Request**

Abdul Sattar (2013), argued that request is asking for help or requesting something is an act that is socially understood as a way through which people tend to express

their feelings to support and help each other and thus be connected. However, the act of making a request may vary from culture to culture.

Examples:

- Could you give me the tickets, please?
- I wonder whether you could give me information about the tour guide.
- Can you help me with information about the tourist packages?

### **Commands**

According to Desitarahmi the commands indicate ordering someone to do something or indicate ordering someone NOT to do a given thing.(express instructions) for example teacher has the authority in managing classroom, most of the directive speech act that the teacher use are commands.

**Examples:**

- Let's go in.
- Go in and sit down.
- Take off your coat.
- Close the door behind you.

### **Idioms**

Idioms are common phrases or terms whose meaning is changed, but can be understood by their popular use. An idiom's figurative meaning is different from the literal meaning. Monroy Casas & Hernandez Campoy (1995), said idioms play an important role in all languages and are a prime vehicle of communication in many

cultures. However students often complain about the difficulties involved in understanding idiomatic expressions such as to fall in love, to be over the moon or to be under the weather.

Person needs to learn the words in that language, and how and when to use them. But people also need to learn idioms separately because certain words together or at certain times can have different meanings.

### **Direct and Indirect Speech Act**

#### **Direct speech act**

According Searl mentioned in Justová (2006), stated the direct speech act “to understand language one must understand the speaker’s intent, since language is intentional behavior, it should be treated like a form of action.”

Similarly, Searl the direct speech acts refers to statements as speech acts, the speech act of the basic unit of language used to express meaning, an utterance that expresses an intention.

#### **Indirect speech act**

In accordance with Searl (1999), cited in Justová (2006), said that one can perform one speech act indirectly by performing another speech act directly. For example how a listener perceive a particular utterance or expression.

### **Sociolinguistic and Language Comprehension**

Sociolinguistic competence is the knowledge of the sociocultural rules of language. This type of competence requires an understanding of the social context in

which language is used: the rules of the participants, the information they share, and the functions of the interaction, as mentioned by Holmes & Brown (2000).

According to Bachman as reported in Peterwagner (2005), proposed it requires a number of capacities: sensitive to differences in a variety and in register, to naturalness and the capability of interpreting cultural references and figures of speech.

- In almost every language there is a variation according to the geographical areas the user come from regional dialects or the social class.
- Register refers to variation in language use within a single variety, thus defining the range of grammar, vocabulary, used by speaker in particular social circumstances.
- Sensitivity to naturalness enable the language user either to interpret or to produce utterances in the way a native speaker would do it.
- Knowing a word is often more than a matter of lexical competence in the sense of mastering its referential meaning because it connotes something in culture that requires extra linguistic knowledge.

Like the author the use of grammar, words and pronunciation in different way from other forms of the same language and the knowledge of such differences is an important component of sociolinguistic competence.



## **Teaching of Sociolinguistic Competence**

Mede (2015), mentioned that sociolinguistic competence has two basic ways of introducing and teaching sociolinguistic competence.

- Resorting to cultural models where students are explicitly or implicitly taught cultural elements taken in language use and/or integrating speech acts as situations where learners are forced to use language.
- The process of acquiring sociolinguistic competence is a gradual one for the individual in his native speech community. Teacher has the opportunity to develop methods and materials in the classroom which will facilitate and accelerate the acquisition of sociolinguistic competence in a second language.

However for nonnative speakers, the misunderstandings they are often faced with in the cross-cultural realization of communicative acts usually arise from their failure in appropriate use of the resources for transmit communicative acts (pragmalinguistic) and the aspect of language use that relates to everyday social practices (sociopragmatic).

## **Methods**

Mizne (1997), mentioned that one method of helping students reach this knowledge is to teach culture in the foreign language classroom.

### **Teaching Culture**

This method of teaching culture, consist of two sets of questions; the first set looks at individual aspects of one's culture (Mizne, 1997 ).For example , how do you

think and feel about your family?, and the second set looks at institutional aspects of culture , example , what schools and colleges can you go?. Its goal is to help the learners understand their own culture so that they can later compare it with other culture.

### **Materials**

Authentic materials in ELT classrooms contribute to more creative approach to teaching or learning. One the authentic material is the learners should are exposed to the real-life language (environment). The materials should be focused on learners' interests and needs. For example, when students are exposed to real listening materials (native speaker), they can learn formal or informal styles, and listen to different dialects (Mizne, 1997).

Martinez (2002), as mentioned in Mizne (1997), stated that authentic materials bring learners closer to the target language culture with the materials of native speaker like, texts are the culture that represents the norms and behaviors of the society's target language, articles, and newspapers and so on.

According to Harmer (1992) as reported in Mizne (1997), considered the greatest authentic materials the Internet, where students can go on-line and listen to songs, read lyrics, read histories, and a lot of things that learner can be found in the internet.

Similarly Harmer, the internet is a bigger tool that allow learners to learning a second language, where students to find interesting and helpful information that can help them such as quizzes vocabulary and so on that they can practice a second language.

### **Complications presented in teaching**

According to Mizne (1997), there are some problems that will be presented to teach sociolinguistic competence:

Teachers are not trained about the characteristics of their native culture since it is often wrongly assumed that they already know them. So, it is often hard for a teacher to teach his or her native culture to students, and the teacher may be forced to rely on stereotypes or unfounded assumptions about his or her native culture that could actually mislead the students.

Another problem with teaching culture is the sensitivity of the topic. In a classroom where students may represent a huge variation in cultural backgrounds, the potential for a teacher to inadvertently offend someone when discussing cultural differences is a valid concern. Many teachers may feel nervous about discussing such a sensitive topic as cultural values in the classroom due to this fear of the risk of unintentionally offending students.

### **Procedures and activities**

Ming (1999), mentioned for teaching of sociolinguistic competence is implemented through various procedures and activities. Some of them are given below:

- Playing videotaped materials focusing on various elements of sociolinguistic competence with native speakers of the language
- Holding discussions on a range of topics with a purpose of teaching or learning and practicing the competences

- Presentations by students on topics of their interest with the purpose of teaching speech acts such as agreeing/disagreeing politely, congratulating.
- Role-play activities often recommended to allow students to practice what they have learned.

Most of the activities discussed above reflect an important aspect of classroom tasks, namely that they are designed to work in groups, where learners will obtain several benefits (Richards, 2006):

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

### **Cooperative Learning**

Cooperative learning has been suggested as the solution for wide array of educational problems. It is often cited as a means of emphasizing thinking skills and increasing higher order learning; as an alternative to ability grouping, remediation, or special education; as a means of improving race relations; and as a way to prepare students for an increasingly collaborative work force (Walker, 2010).

Serrano & Pons (2014), said cooperative learning encompasses a series of systematic teaching strategies characterized by the division of the class/group into small teams of variable heterogeneity which tend to be representative of the complete

spectrum of the class as regards performance, gender, ethnic group, culture, and where the purpose of the process lies in fostering the maintenance of a positive interdependence among the members of these teams by means of specific principles of group reward and/or a particular task on the basis of the cooperative efforts towards learning, understanding and problem-solving.

Kagan (1994) cited in Boyle & Gilles (2011), said “the most basic principle in cooperative learning”, positive interdependence is created whenever an achievement of one group member means an achievement of another while a failure of one group member means a failure of another. That means that students realize that they are positively interdependent with one another in the learning group where everyone in the “group sinks or swims together” (Boyle & Gilles, 2011).

Cooperative Learning is an approach to education that is based on the philosophy that education should be learner-centered and learner-directed; that learners can be teachers; and that teachers are guides and facilitators rather than the source of all knowledge and direction.

One of the most valuable uses of cooperative learning is to teach social and interpersonal skills. Particularly in working with students with behavior problems, cooperative learning teams provide a safe, intimate atmosphere where social skills are modeled by other group members. It is a place where students can practice new skills.

“Teachers can utilize a variety of learning structures while providing cooperative learning. Cooperative” (Knight, 2009). Learning is an instructional strategy that allows students to take over the role of instructor. Cooperative Learning also is a

method teachers can use to inject variety into their lessons, and, handled effectively, it provides a setting for students to learn important social skills.

### **What are the elements of cooperative learning?**

Cooperative learning can involve groups of any size, from two students to very large groups. Cooperative learning sessions can be used as a way for groups to cover material, problem solve, brainstorm, explore or invent new ideas.

Pattanapichet (2009), believed since cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class.

Working in groups or having studying partners is recommended as one way for students to have interaction with their peers. Normally, every classroom always consists of strong and weak students. The weak students are usually isolated as they are not confident in their English skills. (Serrano & Pons, 2014)

Cooperative learning has proved its effectiveness as a teaching strategy with all the benefits it provides to both the teachers and learners. Learners have opportunities to use authentic language in order to perform communicative and referential tasks, even when the focus of the lesson is on language rules and mechanics rather than the development of language skills.

Li & Lam (2005), alleged “Cooperative learning” the student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members and also students interact with each other in the same group with the aim to acquire and practice the elements of a

topic in order to solve a problem, complete an assignment or achieve an objective proposed.

Boyle & Gilles (2011), said states it consist students work in teams, small groups in order to accomplish common goals by which they can work informal or formal cooperation.

### **Informal Cooperative Learning**

Informal cooperative learning involves students working in small groups for a few minutes to help students process what has been taught, to think about a particular question, to assist the teacher to identify and address any misunderstandings about the content. (Boyle & Gilles, 2011)

### **Formal Cooperative Learning**

Formal cooperative learning consists of students working together, for one class period over several weeks to achieve shared learning goals and complete jointly specific tasks and assignments. (Boyle & Gilles, 2011)

### **Basic Principles of Cooperative Learning**

According to Deci and Ryan (1985), all human beings have three basic needs: relatedness, competence, and autonomy. Cooperative learning principles stem from this primarily psychological standpoint: Because all students are humans, teachers can use cooperative learning teaching methodologies to help students satisfy the three needs of relatedness, competence, and autonomy in the classroom.

Teachers who do so will be able to create a more effective environment for learning and thus can help students reach their learning potential. The eight basic

principles of collaborative learning in the classroom (Jacobs, Power, & Loh, 2002) are:

### **Cooperation as a value**

Cooperation is highly valued in the workplace, the community, and society in general, and thus is a value teachers should aim to instill in their students. (Apple, 2006)

### **Heterogeneous grouping**

Derives from the basic idea that situations in which individuals are different in skill level, interest, motivation, experience, and family background (Apple, 2006). Simply put, if a student of English has the same overall language ability, background, and interests as his or her classmates, learning is far less likely to occur than if the students have different abilities and do not share an identical worldview.

Jacobs (2009), argued this principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

### **Positive interdependence**

Students distinguish that they need each other in order to complete the group's task (sink or swim together). (David W. Johnson, 2016)

According Boyle & Gilles (2011), positive interdependence exists when students perceive that they are linked to other members in the group in such a way that they



cannot succeed unless they all do and they must coordinate their efforts with each other in order to complete the task.

### **Individual accountability**

Students who work together effectively will find that they need each other to complete the assignments or tasks in class. Each student's performance is assessed and the results are given to the group and the individual. (David W. Johnson, 2016)

Boyle & Gilles (2011), said individual accountability involves each student:

- Being responsible for part of the task
- Reporting to the group on their progress
- Reporting on the group's progress to the whole class
- Being rewarded (e.g., receiving bonus points) on the basis of all group members completing their tasks/goals.

### **Simultaneous interaction**

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. (Apple, 2006)

Jacobs (2009), said in classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking

### **Equal participation**

Each member in the group must equally participate, regardless of perceived ability or social status. (Apple, 2006)

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members (Jacobs, 2009).

### **Collaborative skills**

Cannot be gained if only one or two members of a group are in charge or are doing most of the work, is so necessary all members collaborate to complete the task. (Apple, 2006)

Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time. (Jacobs, 2009)

### **Group autonomy**

Jacobs (2009), said this principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. We may sometimes want to resist this temptation. “Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves”

Groups need to have a certain degree of autonomy within the overall classroom environment. (Apple, 2006)

As fact of this argument the cooperative learning is focused students are centered and they are responsible their own learning by which the teacher is only the facilitator in instructional process, another point on it , the learners respectively have to work cooperatively in order to accomplish any objective proposed either formal or informal way .

### **Cooperative Learning Structures**

Richards & Rodgers (2001), alleged “it refers to the ways of organizing student interaction and different ways students are to interact. Numerous descriptions exists of activity types that can be used with Cooperative language learning.

### **Team practice from common input**

Pattanapichet (2009), argued the cooperative learning structure is effective in situations where the composition of groups is unstable.

- All students work on the same material.
- Practice could follow a traditional teacher-directed presentation of the new material and for that reason is a good starting point for teachers and/or students new to group work.
- The task is to make sure that everyone in the groups knows the answer to a question and can explain how the answer was obtained or understand the material.

- When the teacher takes up the question or assignment, anyone in a group may be called on to answer for the team.
- This technique is good for review and for practice tests.

### **Jigsaw**

According to Serrano & Pons (2014), jigsaw is a cooperative learning structure applicable to team assignments that call for expertise in several distinct areas also it is useful in the multilevel class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency.

- Each group receives a different piece of the information.
- Students regroup in topic groups composed of people with the same piece to master the material and prepare to teach it.
- Students return to home groups to share their information with each other.
- Students synthesize the information through discussion.

### **Cooperative projects**

Smith (2007), said cooperative learning structure places greater emphasis on individualization and students' interests. Also this is based on the student's discovery learning through topic or resources.

- Topics may be different for each group.
- Students identify subtopics for each group member.
- Steering committee may coordinate the work of the class as a whole.

- Students research the information using resources such as a library reference, interviews, and visual media.
- Students synthesize their information for a group presentation: oral and or written.
- Each group present to the whole class.
- Students need plenty of previous experience with more structured group work for this to be effective.”

### **Peer-led team learning**

Felder & Brent assumed “in peer-led team learning (PLTL), lectures are supplemented by weekly 2-hour workshops in which students work in six- to eight-person groups to solve structured problems under the guidance of trained peer leaders. PLTL was developed by chemistry educators in the 1990s and may be the most prominent group learning strategy in chemistry education.

- The students are confronted with difficult problems and must rely primarily on one another to develop solutions, which promotes positive interdependence, and face-to-face interaction is crucial to the workshop format.
- Students are tested individually on the knowledge required to solve the problems, and a function of the peer leader is to get team members to explain their understanding to their teammates, both of which provide individual accountability. There is no formal instruction in teamwork skills in PLTL, but

informal instruction invariably occurs as the peer leaders facilitate the group interactions.”

### **Group Work Interaction**

Group work is a fantastic opportunity for students to draw on the strengths and experience of their peers. However, often group work is a new experience for some students and can result in stressful situations.

Group work has been shown to improve the quality and depth of learning for students, as well as extend teamwork capabilities. Often, effective group work requires members to focus on the ‘process’ rather than the ‘product’ (The University of Adelaide , 2014) . Moreover, group work interaction provide the opportunity to develop many interpersonal skills such as:

- Collaboration
- Communication
- Cooperation
- Delegation
- Leadership
- Mediation
- Negotiation
- Organization
- Responsibility
- Time management

- Tolerance

The use of group work interaction in classroom activities is a method used for motivating learning and increasing the idea of pleasure through learning. Group work also depends on the attitude of the students.

Hashemi (2005) as reported in Burke (2011), states that attitudes towards something is the extent to which students accept the subject and their opinions towards it. Attitudes as the way someone thinks and feels about somebody or something.

Burke (2011), defined work group as an instruction method where learners of different levels form small groups and work together towards a specific objective.

Learners take the responsibility of their own learning and of those in the group so the success of one member is a success of all members.

Group work involves a confidential relationship as the group leader, encourages members to focus on growth matters with which they are concerned. Group work can help students interact between them and manage a variety of experiences.

“Group works can be a solution to different problems” (Serrano & Pons, 2014). It can help shy students who don’t speak up in a class become more comfortable when they get to participate in smaller groups. Each of the team members can complement one another’s strengths and weaknesses.

“Individual student with different background knowledge can each contribute to their group work” (Smith, 2007). For example, one student with strong vocabulary

can work with students with strong knowledge of grammar. In addition, weak students will gain benefits from interaction with stronger ones, and good students will feel proud of themselves as they can help their classmates. Students can also learn interpersonal and team skills.

According to Beebe and Masterson (2003) cited in Burke (2011), there are advantages and disadvantages to working in a group.

### **Advantages**

There are five advantages to working in a group:

#### **Groups have more information than a single individual.**

Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.

#### **Groups stimulate creativity**

In regard to problem solving, the old saying can be applied that two heads are better than one, because in group can contribute much more.

#### **People remember group discussions better**

Beebe and Masterson (2003) cited Burke (2011), stated group learning foment learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats.

#### **Decisions that students help make yield greater satisfaction**

Beebe and Masterson (2003) cited Burke (2011), said research suggests that students who are engaged in group problem solving are more committed to the



solution and are better satisfied with their participation in the group than those who were not involved.

### **Students gain a better understanding of themselves**

Beebe and Masterson (2003) cited Burke (2011), stated Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

### **Disadvantages**

Beebe and Masterson (2003) cited Burke (2011), list four disadvantages.

#### **There may be pressure from the group to conform to the majority opinion**

Beebe and Masterson (2003) cited Burke (2011), argued most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.

#### **An individual may dominate the discussion**

Beebe and Masterson (2003) cited Burke (2011), stated this leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.

#### **Some members may rely too heavily on others to do the work**

Beebe and Masterson (2003) cited Burke (2011), said this is one of the most salient problems that face groups. Some members do not help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

### **It takes more time to work in a group than to work alone**

Beebe and Masterson (2003) cited Burke (2011), argued it takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

### **Stages of Group Work Interaction**

According to Burke (2011), suggested four stages of group work.

- The instructor must decide that he/she wants to incorporate group work into the class. The group work should be designed into the syllabus.
- The second stage involves teaching the students to work in a group. Instructors cannot assume that students know how to work together, structure time, and delegate tasks. The instructor must be able to teach the students how to work proactively in groups.
- The third stage, which involves monitoring the groups. It is the most important to the students, is the assessment of the group.
- The instructor must develop a concrete rubric for grading the students.

### **Structure of Beneficial Group Work Interaction**

Walker (2010), said group work is most successful when it has the following attributes:

- The teacher possesses depth of content knowledge

- Teachers assign students to groups group (four to five is ideal) in a variety of ways, depending on the purpose/goal of the work---based on interest, and student choice
- The teacher regularly meets with the groups to assess where they are in the project, make certain all members are participating and provide guidance as necessary.
- The teacher is the facilitator, not “the show;”
- The students have developed skills in the following areas:
  - Their responsibility as a group member
  - Organization of tasks
  - Time management
  - Conflict resolution
  - How to actively listen
  - How to support their point of view
  - How to respond critically
  - How to accept the constructive criticism of others
  - Negotiation

### **Successful Group Work Interaction**

Good communication and the ability to work as part of a team are two skills that learners value highly. Department of Education (2004), said these skills can be

developed through effective use of group work. When productive group work is a regular feature of lessons, pupils:

- Fully develop their understanding of an idea because they have tried to explain it to others or argue a point of view;
- Are more likely to develop social and team-working skills.

Group work gives pupils opportunities to:

- Practice and to learn from each other;
- Develop a sense of empathy and to understand other views;
- Develop problem-solving skills

### **Learning Effectively through Group Work Interaction**

According to Wiley & Sons (2001), these patterns provide an overview of three main aspects of group work. These are:

**Working as a team** – overview of why group work is important

**Stages in group development** – forming, storming, norming, performing, and mourning.

**Roles in groups** – important behaviors in effective teams

### **Work in teams?**

Wiley & Sons (2001), said there are several good reasons:

- Research shows that we all learn effectively from each other. Hence, your teams should be learning teams, with the focus on helping each other to learn.
- Teams are much more effective than individuals for work on complex projects.

- Teamwork develops your interpersonal skills in coping with conflict, in being a chairperson, in developing your interdependence and accountability and in developing your sense of self-esteem. This aids your personal development and your non-work-related relationships.

### **Group development**

There is strong evidence that groups pass through a sequence of five stages of development according to Tuckman & Bennis (1961). These are sometimes defined as:

- Forming, or coming together / (Am I a member of this group?)
- Storming, or conflict / (Who controls this group?)
- Norming, or working out the rules / (What are the rules of this group?)
- Performing, or getting the job done / (How high can this group go?)
- Mourning, or breaking up. (Where do we go from here?)

### **Roles in groups**

Tuckman & Bennis (1961), argued roles are predetermined behaviours expected of people in a group. Try and gain experience in at both natural and difficult roles in the group. There are four main types of roles:

- Task roles
- Functional roles
- Maintenance roles
- Dysfunctional roles

### **Students' roles in group work**

According to Johnson, Johnson, & Smi (1991), students often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves.

Johnson, Johnson, & Smi (1991), argued each member of group should try to do that:

- Be encouraging, friendly, and responsive to other members of the group.
- Provide positive, constructive feedback on other members' ideas
- Promote compromise and consensus among group members
- Ensure that everyone has an opportunity to contribute to discussions and the work of the group
- Help set standards for the group and its work
- Help the group monitor its effectiveness as a team
- Be a good listener, attending and responding to other's contributions
- Assume a fair share of the group's work

### **Why is group work important?**

Hartley & Dawson (2014), said group work provides students with an opportunity:

- To work with other students to develop ideas
- To improve their listening and speaking skills
- To contribute to a common goal.

### **Which skills are required for successful group work?**

Successful group work requires both interpersonal and organizational skills. Interpersonal skills such as active listening, and understanding others strengths and

weaknesses, will help to create a positive environment where all group members feel able to contribute. Good interpersonal skills also help to ensure that the group works smoothly and avoids conflict (Hartley & Dawson, 2014).

### **How group work can improve learning outcomes?**

As Ruel and Bastiaans (2003), cited in Watkins said group work can help students to become more active in their learning. When working with peers in a group, students are encouraged to articulate their ideas and question the ideas of others. When it works, this leads to a social process of constructing ideas and developing possible solutions to problems.

### **How can we make group work effective?**

Motivation is such an important element in student group work that it deserves specific attention. For example, that almost half the perceived problems of group work could be allocated to the poor motivation – general category, students' motivation that should facilitate better design of task and process. (Watkins)

### **Characteristics of group work**

Group workers are viewed as helping persons whose job is to help people by identifying her/his problem, skill and ability.

According Mehta (1968), established specific characteristics of group work:

- Group work makes use of multiple relationships
- The group is an instrument for meeting basic needs and strengthening human capacities.

- Membership in the group, exposure to its influences, participation in its activities and acquisition of a role and status within it can have potent effects for individuals.
- Group work practiced by group itself
- It gives aspiration to help each other
- Group work provides more information and more skill
- It develop human personality

### **Types of groups**

In university you will have the opportunity to work in groups in and outside of the classroom. Sinfield & Burns (2008), cited some common groups within university include:

**Study group:** students form a group from a specific class that meets weekly to study subject material

**Class discussion or activity:** group work during class about a topic from a lecture

**Group assignments:** where students meet frequently and work together to produce work, and often receive a shared grade.

### **Strategies for structuring group work**

Here are some alternative ways of structuring group work:

**Envoys:** Once groups have carried out a task, one person from each group is selected as an ‘envoy’. The envoy moves to a new group to explain and summarize their group’s work and to find out what the new group thought, decided or achieved.



The envoy then returns to the original group and feeds back. This is an effective way of avoiding tedious and repetitive reporting-back sessions. It also encourages the envoy to think about his/her use of language and creates groups of active listeners. (Department of Education, 2004)

**Rainbow groups:** Department of Education (2004), argued this is a way of ensuring that learners are regrouped and learn to work with a range of others. After groups have done a task, each learner in the group is given a number or color. They with the same number or color then join up to form new groups comprising representatives of each original group. In their new groups, learners take turns to report on their original group's work and perhaps begin to work on a new, combined task.

**Jigsaw:** A topic is divided into sections. In 'home' groups of four or five, learners take a section each and then regroup into 'expert' groups. The experts work together on their chosen areas, then return to their home groups to report on their area of expertise. The home group is then set a task that requires them to use the different areas of expertise for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all learners. (Department of Education, 2004)

### **Teaching students to work in groups**

In a competitive academic environment, where learners have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. Winter (1999), argued the interpersonal and organizational skills needed

for managing a group project need to be highlighted in any assignment, so that students recognize the importance of such things as: listening, clarifying statements, and providing good feedback; keeping discussions on task; probing assumptions and evidence; eliciting viewpoints and perspectives; mediating conflicts; and summarizing and presenting findings . If specific skills are called for in an assignment, the instructor should identify them and provide examples of the successful use of such skills in the assignment or in classroom sessions.

### **Forming group work**

Determining how the groups will be formed can be more complicated, since ideally the groups should be diverse enough to include students with a range of intellectual abilities, academic interests, and cognitive styles. Allowing students to select their own group members can work well in small classes.

“Once groups have been determined and their assignments have been explained, it’s not wise to wait until the final product or solution appears before providing feedback” (Winter, 1999). Not only do students sometimes need help interpreting assignments, often they need advice and encouragement at the beginning, to calm themselves that the path they are choosing leads in the right direction.

“The professor’s role is to guide but not dictate what should happen amongst the group members” (Winter, 1999). If, for example, group members complain that someone isn’t doing his or her fair share, make it clear that solving this issue is up to the group and won’t be solved by the intervention of the professor.

### **Evaluating group work**

“Individual accountability is essential in ensuring successful group work, instructors need to determine how best to grade, taking both individual and group effort into consideration” (Winter, 1999). During the group project, students can still be given in-class quizzes asking for specific information on what they have learned so far, what they feel they have contributed to the project, and how they would improve the group’s efforts.

Groups themselves can evaluate the effectiveness of their own work toward the final product, and assess each member’s contributions. Grading the group achievement overall should be based both on the success of the final product and the group’s assessment of its operations (Winter, 1999).

## **f. METHODOLOGY**

### **Design of the Research**

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action research can be undertaken by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of developing their strategies, practices and knowledge of the surroundings within which they practice.

This action research has the aim of developing speech acts through the application of group work interaction. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different group work interaction in order to develop speech acts in the English Foreign Language among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of speech acts in which students have showed some problems experimenting when expressing an apology, commands, request, or when they have to greet and using idioms to avoid repetition, as a foreign language due to the lack use of group work interaction.

## **Methods, Techniques and Instruments**

### **Methods**

In this research work different methods which will be used, which will help the researcher to carry out this project. The following general methods will be applied along the descriptive research:

**The analytic/ synthetic method** will help the researcher to analyze all the information found through of the observation sheet, questionnaires and the pre-and post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

**The statistic method** through which the researcher will collect and analyze all the answers which will be represented in graphics to indicate the percentages and results gotten from the questionnaires, observation sheet and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

**The Scientific method** will facilitate the study of group work interaction as to develop speech acts in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

**The Descriptive method** will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

### **Techniques and instruments**

#### **Data collection**

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments will come from questionnaires and observation sheets.

**Tests:** The test will allow students to perform cognitive tasks in relation to speech acts. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre-and posttest result.

**Pretest-Posttest :**Will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of speech acts that students have; and, at the end to measure the performance of speech acts achieved by the students after the intervention plan designed in this research project with the activities applied with the group work interaction in order to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the

participants (students of tenth year B at Colegio de Bachillerato 27 de Febrero) being treated.

**Questionnaires:** Will be given to the participants to answer questions related to their attitudes and feelings toward group work interaction. A pre and posttest and questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

**Observation:** Will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by students of tenth year B at Colegio de Bachillerato 27 de Febrero during their English classes. There will be two types of observation as detailed below.

**Nonparticipant observation:** In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation is the observation sheet.

**Observation sheet:** During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of speech acts. This observation sheet is a self-developed instrument that

describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

**Participant observation:** In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. The instrument of this participant observation is the field notes.

**Field notes:** The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to develop speech acts (the issue), that is group work interaction.

**Pilot Testing the questions:** Once the questions for both the test (pre and post) and questionnaire (pre and post) have been developed under the principles of question construction, the researcher will test the questions in order to evaluate the instruments and to make the necessary changes based on the feedback from a small number of individuals who will evaluate the instruments. Because the pilot group will provide feedback on the questionnaire or test, the researcher will exclude them from the final sample or population for the study.

### **Population and sample**

The target population of this research work is constituted by the students of tenth year B of Basic Education at Colegio de Bachillerato 27 de Febrero in the afternoon



session during the 2016-2107 school year , who are a total of 26 students; it is a small population, it was no necessary to take a sample of it.

### **Intervention plan and description**

The intervention plan is designed based on a lesson plan model that contains three stages. Activation (before), Connection (during), and affirmation (after) (Herrera, Holmes, & Kavimandan, 2012). These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.

#### **Activation**

In the activation phase, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that permit teachers to make their instruction more relevant to learners making use of speech acts. In this phase students, can interact with each other and debate their knowledge with peers in pairs or small groups. While students will perform these tasks, the teacher will listen and document background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught (Herrera, Holmes, & Kavimandan, 2012).

#### **Connection**

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching.

In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole group instruction, pairs and small groups. Learners will have experiences for interpreting the curriculum and applying learning to real world issues (Kavimandan, Herrera, & Holmes, 2011).

### **Affirmation**

The last phase of the lesson plans will be the affirmation one. In this phase, students will recognize their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher will affirm the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom (Herrera, Holmes, & Kavimandan, 2012).

Some of the activities that will be developed during the intervention plans are: card games in pairs or groups, fifteen question activities, conversations in pairs, discussion in the whole class, and unscramble words in groups to form idioms, commands, greetings, and phrases to express an apology and request.

## Intervention plan

### Week 1

<b>RESEARCH PROBLEM</b>	How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able to talk about free time activities and places in the past tense and use request.
<b>KEY VOCABULARY</b>	Rid, fish, hike, swim, camp, relax, exercise, bike, beach, yacht, lake, nature, tent, forest, trail, waterfall, tour, park, camping, site, swimming pool, gym, sleep, take, pictures, trip, activities.
	<b>Activation:</b>  Warm up - Guess the picture  One person comes to the front and starts to draw a picture.  The students must try to guess what the picture is before the person has finished drawing it.  The person who guesses correctly comes to the front to draw

<p><b>INSTRUCTION</b></p> <p><b>AL FOCUS</b></p>	<p>another picture</p> <ul style="list-style-type: none"> <li>• Teacher explains what is requesting through examples by using the board.</li> <li>• Teacher shows flash cards about famous vacation destination.</li> <li>• Teacher shows students words that describe these places.</li> </ul> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Teacher tells students to look at the pictures and read the information below each one of them. Then draw their attention to the words that are illustrated with pictures in the book.</li> <li>• Students have to mime the action.</li> <li>• Teacher explains the uses of there were/ there was by using the board and then ask them to apply it in the exercises of the book.</li> <li>• Students listen and match each person with the picture described in the book.</li> <li>• Complete the phone call about Peter's family vacations.</li> <li>• Students have to use request in order to talk about vacations</li> </ul>
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	<p><b>Affirmation</b></p> <ul style="list-style-type: none"> <li>• Get into groups and think of a vacation experience that the students remember.</li> <li>• Then each student writes a story using the new vocabulary and request.</li> <li>• Finally, students have to present the story to the class.</li> </ul>
<p><b>CLASSROOM RESOURCES</b></p>	<p>Student's book</p> <p>Student's notebook</p> <p>Board</p> <p>Markers</p> <p>Worksheet</p> <p>Flashcards</p>
<p><b>DATA COLLECTION SOURCES</b></p>	<p>Data source : 1: Pretest-pre-questionnaire.</p> <p>Data source: 2: Field notes.</p>
<p><b>SUPPORT</b></p>	<p>Coaching and guidance from our thesis advisor.</p>
<p><b>TIME</b></p>	<p>Week one</p>

Adapted from D'Ann Rawlinson & Mary Little (2014). Improving Student Learning through Classroom Action Research.

Herrera, S., Holmes, M& Kavimands, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

## Week 2

<b>RESEARCH PROBLEM</b>	How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able to share personal narrative about vacations in pairs using sequence connector, time conjunctions and request.
<b>KEY VOCABULARY</b>	Climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics.
<b>INSTRUCTIONAL FOCUS</b>	<p><b>Activation:</b></p> <p>Warm up - Simon says</p> <p>The teacher makes two groups and chooses two students. Then teacher says: Simon says bring me a book the students follow the instruction, and if the teacher says “do that” the students who do it will be out of the game.</p> <ul style="list-style-type: none"><li>• Teacher writes in the board and tells students examples and uses of request.</li></ul>

	<ul style="list-style-type: none"> <li>• Teacher brings pictures of verbs that are used to describe accidents.</li> <li>• Teacher explains about sequence connectors by using the board</li> <li>•Teacher presents the use of when and while by using a chart.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>•Label the pictures. Use the word Bank. Then listen to the Antonio’s narration and number the events chronologically in the book.</li> <li>•Listen and match the sentence with the sequence connector use in the audio.</li> <li>• Students pay attention to the sequence connectors to determine the order of events in the book.</li> <li>•Summarize Antonio’s narration using sequence connectors in the book.</li> <li>•Students complete Antonio’s account of his history using while or when in the book.</li> </ul> <p><b>Affirmation:</b></p> <ul style="list-style-type: none"> <li>•Work in pairs and share personal narrative using sequence connector, time conjunctions and request.</li> <li>•Students present the conversation to the classmates orally.</li> </ul>
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<p><b>CLASSROOM RESOURCES</b></p>	<p>Student's book Students' notebook Board Flipchart Markers Flashcards</p>
<p><b>DATA COLLECTION SOURCES</b></p>	<p>Data source 1: Field notes.</p>
<p><b>SUPPORT</b></p>	<p>Coaching and guidance from our thesis advisor.</p>
<p><b>TIME</b></p>	<p>Week two.</p>

Adapted from D'Ann Rawlinson & Mary Little (2014). Improving Student Learning through Classroom Action Research.

Herrera, S., Holmes, M& Kavimands, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.



### Week 3

<b>RESEARCH PROBLEM</b>	How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able: Students will be able to talk about past adventure events working in pairs by using formal and informal greetings.
<b>KEY VOCABULARY</b>	Town , barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared
	<b>Activation:</b> Warm up - Circle games Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle. The person in the middle calls out one instruction. eg,

<p><b>INSTRUCTIONALS</b></p> <p><b>FOCUS</b></p>	<p>“Change if you are wearing a white shirt.”</p> <p>All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. e.g. “Change if you live in Canada.”</p> <p>All the people living in Canada now change places and the person left standing calls out another instruction. eg, “Change if you are married.”</p> <p>Keep playing for a few minutes.</p> <ul style="list-style-type: none"> <li>• Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives.</li> <li>• Teacher brings pictures of verbs and vocabulary that are used to describe adventure tales through flashcards.</li> <li>• Teacher explains about synonymous of words.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Read the text and identify the meaning of the words in red. Use the word Bank.</li> <li>• Students answer the following questions about the sequence of events in the story</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using words with similar meaning to demonstrate comprehension.</li> <li>• Summarizes a story using synonyms and greeting.</li> </ul> <p><b>Affirmation:</b></p> <ul style="list-style-type: none"> <li>• Work in group of four and share little adventure tales using synonymous and greetings.</li> <li>• Some students can present the tales for whole class.</li> </ul>
<b>CLASSROOM SOURCES</b>	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Chart</p> <p>Markers</p> <p>Flashcards</p> <p>Copies</p>
<b>DATA COLLECTION SOURCES</b>	Data source: 1: Field notes
<b>SUPPORT</b>	Coaching and guidance from your thesis advisor
<b>TIME</b>	Week 3

Adapted from D'Ann Rawlinson & Mary Little (2014). Improving Student Learning through Classroom Action Research.

Herrera, S., Holmes, M& Kavimands, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

**Week 4**

<p><b>RESEARCH PROBLEM</b></p>	<p>How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able students will be able use idioms talking about experience in a trip.</p>
<p><b>KEY VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>• To have itchy feet</li> <li>• To hit the road</li> <li>• To live out of a suitcase</li> <li>• To be a Sunday driver</li> <li>• To hit the pedal to the metal</li> </ul>
	<p><b>Activation:</b></p> <p>Warm up - Find the lie</p> <p>Give each student a small piece of paper.</p> <p>Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of</p>

<p><b>INSTRUCTIONALS</b></p> <p><b>FOCUS</b></p>	<p>information must be true, one is a lie.</p> <p>Tell the students to stand up and to hold their pieces of paper in front of them.</p> <p>They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.</p> <ul style="list-style-type: none"> <li>• Teacher explains the importance the use of idioms in daily conversations.</li> <li>• Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students talk about traveling mishaps</li> <li>• Students look at the pictures and read the expressions in the word bank and write the number of the expression under the corresponding picture.</li> <li>• Read and fill in the gaps with idioms from the previous exercise.</li> </ul> <p><b>Affirmation:</b></p> <ul style="list-style-type: none"> <li>• Work in pairs and create a dialogue using idioms given in the lesson and after share with the class.</li> </ul>
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<p><b>CLASSROOM SOURCES</b></p>	<p>Student's book Students' notebook Board Markers</p>
<p><b>DATA COLLECTION SOURCES</b></p>	<p>Data source 1: Field notes</p>
<p><b>SUPPORT</b></p>	<p>Coaching and guidance from your thesis advisor</p>
<p><b>TIME</b></p>	<p>Week four</p>

Adapted from D'Ann Rawlinson & Mary Little (2014). Improving Student Learning through Classroom Action Research.

Herrera, S., Holmes, M& Kavimands, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

**WEEK 5**

<p><b>RESEARCH PROBLEM</b></p>	<p>How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able to exchange information about hobbies, leisure activities and forms or entertainment by using commands.</p>
<p><b>KEY VOCABULARY</b></p>	<p>Plasticine, coin, jewelry, breakdance, candle, cap, clay, craft, plane and stamp.</p>
<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <p><u>Warm up: D-A-S</u></p> <p>One person have to pass in front of the class, and select a paper of one box and another from the other box. In the first box, there will be hobbies; and in the second box there will be the letters D (Draw), A (Act), and S (Speak).</p> <p>Then the student will have to draw, act or speak to the class the</p>

	<p>hobby that he/she selects, depending on what he letter of the "D-A-S" has.</p> <p>The other students have to raise their hands and the person that guess will have to pass to the front and do the same.</p> <p>This activity only will be with five students.</p> <ul style="list-style-type: none"><li>• The researcher explains what commands are trough examples by using the board.</li><li>• The researcher shows flash cards about hobbies, leisure activities and forms or entertainment.</li><li>• The researcher shows students words that describe these things.</li></ul> <p><b>Connection</b></p> <ul style="list-style-type: none"><li>• The researcher explains to the students what they have to do.</li><li>• Students have to complete the conversations with the words of the box.</li><li>• Students have to look up new words in a dictionary to identify their meanings and learn their pronunciation, and then they have to complete each list with hobbies and verbs.</li><li>• Students listen and complete the information of a radio talk.</li></ul>
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	<ul style="list-style-type: none"> <li>• Students have to read the conversation, then look for the meanings of the blank word and write them in the charts.</li> <li>• Students have to complete a list of Do's and Don'ts to attend concerts.</li> <li>• Students have to have a conversation using commands.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• The researcher gives to the students a worksheet where they have to identify, underlining the commands.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Student's book</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p> <p>Worksheet</p>
<b>DATA COLLECTION SOURCES</b>	Data source 1 : Field notes
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week five

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.

Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

## WEEK 6

<b>RESEARCH PROBLEM</b>	How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able to express advice and obligation about life situations, using commands.
<b>KEY VOCABULARY</b>	Friends, e-mail, social network, photography, cooking, hiking, videogames, reading.
<b>INSTRUCTIONAL FOCUS</b>	<b>Activation</b> <u>Warm up: Jump in – Jump out</u> The researcher has to say; say what I say, do what I say; or say the opposite what I say, but do what I say. Therefore, students have to follow the instruction.  If the researcher says: say what I say, do what I say; Jump in/ Jump out/ Jump to/ Jump right/ Jump left, students have to do

and say the same.

But if the researcher says: say the opposite what I say, but do what I say; Jump in/Jump out/Jump to/Jump right/Jump left, students have to say the opposite of the researcher says, but do the same that he/ she does.

- The researcher explains what commands are through examples by using the board.
- The researcher shows flash cards about advice and obligation about life situations, using commands.
- The researcher shows students words that describe these things.

### **Connection**

- Students have to label the pictures using the words in the box.
- Students have to read and listen the dialogue. Then complete the grammar chart below.
- Students have to unscramble the words and complete the sentences.
- Students have to match the situations with their corresponding comments.
- Students have to fill in the gaps with the verb forms

	<p>Have to, must to, or should.</p> <ul style="list-style-type: none"> <li>• Students have to talk about hobbies to their partner using command, in order to advise them to do one of those.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Work in groups of four and advice each one of them using commands, and hobbies. Then present to the whole class their advices.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Student's book</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p>
<b>DATA COLLECTION SOURCES</b>	<p>Date source 1: Field notes</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our thesis advisor.</p>
<b>TIME</b>	<p>Week six</p>

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.

Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

**Week 7**

<p><b>RESEARCH PROBLEM</b></p>	<p>How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able to determine main ideas, supporting details and/or examples in texts or paragraphs.</p>
<p><b>KEY VOCABULARY</b></p>	<p>Hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, punches, dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks,.</p>
<p><b>INSTRUCTIONALS FOCUS</b></p>	<p><b>Activation:</b>  Warm up – Ball Pass  The teacher has all students sit in a circle.  A ball is going to be used and thrown it to one student. The teacher is going to start saying one English word as the ball</p>

	<p>is passed. Students then throw to another student and say a different English word.</p> <p>If a student who receives the ball drops it, he/she is out.</p> <p>The game keeps going until you have one winner. It can be played with different categories.</p> <p><b>Connection</b></p> <ul style="list-style-type: none"><li>• Teacher organizes groups of 4 members.</li><li>• Teacher and students have to read and answer the questions of the first activity before read.</li><li>• Students have to read the definitions of the second question and find in the text the bold words that correspond to each one of them. They must use a dictionary to confirm their answers.</li><li>• Teacher makes students to read the text in page 42, activity 3.</li><li>• Students have to identify supporting details or examples associated with the main ideas mentioned in the activity 4 and solve it.</li><li>• Students have to read and look for some words that the author used to support his ideas and complete the chart of task 5</li></ul>
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	<ul style="list-style-type: none"> <li>• Students have to read three people’s profile in task six, select one and write a piece of advice for a hobby his or her.</li> </ul> <p><b>Affirmation:</b></p> <ul style="list-style-type: none"> <li>• At the end of all the activities, each group has to choose a leader which is going to use requests to ask for opinions of the other groups about the activities solved in the lesson 3.</li> <li>• Finally, the teacher corrects students’ mistakes and guides them with the correct answers.</li> </ul>
<b>CLASSROOM SOURCES</b>	<p>Student’s book</p> <p>Board</p> <p>Markers</p> <p>Dictionary</p>
<b>DATA COLLECTION SOURCES</b>	Data source 1: Field notes
<b>SUPPORT</b>	Coaching and guidance from your thesis advisor.
<b>TIME</b>	Week seven

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**Week 8**

<p><b>RESEARCH PROBLEM</b></p>	<p>How does the group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able to use daily idioms related to hobbies, leisure and entertainment in oral exchanges, and give and oral presentation with the support of visual aids.</p>
<p><b>KEY VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>• To be in full swing</li> <li>• To be the life and soul of the party</li> <li>• To be / feel in one’s element</li> <li>• To blow away cobwebs</li> <li>• To make a big thing of something</li> </ul>
<p><b>INTRUCTIONALS</b></p>	<p><b>Activation:</b>  Warm up – Books closed  Talk to students about activities that people do, different</p>



<p><b>FOCUS</b></p>	<p>from work or study.</p> <p>The teacher asks them about places such as gyms or cinemas.</p> <p>Students can talk about the most popular activities and the teacher may help them by saying that these activities make people feel alive.</p> <ul style="list-style-type: none"> <li>• Teacher encourages students to participate in the warm up.</li> <li>• Teacher explains the importance the use of idioms in daily conversations.</li> <li>• Teacher shows students pictures of idioms in order to prepare their minds to learn the new idioms.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students have to match the ads with the corresponding hobbies.</li> <li>• Students have to match the idioms with their definitions.</li> <li>• Students have to prepare a short conversation by using idioms.</li> </ul> <p><b>Affirmation:</b></p> <ul style="list-style-type: none"> <li>• Students will have to perform a short conversation</li> </ul>
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	by using the idioms learned in pairs. They can be guide with pictures of the task three.
<b>CLASSROOM SOURCES</b>	Student's book Students' notebook Board Markers Worksheet Flashcards
<b>DATA COLLECTION SOURCES</b>	Data source 1: Posttest – Post questionnaire Data source 2: Field notes.
<b>SUPPORT</b>	Coaching and guidance from your thesis advisor.
<b>TIME</b>	Week eight

Adapted from D'Ann Rawlinson & Mary Little (2014). Improving Student Learning through Classroom Action Research.

Herrera, S., Holmes, M& Kavimands, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

## **ORGANIZATION AND MANAGEMENT OF THE RESEARCH RESOURCES**

### **Human**

- The researcher
- Students of tenth year B
- The teacher candidate
- The thesis advisor

### **Material**

- Lesson plans
- Book/ Notebook
- Sheets of paper
- Flashcards
- Flipcharts
- Markers

### **Technical**

- Computer
- Projector
- Printer
- Internet

**g. TIMELINE**

ACTIVITIES	2016												2017																																															
	MONTHS																																																											
	July		August			Sept			October			Nov			Dec			January			Feb			March			April			May			Jun			July			August																					
<b>PHASE I: PROJECT</b>	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4														
Presentation of the Project	X	X	X	X	X	X																																																						
Designation of the Project Advisor										X	X	X																																																
Project revision and Approval											X	X	X																																															
Designation of Thesis Advisor											X	X	X																																															
<b>PHASE II: ACTION PLAN</b>																																																												
Application of instruments												X	X																																															
Act and observe												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
<b>PHASE III: THESIS PROCESS</b>																																																												
Tabulation and elaboration of tables and Graphs																	X	X	X																																									
a. Theme						X																																																						
b. Introduction																					X																																							
c. Summary																					X																																							
d. Review of Literature											X	X	X								X	X																																						
e. Material and methods																					X	X	X																																					
f. Results (interpretation and analysis)																	X	X	X	X	X	X																																						
g. Discussion																					X																																							
h. Conclusions																					X																																							
i. Recommendations																					X																																							
j. Bibliography and Annexes																					X																																							
<b>PHASE III: REVISION AND APPROVAL</b>																																																												
Thesis revision																																																												
Thesis presentation																					X	X	X																																					
Thesis approval																							X	X																																				
<b>PHASE IV: PHASE OF INCORPORATION</b>																																																												
Presentation of documents																							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Private review																																																												
Corrections																																																												
Public sustentation and incorporation																																																												

#### **h. BUDGET AND FINANCING**

<b>Resources</b>	<b>Cost</b>
<b>Internet connection</b>	200
<b>Print of reports</b>	75
<b>Print of the project</b>	150
<b>Print of the final report and thesis</b>	350
<b>Unexpected expenses</b>	60
<b>TOTAL</b>	835

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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**ANNEXES**

**Annex 1: Observation sheet**



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: OBSERVATION SHEET**

<b>OBSERVATION SHEET</b>					
<b>Observation #:</b>	<b>Date/Time:</b>				<b>Role of the researcher:</b>
<b>Topic:</b>	<b>Participants: :</b> Students				Nonparticipant observer
<b>Objective of the session:</b>	of tenth year B & The researcher				<b>Duration of the observation:</b>
<b>Things to be observed</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	<b>Perfectly Acceptable</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Totally</b>	
Apology					
Request					
Commands					
Idioms					
Greetings					

**Annex 2: Field notes**



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
***ENGLISH LANGUAGE DEPARMENT***

**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b>  <b>Participants:</b> Students of tenth year B & The researcher	<b>Role of the researcher:</b>  <b>Participant observer</b>  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

**Annex 3: Pre and Post test & Scoring Guide**



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE TEST / POST TEST**

**Student's code:**.....

**Date:**.....

*You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.*

**1. Unscramble the words and form the correct phrases to express an apology. (2p)** -

- a. Sorry / I / so / am \_\_\_\_\_
- b. That / my / is / fault \_\_\_\_\_
- c. Me / please / excuse \_\_\_\_\_
- d. Don't / mad / be / please / at me \_\_\_\_\_

**2. Mark the request. (2p)**

- a. ( ) Could you give me the tickets, please?
- b. ( ) I'm afraid you will miss your airplane.
- c. ( ) I wonder whether you could give me information about the tour guide.
- d. ( ) I'm sorry about the problem with your luggage.
- e. ( ) I would like to enquire about round-trip flight from Oporto to Lisbon.
- f. ( ) Stop talking now!

- g. ( ) Can you help me with information about the tourist packages?
- h. ( ) I appreciate your help with the tickets.

**3. Read the text below. Find all the command and underline them. (2p)**

Julia and her friend Michael are on their way to school. Suddenly a boy runs over to them. He starts pulling on Julia’s backpack. Michael shouts: “Hey! Leave her alone! What are you doing?” The boy does not answer. He pulls and pulls until Julia’s backpack falls off. Julia yells: “Hey! Give it back to me!” The boy runs away. Julia continues: “Come back!” The boy runs quickly around the corner. Michael says: ”Julia, don’t worry! I know that boy. I will get the backpack back for you.” They arrive at school. Julia: ”Okay, thanks. Call me later!“ Michael: “I will. Bye!”

**4. Match the correct idiom with its corresponding meaning. (2p)**

- a. To have itchy feet. ( ) To go fast when driving a vehicle.
- b. To hit the road. ( ) To be an inexperienced driver.
- c. To live out of a suitcase. ( ) To enjoy traveling.
- d. To be a Sunday driver. ( ) To begin a trip or travel.
- e. To hit the pedal to the metal. ( ) To be ready to travel.

**5. Complete the conversations using formal or informal greetings and farewells according with the context. (2p)**

Hello – Good morning – Bye – Good bye – See you tomorrow

**CONVERSATION 1:**

- **Peter:** ..... (a) Grandma! This is Peter. I am calling you from Orlando.
- **Grandma:** ..... (b) Peter. How was your trip?

- **Peter:** Great! We arrived at the hotel this morning; I was swimming most of the time.
- **Grandma:** It is not surprising to me; you decided to swim all the time.
- **Peter:** Well, I will call you tomorrow.  
..... (c) Grandma.
- **Grandma:** ..... (d) Grandson!

**CONVERSATION 2:**

- **James:** ..... (e), Professor Austin.
- **Professor Austin:** ..... (f) Did you go to the park yesterday?
- **James:** Yes, we did.
- **Professor Austin:** What did you do there?
- **James:** We played basketball.
- **Professor Austin:** Did you win the game?
- **James:** No, we didn't. But we had fun.
- **Professor Austin:** Well, I have to go. Have a nice day.  
..... (g).
- **James:** ..... (h) Professor.

.....

**Student Signature**

THANKS FOR YOUR COLLABORATION



## Test Scoring Guide

**Unscramble the words and form the correct phrases to express an apology. (2p)**

I am so sorry (0.50)

That is my fault (0.50)

Please excuse me (0.50)

Don't be mad at me please (0.50)

**Mark the request. (2p)**

Request (0.25)

Incorrect. It refer a concern (0.25)

Request (0.25)

Incorrect. It refers an apologizing (0.25)

Request (0.25)

Incorrect. It refers an empathy (0.25)

Request (0.25)

Incorrect. It expresses gratitude (0.25)

**Read the text below. Find all the command and underline them. (2p)**

Leave her alone! (0, 4)

Give it back to me! (0, 4)

Come back! (0, 4)

Don't worry! (0, 4)

Call me later! (0, 4)

**Match the correct idiom with its corresponding meaning. (2p)**

To have itchy feet - To be ready to travel (0, 4)

To hit the road - To begin a trip or travel (0, 4)

To live out of a suitcase - To enjoy traveling. (0, 4)

To be a Sunday driver - To be an inexperienced driver. (0, 4)

To hit the pedal to the metal - To go fast when driving a vehicle (0, 4)

**Complete the conversations using formal or informal greetings and farewells according with the context. (2p)**

Conversation 1

Hello (0. 25)

Hello (0. 25)

Bye (0. 25)

Bye (0. 25)

Conversation 2

Good morning (0. 25)

Good morning (0. 25)

See you tomorrow (0. 25)

Good bye (0. 25)

## Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACION, EL ARTE Y LA COMUNICACION**  
***ENGLISH LANGUAGE DEPARTMENT***

**DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:**.....

**Date:** .....

**1. How often do you work in groups in the classroom?**

- a. Always ( )
- b. Often ( )
- c. Sometimes ( )
- d. Never ( )

**2. How often do your classmates respect your opinions when you work in groups?**

- a. Always ( )
- b. Often ( )
- c. Sometimes ( )

d. Never ( )

**3. How much do you learn when you work in groups?**

a. A lot ( )

b. Little ( )

c. Very little ( )

d. Nothing ( )

**4. How motivated do you feel when you work in groups?**

a. A lot ( )

b. Little ( )

c. Very little ( )

d. Nothing ( )

**5. How much does each member of the group work collaborate in the task?**

a. A lot ( )

b. Little ( )

c. Very little ( )

d. Nothing ( )

.....

**Student Signature**

THANKS FOR YOUR COLLABORATION

**Annex 5: Research Matrix**

Theme: The development of speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year.

<b>Problem</b>	<b>Objectives</b>	<b>Theoretical frame</b>	<b>Methodological design (Action Research)</b>	<b>Techniques and instruments</b>
<p><b>General</b></p> <p>How does the group work interaction develop of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• To develop speech acts through the group work interaction among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• To research the theoretical and methodological</li> </ul>	<p><b>Dependent variable</b></p> <ul style="list-style-type: none"> <li>• Communicative approach</li> <li>• Communicative language teaching</li> <li>• Communicative competence</li> <li>• Sociolinguistic competence</li> <li>• Speech acts: Apology, request, commands, idioms, greeting</li> </ul> <p><b>Independent variable</b></p>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating the background of the problem</li> <li>• Describing current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and Post test</li> <li>• Pre and Post Questionnaires</li> <li>• Field Notes</li> </ul>

<p>references the group work interaction are adequate for developing speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> <li>• What are the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> <li>• What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> <li>• Which group work interaction strategies are implemented to develop</li> </ul>	<p>references about group work interaction and its application on speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> <li>• To diagnose the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> <li>• To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> <li>• To apply the most suitable strategies of</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Principles of Cooperative Learning <ul style="list-style-type: none"> <li>• Cooperation as a value</li> <li>• Heterogeneous grouping</li> <li>• Positive interdependence</li> <li>• Simultaneous interaction</li> <li>• Individual accountability</li> <li>• Equal participation</li> <li>• Collaborative skills</li> <li>• Group autonomy</li> </ul> </li> <li>• Group work interaction <ul style="list-style-type: none"> <li>• Advantages</li> </ul> </li> </ul>	<p>framework for the research</p> <ul style="list-style-type: none"> <li>• Designing an intervention plan</li> </ul> <p><b>Intervention and observation</b></p> <ul style="list-style-type: none"> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring students' performance according to the intervention plan</li> <li>• Presentation of research findings</li> <li>• Reflecting, analyzing and answering the proposed inquires</li> <li>• Organizing the final report.</li> </ul>	
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<p>speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> <li>• How effective was the application of work group interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> </ul>	<p>group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> <li>• To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantages</li> <li>• Students role</li> <li>• Strategies for structuring group work</li> </ul>		
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## Annex 6. Grading Scales

### Speech Acts

<b>Quantitative score range</b>	<b>Qualitative score range</b>
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4	Failing

### Group work interaction

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of group work acceptance
61-80	Expected level of group work acceptance
41-60	Moderate level of group work acceptance
21-40	Unexpected level of group work acceptance
01-20	Low level of group work acceptance



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