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ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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LOJA – ECUADOR

2018

CERTIFICATION

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CERTIFIES

The present research work entitled **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR A 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: **JENNY MARIBEL GAONA ÁVILA** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

This thesis is dedicated to God who with his infinite mercy and blessing allowed me to be strong and accomplish this hard research work. I also dedicate it to my parents, who taught me that the best kind of knowledge is which we learn for our own sake.

To my brothers and sisters who helped me morally with their wise advice and company to not give up and in that way fulfill my dreams

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CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO "27 DE FEBRERO"

THESIS OUTLINE

a. TITLE

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

b. RESUMEN

El objetivo de la investigación fue desarrollar las expresiones del habla a través del trabajo en grupo entre los estudiantes de décimo año A en el Colegio de Bachillerato 27 de Febrero de la ciudad de Loja durante el año escolar 2016-2017. Los métodos científico, descriptivo y sintético-analítico sirvieron para analizar y describir los resultados de la investigación. Los instrumentos utilizados para recolectar información fueron pruebas y cuestionarios aplicados a los estudiantes antes, durante y después del plan de intervención. Los resultados mostraron que los estudiantes desarrollaron satisfactoriamente el conocimiento en las expresiones del habla elevando su nivel académico en el idioma inglés. En conclusión, la aplicación del trabajo grupal fue efectiva ya que la mayoría de los estudiantes pudieron comunicarse apropiadamente. Además mejoraron su interacción y relación. Los estudiantes compartieron sus opiniones y su participación fue activa en el desarrollo de las tareas, utilizando los actos de habla adecuadamente.

ABSTRACT

The objective of the research was to develop speech acts through group work interaction among students of tenth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during 2016-2017 school year. The scientific, descriptive and synthetic-analytical methods were used to analyze and describe the results of the research. The instruments applied to collect the data were tests and questionnaires applied to the students before, during and after the intervention plan. The results showed that students developed satisfactorily the knowledge in speech acts and their academic level in English increased. In conclusion, the use of group work interaction strategy was effective since most of students can communicate appropriately. Learners also increased their interaction among them, and their relationship improved a lot. They were not afraid to share their opinions and their participation was active in the development of every task, using speech acts suitably.

c. INTRODUCTION

Nowadays, the use of speech acts is very essential for the successful comprehension of a language. Speech acts encourage students to communicate appropriately in everyday talk and in every society, with various ranges of explicitness. Also for language learners, it is important to know which speech acts are appropriate to use in the first and target language and what is not appropriate to say in order to avoid problems when they communicate in daily life.

In high schools most of students have difficulties learning English. One of them is the use of speech acts and this makes them unmotivated to study English. For some learners there is not difference between formal and informal greetings, also they do not understand the use of idioms, requests and commands and how to apologize in a correct way because they ignore their meaning. Similarly, learners are not able to interact in groups and have difficulty communicating in English.

For the reasons mentioned above, the problem is stated in the following major question: How does group work interaction develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016– 2017 school year?. This is because through group work interaction, learners exchange ideas, opinions, and also students acquire some ways to have a meaningful communication among them. 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 (Guillies & Michael 2007).

In order to fulfill with the main objective of this research, the following specific objectives were stated: to research the theoretical and methodological references; to diagnose the issues that limit the development of speech; to design an intervention plan based on group work interaction; to apply the most suitable strategies of group work interact tion in order to develop speech acts; to validate the results obtained after the application of group work interaction to develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

The main methods used in this action research work were: the analytic-synthetic method, which helped to analyze all the information found through the observation sheets, questionnaires and the pre and post-tests, and make the interpretation and logical analysis of the data and the conclusions. The statistical method, permitted to collect and analyze all the answers which were represented in graphics to indicate the percentages and results gotten from the data collection instruments applied to students to give a quantitative and qualitative analysis and interpretation also draw up the conclusions. The scientific method, helped to develop the phases in the observations before and during the intervention. This method helped to make relevant predictions and the analysis of it. Finally, the descriptive method was helpful to describe the different stages of the study and the kind of resources used. It helped to explain and analyze the object of the investigation.

The present research work is organized in the following way. At the beginning, there is the Abstract that contains the general objective of the research work, the description of the principal methods, techniques and materials and the population used, the main results obtained and conclusions. Then, the Introduction, which covers the contextualization of the research problem, also it mentions the main problem, the reasons why the theme was chosen, specific objectives and a brief description of the methodology used in the research work and finally the content of the thesis. Next, the Literature Review, where the main categories of the two variables mentioned in the theme is synthesized. The Materials and Methods section includes the design of the research, methods used, techniques and instruments, the population and the resources that were used for the research. After that, the Results section, that contains the data gathered from the instruments, presented qualitatively and quantitatively in tables, graphics and with a logical analysis. Then the Discussion, that includes the collected data during the intervention plan in the high school.

Finally, it shows the Conclusions and Recommendations, which report the main improvements of the intervention plan and some suggestions for future similar works respectively.

d. LITERATURE REVIEW

Speech Acts

Schmidt and Richards (1980), reported in kampusü' article (2009), speech acts can be defined as the basic unit of communication and they are part of linguistic competence. Speech acts are all the acts we perform through speaking, all the things we do when we speak and the interpretation and negotiation of speech acts are dependent on the discourse or context. There are a series of analytic connections between the notion of speech acts, what the speaker means, what the sentence uttered means, what the speaker intends, what the hearer understands, and what the rules governing the linguistic elements are.

According to Mizne (1997), speech act is the use of speech focusing on the speaker's intentions of affecting and eliciting an action or effect on the listener. Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances.

He stated that speech acts are all sorts of things people can do with words. People can make statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Speech acts occur in everyday talk in every society, with various ranges of explicitness. For second language learners, it is important to know which speech acts are different in the first and target language, how they are different, and what is not appropriate to say in order to avoid problems when learners use it in the daily life.

Searle said in Johns' book (1995), speech acts are those in which the speaker's purpose is to get the hearer to commit him/herself to some future course of action. Searle develops a well-founded theory of speech acts. One of his contributions is the sharp distinction between a particular speech act and the words used in some language to express it. It appears that every speech act can be expressed in many ways. By doing this Searle transcends the level of particular languages and places speech act theory at the level of language in general. Searle believes that people cannot account for meaning in the absence of the context of a speech act, in a typical speech situation involving a speaker, a hearer, and an utterance by the speaker.

According to the study of Al-Hindawi, Al-Masu'di, & Fua'd Mirza (2014), two versions of speech acts are mentioned, the first is Austin's version and the second Searle's version, but this present research work is more focused on the second one, considering its useful contribution to emphasize the proper problems of this investigation.

Austin's version

Austin have proposed some acts of issuing an utterance, they are:

Locutionary acts: They are roughly equal to uttering a certain sentence with a certain sense and reference. Austin gives this example to clarify more, he exemplifies a man who just witnessed a locutionary speech act and might describe it as follows: He said to me "shoot her!" meaning by "shoot" shoot and referring by "her" her.

Illocutionary acts: These are conventional social acts recognized as such by both speaker and hearer. They happen in uttering something, for instance, issuing a command or a request, etc. To explain more, the man who witnessed the above "locutionary act" might describe the accompanied illocutionary act in the following way: He urged (or advised, ordered, etc.) me to shoot her.

Perlocutionary acts: They refer to the effects of the utterance on the listener, that is, the change in the mind or behavior of the listener as a result of producing locutions and illocutions. So, to proceed with Austin's instance, the same man who witnessed the two preceding acts might describe the resulting perlocution as follows: He persuaded me to shoot her.

Searle's version

Searle categorized a better reliably Austin's version of illocutionary acts. Consequently, he distinguished five functions of Illocutionary speech act:

Saying how something is;

Trying to get people to do something;

Committing ourselves to doing something;

Expressing sentiments or attitudes;

Bringing about changes in reality;

The classes of illocutionary speech acts according to Searle are:

Representatives: Commit the speaker to the truth of the proposition expressed. In this class, the fit is between words and world. Examples are: asserting, concluding, complaining, etc.

Directives: Make the speaker intend to produce some effect through an action by the addressee. The fit is between world and words. Examples are: commanding, requesting, advising, etc.

Commisives: Commit the speaker to some future course of action, in which the fit becomes between world and words. Examples are: promising, offering, threatening, etc.

Expressives: These are used to express the speaker's attitude towards a state of affairs which the speech act presupposes. Examples are: thanking, apologizing, congratulating, greetings, etc.

Declarations: Require an extra linguistic institution which provides rules for their use. In this class, the fit is two-valued (words-to-world and world-to-words). Examples are: christening, wedding, dismissing, etc.

Within the illocutionary speech acts Sadock (1974), cited in Bara (2010), that indirect speech acts are idiomatic expressions that are semantically equivalent to direct speech acts. They are acquired and employed as such by the users of a given language

Directives Speech Acts: Commanding and Requesting

Commands

James, asher, & Rita (1974), said that commands are the speech acts that impose some obligation on the hearer. Commands are used when ordering, or telling someone to do something. It has a powerful or important quality that attracts attention, respect, etc.

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

Additionally command is a sentence that is intended to achieve compliance in others, getting them to act in a certain way. Speaking louder and slower and using emphasis creates contrast with surrounding words and hence causes further attention. The intonation of a command is usually fairly flat, with the pitch at the end usually declining slightly to add further emphasis.

Request

Trosborng (1995), claimed that request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events. By initiating a request, the speaker believes that the hearer is able to perform an action. The structure of a request may consist of two parts: the head act (the actual request) and modifications to the request (external or internal).

Moreover, 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.

The perspective of requests can be emphasized, either projecting toward the speaker (Can I borrow your notes?) or the hearer (Can you loan me your notes?). Since we must take into account many factors when we make requests (for example, the age, social distance, gender, and level of imposition), speakers often

employ different strategies (linguistic and non-linguistic) to minimize the effects of our request on the other person.

Expressive speech acts: apologies and greetings

Apologies

Olshtain (1983), reported in kampusü' book (2009), that the act of apologizing is called for when there is some behavior which has violated social norms. When an action has resulted in the fact that one or more people perceive themselves as offended, the culpable person needs to apologize.

Additionally 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.

An apology is a statement that has two key elements; the first is that it shows your remorse over your actions and the second one is that it acknowledges the hurt that your actions have caused to someone else.

Cohen & Olshtain (1981), argued in Wilfred's book (1991), that three are some reasons and strategies used in apologies.

Reasons for using apologies:

To say that they are sorry;

To explain why the offense happened;

To make a repair for the offense and maintain a good relationship with the addressee;

Strategies for making an apology:

An expression of an apology;

Acknowledgement of responsibility;

An explanation or account;

An offer of repair;

A promise of non-recurrence;

Furthermore an apology is a compensatory action for an offense committed by the speaker which has affected the hearer. Apologies fall under expressive speech acts in which speakers attempt to indicate their state or attitude. They add that in order for an apology to have an effect, it should reflect true feelings.

Greetings

Uttale (2011), claimed that a greeting is a kind of a polite expression or a gesture done when greeting another person. These are essential part in our everyday life no matter where we live, what we do; who we are or what culture we belong to. Greeting considered as the first words spoken in a daily routine used to recognize the presence of another person or persons. It can be as simple as a gesture of the head or a wave of the hand.

Also greetings can be a statement that forms an adjacency pair, in that there is an initiation of contact followed by a response, both of which can be either verbal or nonverbal and may conclude with a kind hug. Greetings seem to be a universal construct in that all languages involve them in some form.

Similarly, 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. Greetings sometimes are used just prior to a conversation or to greet in passing.

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. There are two kinds of greetings:

Formal greetings are very polite and standard, it is used in formal occasion, and they are made to people who you might not know or respect.

Informal greetings are use when you know the person you are talking to or have no reason to try to impress them show a large amount of respect.

In addition, speech acts are an important and integral part of day-to-day life in all languages. They may differ considerably from culture to culture, thus creating communication difficulties to people who want to learn a foreign language. Considering these concerns, the researcher found an effective strategy to learn the use of speech acts, it is group work interaction which refers to work cooperatively in order to share knowledge and interact among students to know the appropriate way of use speech acts, in order to be clear in what the speaker means, what the speaker intends, what the hearer understands, and in that way avoid troubles and

other people can understand what we mean and have a successful communication in a foreign language.

Indirect speech acts: idioms

Idioms

Cooper (1998), reported that idioms are figurative units; they describe the situation in a metaphoric way. They provide an outlet for expressive communication and a way for different people to say the same thing but using different words. Idiom is a manner of speaking that is natural to native speakers of the language. Also they are expression whose meaning is not expectable from the typical meanings of its essential elements. A structure of one language whose parts correspond to elements in another language but whose meaning is not the same in the second language.

Idiomatic expressions pervade English with a peculiar flavor and give it astounding variety, bright a particular character. They help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.

Maisa & Karunakaran (2013), said that idioms are specific to one culture and language and their meaning is peculiar to that language (institutionalized), otherwise, idioms defined as proper language of a people or country, dialect; specific character of a language; expression peculiar to a language.

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 me a translation of an idiom in their language and very often I 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.

- Learners do not necessarily have to use a lot of idioms but they will need to have the most common ones in their passive knowledge if they wish to maximize their understanding of the language.

- Finally, idioms are an enjoyable way of using language and enjoyment helps us to learn more effectively.

Group Work Interaction

Brown reported in Harte' article (2007) that group work interaction provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems. Group work interaction is a fantastic opportunity for students to draw on the strengths and experience of their peers. Also it has been shown to improve the quality and depth of learning for students, as well as extend teamwork capabilities

Árnadóttir (2014), claimed that group work interaction can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Group work is also a good way to engage students to be more active and responsible for their own education.

In addition, group work interaction is work together to achieve different objectives that some people have in common. These goals include work or education-related tasks, personal development, problem solving and the remediation of disorders.

Moreover, often group work interaction is not really group work as students simply do not know how work together or be responsible to a group. It involves a confidential relationship as the group leader, encourages members to focus on growth matters with which they are concerned. Group work interaction can help students interact between them and manage a variety of experiences

Values of group work interaction

Lassne & Powel(2010) reported that group work interaction 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.

Spring (2004), 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.

Performance of group work interaction

Burnett (2016), suggested that students can learn content at deeper levels because when students work in groups they try to explain things to each other, to argue for an answer, or to justify a conclusion, that interaction clarifies their own thinking and often it clarifies the thinking of other students.

Additionally, group work interaction assignments do indeed directly improve an individual's ability to learn and perform. "Socially shared cognition" and "transactive memory" are some of the loftier terms used to describe groups working together on an intellectual task. It makes sense that information discussed and delivered by friends and colleagues will be more salient than the same information delivered in a dull lecture while you're struggling to stay awake.

Motivation of group work interaction

Slavin (2014), claimed that group work interaction can be an effective method to motivate students, encourage active learning, and develop key critical-thinking,

communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. Use these suggestions to help implement group work successfully in your classroom.

Additionally, 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. It is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group. It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning.

Collaboration in the group work interaction

Lai (2011), reported that collaboration in group work interaction is the mutual engagement of participants in a coordinated effort to solve a problem together. Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. Interactions producing elaborated explanations are particularly valuable for improving student learning. Collaboration can have powerful effects on student learning, particularly for low-achieving students.

Moreover, if the members of the group collaborate more, they learn more because learners attain higher level thinking and preserve information for longer times than students working individually.

Advantages of working cooperatively

Jolliffe (2007), claimed that there are three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence.

Improvements in learning have been show trough:

- Greater productivity.

- Higher process gain.

- Greater transfer of learning from one situation to another.

- More time on task.

- Greater problem-solving.

Improvements in interpersonal relationship have been shown through:

- Promoting the development of caring and committed relationships.

- Establishing and maintaining friendship between peers.

- A greater sense of belonging and mutual support.

- Improved morale.

Improvements in psychology health and social competence have included.

- Higher self-esteem.

- Improved self-worth.

- Increased self-confidence.

- Greater independence.

- Supporting sharing of problems.

- Increased resilience and ability to cope with adversity and stress.

However the best advantage of working cooperatively is that students learn to work with all types of people and in that way they can share their thoughts and feelings and learn a lot about different perspectives that each person has.

Time to work in groups

According to Burke (2011), the best time to start group work is at the beginning of the class, because at that time students are more active and they want to work harder. When developing a course program, the teacher determines what topics are going to work and after that the instructor lends themselves to group work. It is in that moment that the instructor has to think about how learners will form their groups, help negotiate the group process, and decide how to evaluate the final product. However there isn't a precise time or place to start working in groups, because this strategy can be apply in any time and place

Forming the group work

Baines & Blatchford (2009), claimed that group work varies greatly .It largely depends on the task that students are required to do. In some instances, the task is complex and thus requires a certain number of members. For strong foundations to occur, two important issues should be considered. These are: the size of groups and the allocation of members into groups.

Principles of Group Work Interaction

Hallam (2011), reported that group work interaction is a very powerful learning approach, which can be hugely beneficial to students when used effectively. For that reason there are some principles like preparation, design, support and

monitoring, assessment and review contribute to learn a foreign language in a right way.

The importance of the principles of group work is to develop the ability of establishing constructive relationship in individuals through group activities, also these through group work learners will practice speaking among them using speech acts in different conversations.

Verma (1983), stated some principles of group work.

- Principle of planned organization of the group;

- Principle of understanding each individual as a member of a group and as an individual;

- Principle of equality;

- Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group;

- Principle of encouragement of each member of the group;

- Principle of recognition of variety of groups with different objectives;

- Principle of self-development, i.e. full opportunity to the group to organize it programmers according to its needs;

- Principle of self-problem solving. Members should be involved in understating and solving problems themselves;

- Principle of use of programmer according to diagnosis of the group;

- Principle of experience development;

- Principle of understanding the importance of group life in shaping and molding one's character and personality;

- Principle of providing new opportunities;

- Principle of use of constructive limitations;

- Principle of conscious use of himself/herself;

- Principle of acceptance;

- Principle of understanding values;

Group work interaction in the school

Cohen & Lotan (1986), claimed that group work interaction is when students working together in a group small enough so that everyone can participate on a clearly assignment learning task. Students in a group communicate about their task with one another. They ask question, explain, and make joint decisions.

The main purpose of group work interaction is to experience interactions in the –here- and-now to derive personal meaning from these experiences, then to transfer this learning to life outside the group

Teaching students

Burke (2011), argued that it is difficult for teachers to design and implement group work effectively, and it is difficult for students to foster the group process. Many students have never worked in a group before or lack the skills to work with others. Instructors cannot assume that students know how to work together, structure time, or delegate tasks.

Furthermore, group work interaction can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

Benefits of group work Interaction

There are a lot of benefits of group work interaction to improve the language, for that reason teachers must implement this strategy in order to develop sociolinguistic competence in the learners, so the reasons are:

- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.

- It encourages the development of critical thinking skills.

- It promotes student learning and achievement.

- Students have the opportunity to learn from and to teach each other.

- The focus is on student centered approach to teaching and learning.

- Students are involved in their own learning.

- Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups.

- Teaching, learning and assessment options are increased.

- Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff.

- Students get the chance to work on large projects

- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways.

- Alternative ideas and points of view can be generated.

- Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

Furthermore, group work interaction helps students learn how to work with those who disagree with them, and others they might not "like" or want as friends. Besides that Cooperative groups promote a stronger belief that one is liked and accepted by other students.

Additionally, students learn to cooperate with others promoting greater contact, trust, acceptance and support among students of different races, social classes, achievement levels and sexes.

e. MATERIALS AND METHODS

Materials

The resources to develop this research work were: the human, materials and technical resources. The human resources were the 20 students of tenth-year "A" of Colegio de Bachillerato 27 de Febrero, the English teacher who helped to control students' behavior in the classroom, and the thesis' advisor who assisted making suggestions to develop the intervention plan. The resources used were, lesson plans, work sheets, books, copies, folders, and flipcharts, which were useful to present, to explain, to practice and to evaluate each English class during the intervention plan. The technical resources were the computer, the projector, the printer and the internet, which were necessary to type, print and to present this research work.

Design of the Research

The present research work was elaborated based on the Action Research proposed by Burns (2010), who stablishes that it is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it involves a self-reflective cycle of identifying a situation or problem, planning a change, acting, and observing the processes and consequences, and then evaluating. This systematically process guided the research with the aim to develop speech acts through the application of group

work interaction with students of tenth-year A at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Methods, techniques and instrument

Methods

The methods were useful to discover or state the problematic of speech acts and made a description of the data resulting from the application of an intervention plan.

The following general methods were applied along the research:

The Analytic/ Synthetic method. Helped to analyze all the information found through the observation sheet, questionnaires and pre and post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

The Statistical method. Helped to collect and analyze all the answers which were represented in graphics to indicate the percentages and results gotten from the questionnaires, observation sheets and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and drew up the respective conclusions.

The Scientific method. Facilitated the study of group work interaction and speech acts. It helped to develop the phases in the observations before and during the intervention. This method also was used during the prediction of the possible

solution; it assisted with gathering data to make relevant predictions and the analysis of it.

The Descriptive method. Enabled to describe the different stages of the study and the kind of resources used by the researcher. It helped to explain and analyze the object of the investigation.

Techniques and instruments

To collect the data, tests, questionnaires, observation sheets, and field notes were designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests were implemented. The pre-test was applied at the beginning of the intervention plan to measure the students' performance using speech acts; and, the post-test was applied to measure students' achievement after the intervention plan.

Questionnaire

It was given to the participants to answer five multiple-choice questions related to their attitudes and feelings toward the group work interaction. A pre questionnaire was applied at the beginning and a post questionnaire was applied at the end of the intervention plan to make a comparison between the results.

Observation sheet

This observation sheet was a self-developed instrument to describe accurately and comprehensively the indicators of all the relevant aspects about speech acts.

Also, it was used to determine what was happening in class, and then to analyze and reflect upon the findings when the intervention plan ended.

Field notes

Field notes were used to register a description of the events, activities, and people and also to record the participants' behaviors, attitudes and feelings toward the group work interaction to develop speech acts. They included some items: the lesson, the activities, the objective, the materials, the time, the procedures and the students' number.

Population

The target population of this research work was constituted by twenty students, nine girls and eleven boys of tenth year A of Basic Education at Colegio de Bachillerato 27 de Febrero in the afternoon section, 2016-2107 school year. Who were between fourteen and fifteen years old.

f. RESULTS

This section details how the objectives of the present research were accomplished.

The first objective was achieved with the investigation of the appropriate theoretical and methodological references that supported the two variables of this research, (Speech Acts and Group Work Interaction) which was the basis to design the intervention plan and the instruments; it also was useful to analyze the results gathered and to give some suggestions.

The second objective was fulfilled with the pre-test results that are shown below, in table 1, which helped to diagnose the issues that limited the development of speech acts.

The third objective was reached with the design of the intervention plan based on group work interaction in order to develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero. It included eight lessons with a variety of activities, and was developed during two months.

The fourth objective was achieved with the application of group work interaction and the pre-post questionnaire results that are shown from table 2 to 6.

Finally, the fifth objective was verified through the post-test results that are presented in the table 7.

Pre Test Results

Objective two:

To diagnose the issues that limit the development of speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

a. Table 1.

Pre-Test Scores of Tenth Year A Students in Speech Acts

Students' code	A /2	R /2	C /2	I /2	G /2	SCORE /10
CB27F10A01	1	2	0	0	0.75	3.75
CB27F10A02	1.50	1.25	2	0.4	0.75	5.90
CB27F10A03	1.5	1	0.8	0.4	0.5	4.2
CB27F10A04	1.5	1,5	0.12	0	1	4.12
CB27F10A05	0,5	1.5	0.8	0.4	0.25	3.45
CB27F10A06	1	1.5	0	0	1	3.5
CB27F10A07	1	1	0.8	0.25	0.25	3.3
CB27F10A08	2	1.5	1.6	0.4	0.5	6
CB27F10A09	1	1	1.2	0.4	0.5	4.1
CB27F10A10	1.5	1.5	0.8	0.5	1	5.3
CB27F10A11	0.5	2	1.6	0.8	1.25	6.15
CB27F10A12	0.5	1.25	1.6	0.4	0.75	4.5
CB27F10A13	2	1.25	1.2	0	2	6.45
CB27F10A14	1	1.5	0.8	0	0.25	3.55
CB27F10A15	1	2	2	0.8	1	6.8
CB27F10A16	1	1	1.2	0.4	0.75	4.35
CB27F10A17	1	1.5	1.6	0	1	5.1
CB27F10A18	1	1	1.2	0.8	0.5	4.5
CB27F10A19	1	1.5	0.4	0.4	1	4.3
CB27F10A20	0.5	1.5	0.4	1.2	0.5	4.1
MEAN	1.1	1.41	1.01	0.38	0.78	4.68

Note. **CB27F**=Colegio de Bachillerato 27 de Febrero, **001**= Student´s code, **A**= Apology, **R**= Request, **C**= Commands, **I**=Idioms, **G**= Greetings.

b. Interpretation and Analysis

As it is shown in Table 1, students got the total mean of 4.67/10. This mean corresponds to a failing qualitative score range (see grading scale on page 156). However, the highest mean score gotten was for requests 1.41/2. This showed that most of the students could ask for something without much difficulty and were able to use the appropriate modal to make a request, since they could recognize different kinds of requests from a list of statements. On the other hand, in the aspect of idioms learners got the lowest mean score that was 0.38/2. This is because students had struggled in identifying the correct meaning of idioms when they were asked to match the idiom with its corresponding definition. This demonstrated that learners did not know that idioms are figurative units and that they describe the situation in a metaphoric way.

Consequently, it is evident students faced serious limitations in using speech acts, especially in identifying the meaning of idioms since they do not have a literal translation. According to Mizne (1997), speech acts carry a heavy social interaction load and can seriously offend people if they are not presented according to the proper formula and in the proper circumstances. He states that speech acts are all sorts of things people can do with words.

Comparison of the Pre and 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 A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

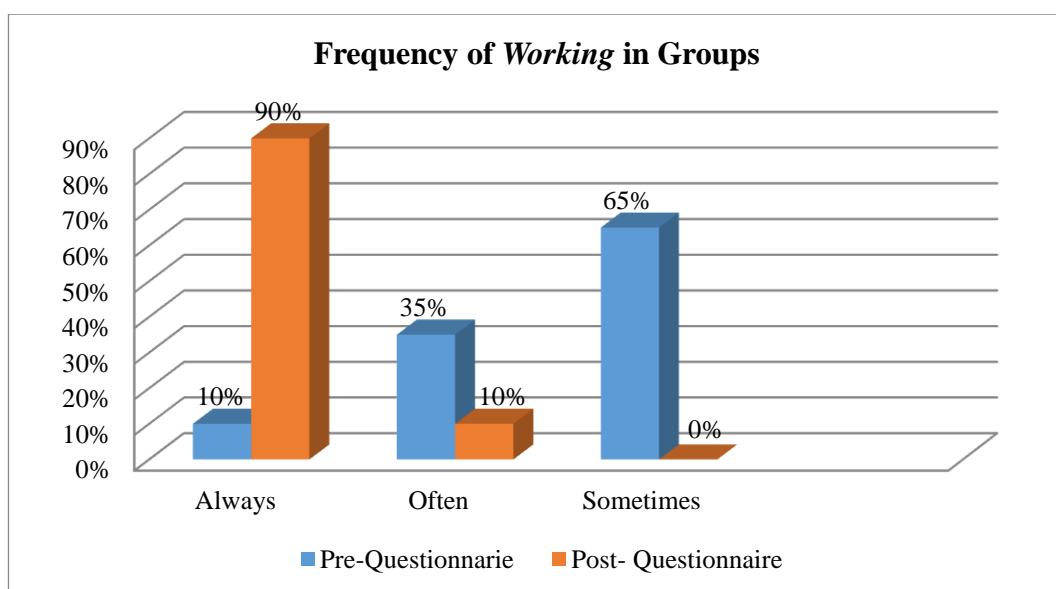**Question 1:** How often do you work in groups in the classroom?

a. |Table 2

Frequency of working in Groups

Question #1	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	10	18	90
Often	7	35	2	10
Sometimes	13	65	0	0
Total	20	100	20	100

b. Figure 1

c. Interpretation and Analysis

The data collected from this question stated that more than half of the students (65%) answered that sometimes they worked in groups in class, which means that most of the time there is not interaction between teacher-students and students-students, which is a barrier to learn and practice the second language, and develop speech acts. However, after applying the intervention plan almost all students (90%) considered that working in groups always helps them to interact, share opinions, practice the language among them, and to improve their academic level of English. As Burke (2011), expresses the best time to start group work is at the beginning of the class, because at that time students are more active and they want to work harder. However there isn't a precise time or place to start working in groups, because this strategy can be applied in any time and place

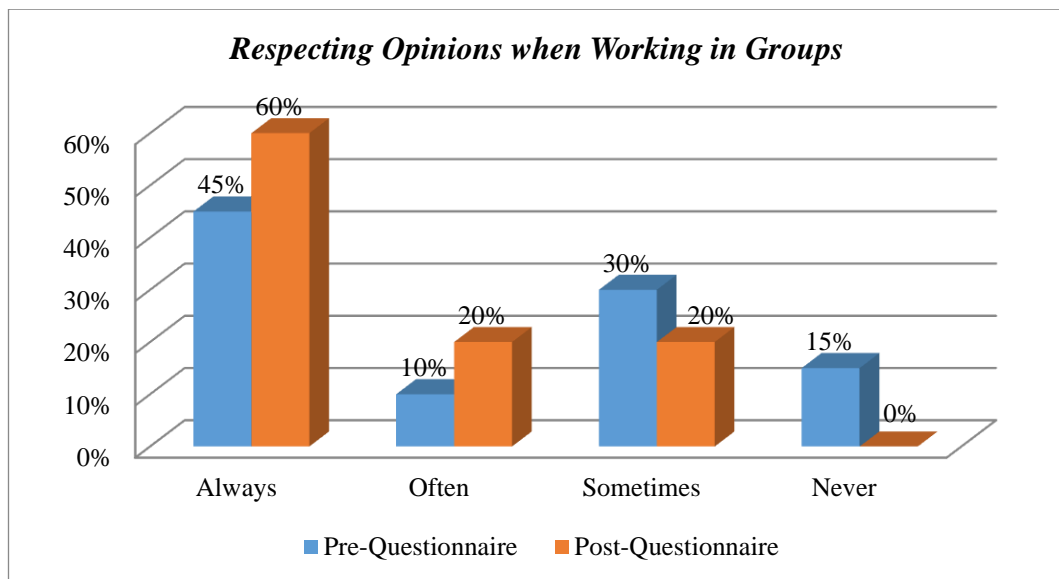**Question 2:** How often do your classmates respect your opinions when you work in groups?

a. Table 3

Respecting Opinions when Working in Groups

Question # 2	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	9	45	12	60
Often	2	10	4	20
Sometimes	6	30	4	20
Never	3	15	0	0
Total	20	100	20	100

b. Figure 2

Respecting Opinions when Working in Groups

c. Interpretation and Analysis

Based on the data given in the table above, several students (45%) said that their classmates always respected their opinions when they worked in groups. Nevertheless, the rest of students did not know how important respect is when someone expresses their opinions. It shows that they were not conscious that respect is highly essential to communicate and it improves the environment in which learners work. However, after the application of the intervention plan, more than half of the students (60%) claimed that their classmates always respected their opinions when they worked in groups. It showed a considerable increase in this aspect, and most of students learned that respect is something primordial if they wanted to have a better relationship with someone when they express their thoughts. As Spring (2004), said that an important value that students develop in group work is respect for another as esteem for the sense of worth or excellence of

35

a person. 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.

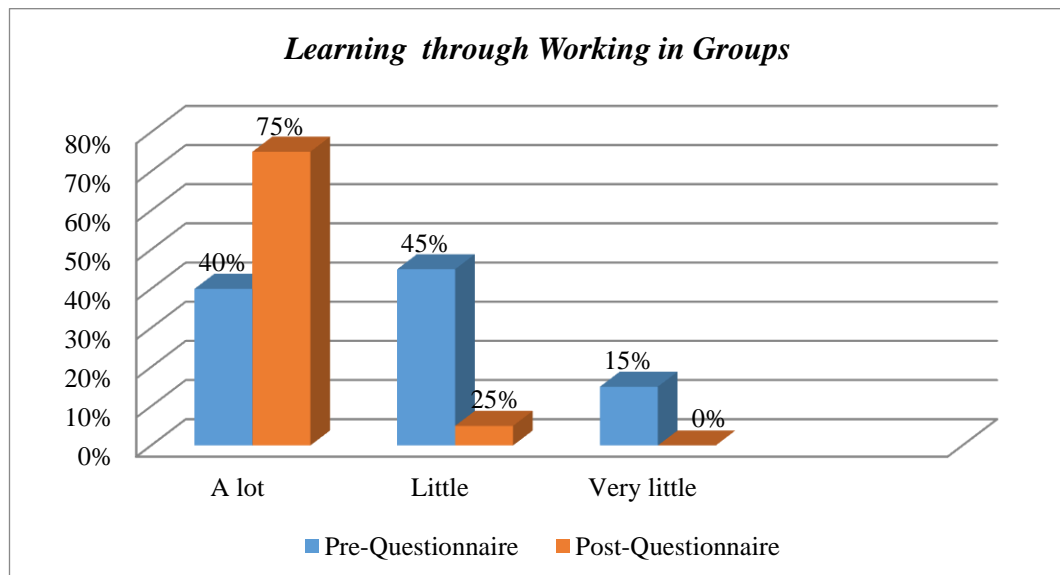**Question 3:** How much do you learn when you work in groups?

a. Table 4

Learning through Working in Groups

Question # 3	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	8	40	15	75
Little	9	45	5	25
Very little	3	15	0	0
Total	20	100	20	100

b. Figure 3

c. Interpretation and Analysis

Dealing with the results, several students (45%) said that when they worked in groups they learned English a little. This indicates learners did not know this strategy allows them to work together, to share each other and to improve their practice of English. Nevertheless, after the application of the intervention plan the majority of students (75%) reported that working in group permitted them to learn a lot, this strategy gave them the opportunity to exchange ideas, share different points of view and learn from each other. As Burnett (2016), suggests that students can learn content at deeper levels because when students work in groups they try to explain things to each other, to argue for an answer, or to justify a conclusion, that interaction clarifies their own thinking and often it clarifies the thinking of other students.

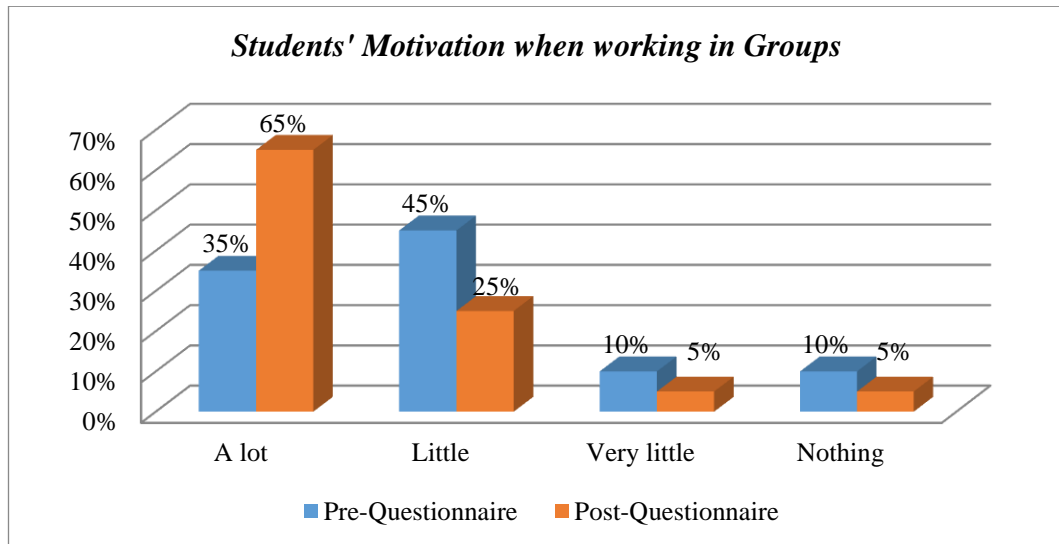**Question 4:** How motivated do you feel when you work in groups?

a. Table 5

Students' Motivation when Working in Groups

Question # 4	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	7	35	13	65
Little	9	45	5	25
Very Little	2	10	1	5
Nothing	2	10	1	5
Total	20	100	20	100

b. Figure 4

Students' Motivation when working in Groups

c. Interpretation and Analysis

According to the obtained results, several students (45%) felt a little motivated when they work in groups. It was easy to appreciate that students were not so motivated and concentrated since they did not interact, giving their opinions or sharing their knowledge among themselves to develop their work better. However, after the application of the intervention plan, more than half of students (65%) said that they felt a lot of motivation working in groups. They could interact saying what they thought without any fear, and enjoyed when they worked with different classmates giving their opinions about the same topic. It was demonstrated that group work increases learners' motivation to learn a foreign language. This agrees with Slavin (1995), who claimes that group work interaction is an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

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

a. Table 6

Students' Collaboration in the Group Work

Question #5	Pre-Questionnaire		Post-Questionnaire	
	F	%	f	%
A lot	5	26	12	60
Little	10	52	4	20
Very Little	3	16	4	20
Nothing	2	6	0	0
Total	20	100	20	100

b. Figure 5
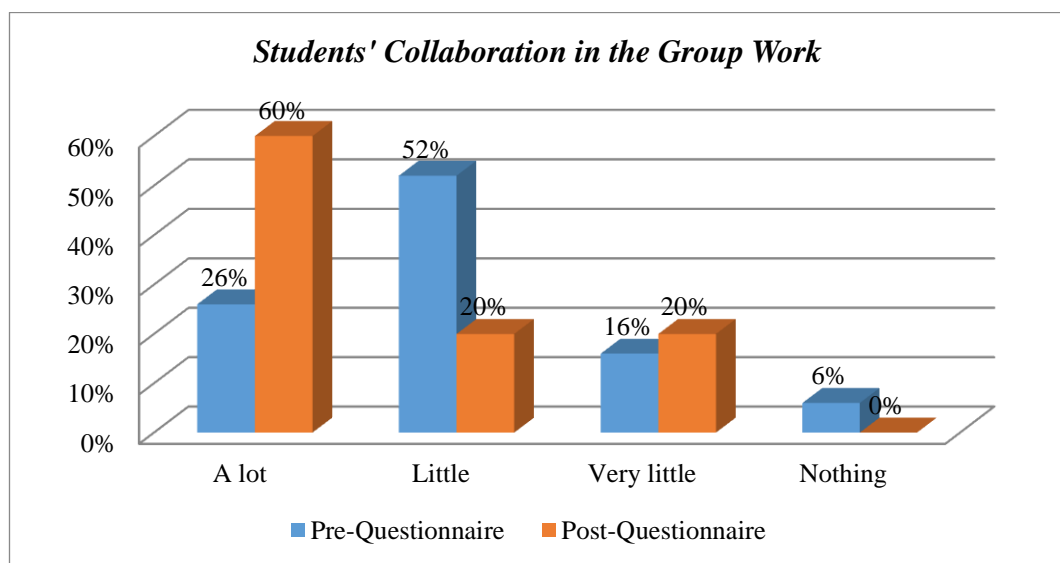
c. Interpretation and Analysis

As it observed in table 6, before the intervention (52%) of students collaborate a little when they work in groups. This shows that learners did not like to cooperate in class; some members did not help or contribute adequately to work

on the tasks assigned to the group, which is detrimental to language learning. Nevertheless, after applying the intervention plan (60%) of learners expressed that when they worked in groups, learners collaborated a lot because all members were aware of the goals and objectives of the group and they assigned specific tasks or responsibilities to each member. In order to have a good level of collaboration, students developed specific skills to collaborate, allowing learners to share diverse perspectives and in that way it is easily to learn a foreign language for them. As Lai (2011), reports collaboration is the mutual engagement of participants in a coordinated effort to solve a problem together. Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence.

Post-test results

Objective five

To verify the effect that the application of group work interaction had to develop speech acts among students of tenth-year through post-test and the results are presented in Table 7.

a. Table 7

Post-test scores of the Tenth Year A Students in Speech Acts

Students' code	A	R	C	I	G	SCORE
	/2	/2	/2	/2	/2	/10
CB27F10A01	1	2	0	2	1.5	6.5
CB27F10A02	1.50	2	2	2	2	9.50
CB27F10A03	2	2	1.6	2	2	9.6
CB27F10A04	1.5	2	1.2	2	1.25	7.95
CB27F10A05	1	2	0	2	0.75	5.75
CB27F10A06	1.5	2	1.6	2	2	9.1
CB27F10A07	1.5	2	2	2	2	9.5
CB27F10A08	2	2	2	2	1.5	9.5
CB27F10A09	2	2	2	2	1.5	9.5
CB27F10A10	1.5	2	1.6	0,4	2	7.5
CB27F10A11	2	2	1.6	2	1.75	9.35
CB27F10A12	2	2	1.2	2	1.5	8.7
CB27F10A13	1.5	2	2	2	2	9.5
CB27F10A14	1.5	2	0.8	0	1.5	5.8
CB27F10A15	1.5	2	0	2	2	7.5
CB27F10A16	1.5	2	1.6	2	1.25	8.35
CB27F10A17	2	2	2	2	1.25	9.25
CB27F10A18	2	2	2	2	1.75	9.75
CB27F10A19	2	2	0	2	2	8
CB27F10A20	1.5	1	1.6	2	2	8.1
MEAN	1.65	1.95	1.34	1.82	1.68	8.44

NOTE. CB27F=Colegio de Bachillerato 27 de Febrero, **001**= students' code**, A=** Apology**, R=** Request**, C=** Commands**, I=**Idioms**, G=** Greetings.

b. Interpretation and Analysis

As it is observed in table 7, the total mean score students got was 8.44/10. This mean corresponds to an average qualitative score range (see grading scale on page 156). It is evident that students improved in all aspects of speech acts. However, the highest students' improvements were for requests 1.95/2 and idioms 1.82/2,

which indicated they were able to recognize and mark the requests clearly with no difficulty, and could match the correct idioms with their corresponding meaning. Students also had a good improvement in greetings and apologies but very few students are still confused, they could greet but not adequately and they did not use the correct vocabulary to apologize. The lowest students' improvement was in commands 1.34/2, because learners continue having problems since they could give instructions to someone but not using appropriate expressions, which were barriers to have a good communication in English. Consequently, the improvement of students' speech acts was satisfactory because most of them can communicate appropriately and few of them could not. As Mizne (1997), claimed speech act is the use of speech focusing on the speaker's intentions of affecting and eliciting an action or effect on the listener. Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances.
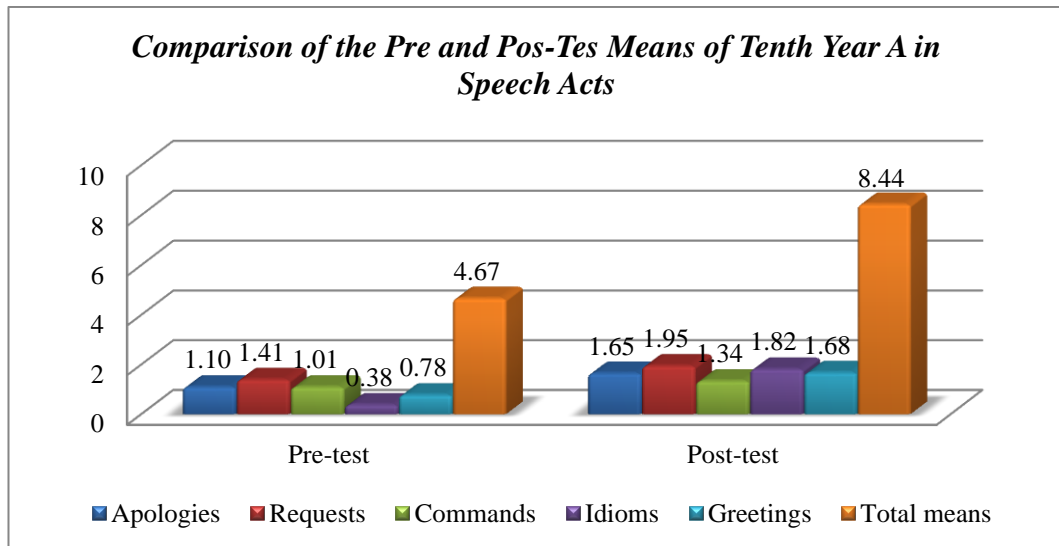
Comparing Pre and Post-Test Means
a. Table 8

Comparison of the Pre and Post-Test Means of Tenth Year A in Speech Acts

	Pre-test	**Post-test**
Apologies	1.10	1.65
Requests	1.41	1.95
Commands	1.01	1.34
Idioms	0.38	1.82
Greetings	0.78	1.68
Total means	4.67	8.44

b. Figure 6

Comparison of the Pre and Pos-Tes Means of Tenth Year A in Speech Acts

c. Interpretation and analysis

After the application of the intervention plan, it can be stated that group work interaction strategy applied during the development of this work had a positive impact on students learning. They improved from a failing qualitative score range of (4.67/2) to an average qualitative score range of (8.44/10). The scores on the post-test demonstrated that group work interaction contributed to the development of students' speech acts since they improved their ability of establishing constructive relationship and practiced their speaking among them using speech acts in different conversations.

g. DISCUSSION

Centered on the outcomes of this research, which was the development of speech acts through group work interaction among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year, the results indicated that using group work interaction as a resource had a positive impact in the improvement of students' speech acts. This impact can be observed in the considerable increase of the students' mean scores from the pre-test, which was 4.67 to the post-test, which was 8.44. The findings expressed in the pre- and post-questionnaire and the field notes sheet showed that students obtained a good performance in speech acts at the end of the intervention plan. The results were related to the literature, which according to Árnadóttir (2014), group work interaction can increase not only student's knowledge in any topic like speech acts, but also their social intelligence and higher-level thinking abilities. Group work is also a good way to engage students to be more active and responsible for their own education.

The aspects considered to evaluate student's speech acts were: apologies, requests, commands, idioms, greetings. The pre-test indicated that students had problems using idioms, requests and commands correctly because they ignored their meanings and when it is appropriate to use the idiom. Also, for learners it was very difficult to apologize because they did not know which words were appropriate. Additionally, students did not know the formal and informal

greetings that are used in different contexts. However, after the intervention, the findings indicated that students had a good improvement in all the aspects mentioned before which was demonstrated with the final mean scores. In conclusion, through the application of group work interaction students successfully developed the use of speech acts.

Also while the intervention was performed, the student's attitude towards the application of group work interaction was measured, taking into account the problems that the students faced in the beginning using speech acts. Student improvement was slow in the early stages, but then students gradually showed progress because they were able to use different speech acts correctly and in that way students effectively communicated in all contexts. At the end, all the students were happy and enthusiastic about the application of group work interaction in the classroom because they shared their thoughts and practiced conversations using speech acts.

Additionally, this research had some strengths and limitations during the intervention plan that improved and affected the performance of group work interaction. Some strengths in the implementation were that students felt motivated to work in groups and recognized how to use apologies, requests, commands, idioms and greetings. They participated most of the time and were not afraid to speak, using speech acts in an appropriate way. Group work interaction stimulated students' motivation and increased their enjoyment of the learning experience. Similarly, the time used for each lesson was enough to accomplish

student' participation. Also, the number of students was suitable for the development of each activity because they practiced as much as they could using speech acts. On the other hand, there was a limitation to take into account, which was that the students were not used to working in groups constantly. For that reason, they did not like to work with all their classmates, they only wanted to work with close friends. But at the end of the intervention, they overcame this limitation and enjoyed actively participating with all their classmates working in groups.

The application of group work interaction contributed to develop speech acts among the learners. Students felt really engaged and motivated, they worked actively in groups on the assigned tasks and they also had more chances to share experiences and opinions through participation among all pupils. Group work interaction stimulated students' motivation and increased the enjoyment of the learning experience. For these reasons, group work effectively helped to develop the use of speech acts.

h. CONCLUSIONS

- Most of the students of tenth year A of Colegio de Bachillerato 27 de Febrero faced limitations in the five aspects assessed: apologies, requests, commands, idioms and greetings. This was because learners did not understand the formal and informal greetings used in different contexts. Also, learners did not manage the use of idioms, requests, commands or apologies correctly because they ignored their meaning. Learners were not able to interact and participate in groups and they had difficulty in communicating in English.

- The implementation of group work interaction strategies made students overcome their limitations in using speech acts, since their communication was more fluid and were able to express what they wanted correctly. Through the frequent use of this strategy students learned to respect different points of view and collaborate sharing opinions, also they felt motivated to work in groups and enjoyed working with their classmates. They understood how to use speech acts in different contexts increasing their academic level of English

- The use of group work interaction strategy was satisfactory since most of students could communicate appropriately. Learners also increased their interaction among them, and their relationship improved a lot. They were not afraid to share their opinions and their participation was active in the development of every task, using speech acts suitably.

-

i. RECOMMENDATIONS

- Teachers should identify the limitations that students have in English language learning and specifically in the use of speech acts, assessing their knowledge through the application of tests and questionnaires in order to plan activities based on students' needs. In addition teachers should monitor students' task to determine if they are achieving successful results.

- Educators ought to use strategies such as group work interaction in the classroom, in order to create a good learning environment and raise students' interest in using speech acts to communicate. The use of this strategy promotes interactive and collaborative group work and maximizes the progress in the teaching and learning process of the English language.

- Teachers have to use the group work interaction strategy to develop speech acts that help students not only to increase their academic score, but also to increase their motivation, and enthusiasm in learning English. This strategy also makes students establish constructive relationship and practice their speaking among them using speech acts in different conversations. Group work is a good way to engage students to be more active and collaborative to develop whatever task.

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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 A 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 Science of Education, English Language Specialization.

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a. THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR A 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 Técnico Femenino 27 de Febrero. Years later, The Provincial Department of Education, through Resolution N^0 002, authorized the Colegio Técnico Femenino 27 de Febrero, work as mixed from 2009-2010.

In 2012 through Ministerial Agreement N^0 0407-12, this high school changed its name as Colegio de Bachillerato "27 de Febrero". Currently the school has 1,200 students distributed in the evening and morning session and 80 teachers with degrees of third and fourth level.

Since April 23, 2015, the Colegio de Bachillerato "27 de Febrero "is authorized by the Ministry of Education to offer the Program of Diploma of Baccalaureate International, signed by the Directorate General of the International Baccalaureate Organization . The advantages of this program are large, it points to higher education for young people because of the agreements with the best universities in the world.

Finally, is important to stress that the National State has as its primary mission, give a comprehensive education in the technical and human values to the students that are prepared in that distinguished institution.

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 A are expected to reach the A.2 level CEFR.

However, tenth year A students 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 the tenth year students 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 problem

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

HOW DOES THE GROUP WORK INTERACTION DEVELOP THE SPEECH ACTS AMONG STUDENTS OF TENTH-YEAR A 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 in Santa Teresita town at Pablo Palacios y Kennedy Streets.

Participants

The participants of this research work are the students of tenth-year A at Colegio de Bachillerato 27 de Febrero afternoon session, who are all about fourteen – fifteen years old; they are twenty students, nine girls and eleven 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 group work interaction are adequate for developing speech acts among students of tenth-year A 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 A 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 A 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 A 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 A 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 A during the 2016-2017 school year. This work will show the problems that students have.

There are a lot of problems 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 develop speech acts through group work interaction, where it allow 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 Área 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 A 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.

- To diagnose the issues that limit the development of speech acts among students of tenth-year A 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 A 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 A 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 A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Approach

Littlewood (1981) said that communicative approach lets learners to communicate in the target language fluently and confidently. It also concentrates on the communicative use of expressions in everyday and real world situations. It is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Rhalmi (2009) reported that communicative approach emphasizes on these variables in order to learn a new language successfully: communication activities that involve real communication promote learning. Tasks activities in which language is used to carry out meaningful tasks supports the learning process. Meaning: language that is meaningful and authentic to the learner.

In addition the communicative approach is the use of the language for real communication in order to express what we feel and think and understand what other people say, and in that way we can interact in a determinate context.

Pussel (2005) claimed that authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-today communication or functional purpose. By teaching language, learner should be able to make out speaker's or writer's intention. There should be connectivity

among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life.

Communicative Competence

The goal of the communicative approach is the communicative competence. Koran (2016) reported that communicative competence involves not only knowing the language code and its syntactic rules, but also the knowledge of what is appropriate or not in any given context.

In other words, it includes the knowledge of what to say to whom, or when to remain silent, how to speak appropriately in any given situation, how to address persons of different statuses, roles and/or gender, how to express criticism, how to accept or reject offers, how to make requests, etc.

Reported by Hymes, as cited in Byram (1997) he claimed that communicative competence has to understand first language acquisition and pay attention to the way in which not only grammatical competence but also the ability to use the language appropriate is acquired. It means that learners can comprehend the language to apply it correctly and appropriately to communicate with other people.

According to the Council of Europe (2001) communicative competences are skills and characteristics that allow to a person to perform actions to communicate effectively using specifically linguistic mean. Communicative competence is the way in which people understand and use the language in order to communicate their thought and feelings successfully.

Furthermore in the Council of Europe (2001) there are three components of the communicative competence: linguistic competence, pragmatic competence and Sociolinguistic competence.

Linguistic competences

It includes lexical, phonological, syntactical knowledge, skills and other dimensions of language as system, this refers to the way, amount and organization of knowledge that each person know about the language.

Pragmatic competences

Are concerned with the functional use of linguistic resources (production of language functions, speech acts) it means how language resources are used, how each person interacts with the rest of people, how they dominate and identify different language, also is necessary to know the environment in which people will use the language in an appropriate way.

Sociolinguistic competences

These are situations in which the language is used, through social pacts or rules of politeness between different groups of people, the sociolinguistic component strictly affect all language communication between representatives of different cultures.

Sociolinguistic competence

According to Council of Europe (2001) sociolinguistic competences refer to the sociocultural conditions of language practice. Through social rules of

politeness (greetings, polite expressions), norms governing relations between generations, sexes, classes and social groups (values, beliefs and attitudes), the sociolinguistic component contribute to communicate appropriately in a determinate context.

As Dornyei & Thurrell said that sociolinguistic competence is compose for two sets of rules; sociocultural rules and rules of discourse. Sociolinguistic rules specify ways of using language appropriately in a given situation: they are concerned with style, register, degrees of politeness and so on, on the other hand rules of discourse concerns the combining of language structures to produce unified texts in different recipe.

As Scarino (2003) reported sociolinguistic competence means understand the nature of the relationship between language and culture, it is central to the process of learning another language. In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how.

In addition sociolinguistic competence denotes to the sociocultural situations in which the language is used, through various rules or policies that exist in every place, they influence in the development or delay of a community for that reason is very important that learners of a second language know about the culture of the language that are going to learn.

Also sociolinguistic competence talk about the knowledge   and   skills involved in using the language in an appropriate way in terms of social

norms and customs. It deals with different, dialects and accents, rules of address, politeness, and expressions that are used in a determinate environment.

Teaching sociolinguistic competence

Dikilitas (2015) claimed that teaching sociolinguistic competence, lets to teachers to help students to promote and acquire knowledge about the rules of a second language, giving to students an understanding of culture by focusing on the experience of living in that culture and understanding that culture's daily life behavior, and combining the culture's values and world view.

Additionally sociolinguistic competence is when learners demonstrate how they can use language in and outside the classroom, and to prove how they can manage information in the target language, learning a language includes learning everything about other culture, within which are language variations and dialects, sociocultural rules, degrees of formality and aspect acts.

Language Variation and Dialects

Wolfram, Carolyn, & Christian (1999) reported that the term language variation refers to the fact that a language is not uniform. Instead, it varies, corresponding to sociocultural characteristics of groups of people such as their cultural background, geographical location, social class, gender, or age.

As Mackay (2010) said cultural background constitutes the ethnic, religious, racial, gender, linguistic or other socioeconomic factors and values that shape an individual's education. A cultural background can be shaped at the family, societal or organizational level.

Wójtowicz (2007) claimed that geographic factors can influence the location of languages in the world substantially. In densely populated regions of the world, there is a substantial concentration of many ethnics groups in a relatively small area. Each society created its own culture and for this reason we can encounter numerous ethno linguistic societies in small areas.

Social class, gender, or age are the aspects that are taken into account to use varieties of language in an specific situation or place because according with the social class people speak in a formal or informal way, also women use different terms to express what they want to say than men and the age that each person has affects in the way to communicate of people.

The term dialect is generally used to refer to a variety of a language associated with a regionally or socially defined group of people. Variation is so much a part of every language that a person cannot speak a language without speaking a dialect of that language. Everyone is part of some group that can be distinguished from other groups, in part by how group members talk.

According to Bachman (1990) dialects are different ways in which a language can be used that may be associated with language users in different geographic regions, or who belongs to different social groups. These regional and social varieties, or dialects, can be characterized by different conventions and the appropriateness of their use will vary, depending on the contexts.

Moreover dialect is a variety of a language that is distinguished from other varieties of the same language by characteristics of phonology, grammar, and

vocabulary and it is used by a group of speakers who belongs a particular place and. When someone is learning a foreign language is vital that they are informed about the varieties of language so that learners will use the language correctly.

Sociocultural Rules

Cook (2003) mentioned that sociocultural rules will specify the ways in which speech is produced and understood appropriately with respect to the components of communicative events. It focuses on communicative functions that are appropriate within a given sociocultural context depending on contextual factors such as topic, role of participants, setting, and norms of interaction.

Verhoeven & Jong (1992) said that sociolinguistic competence is related to the mastery of sociocultural rules of use and rules of discourse. With respect to sociocultural rules of use, the emphasis is on appropriateness of communicative acts and attitudes, register or style within a given sociocultural context. With respect to the rules of discourse, the focus is on rules of cohesion and coherence corresponding with rules to relate expressions and rules to organize intentions respectively.

Keith (2001) expressed that sociocultural rule of use is when people think that they can use words properly – appropriately, meaningfully and even decorously. And yet it is very difficult to justify or explain what makes a particular use "proper. Rules of use are often less easy to state than rules of grammar, and sometimes need careful thought before they can be articulated clearly (greetings, ask something).

Chiu & Krauss (2001) indicated that communicative act and attitude is an expression, or set of expressions, that we use to achieve some sort of linguistic action or function in communication. For example, we use language to apologize, request, compliment, invite, refuse, greet, and complain.

Sociolinguistic competence is made up of two sets of rules: sociocultural rules and rules of discourse. Sociocultural rules are concerned with the appropriate use propositions and communicative functions within a given sociocultural context. Rules of discourse are concerned with the cohesion and coherence of groups of utterances (Hulstijn, 2015).

Furthermore a socio cultural rule is an attempt to apply different kinds of social rule systems in a unified manner. Social rules systems include institutions such as norms, laws, regulations, taboos, customs, and a variety of related concepts and are important in a society. Learners must involve with different rules which are in a language in order to be prepare to apply it when it is necessary, it means that each person built an appropriate language through skills and experience shaped by each individual's culture.

Degrees of Formality

As Young (2015) reported that spoken language takes on different levels of formality depending on the social situation and the relationships between those involved. There are two degrees of formality: informal and formal. Contexts where one might use the informal language are with friends and family. The formal language is reserved for professional settings, like classrooms, the

workplace, and interviews. Place isn't the only determinant of register: Factors like how long the people have known each other, their previous relationship, if any, and their purpose in speaking to each other affect how formal or informal the speech will be.

Reported by Joos, as cited in Lyons (1977) he argued that there are five degrees of formality in English each of which is said to associate with systematic phonological, grammatical and lexical differences: his terms for the five kinds of situation and the styles of English appropriate to them are frozen; formal, consultative; casual; intimate.

Frozen Language

Frozen language does not change; this type of language is often learned and repeated by rote. Examples include biblical verse, prayers, the Pledge of Allegiance.

Formal

Formal it style is impersonal and often follows a prescriptive format. The speaker uses complete sentences, avoids slang and may use technical or academic vocabulary. It is likely that the speaker will use fewer contractions, but opt instead for complete words. (Example: "have not" instead of "haven't").

Consultative

This is the register used when consulting an expert such as a doctor. The language used is more precise. The speaker is likely to address the expert by a title such as "Doctor", "Mr." or "Mrs."

Less formal or casual

It is the language used among and between friends. Words are general, rather than technical. This register may include more slang and colloquialisms.

Intimate

It is the language used by lovers. This is the most intimate form of language. It is best avoided in public and professional situations.

Moreover degrees of formalities are how different people express themselves in different ways, and that the same person may express the same idea quite differently when addressing different audiences, using different modalities, or tackling different tasks. Most of people believe that the correct way to express what they think is in a formal way.

Speech Acts

As Schmidt and Richards (1980) reported in kampusü (2009) speech acts can be defined as the basic unit of communication and they are part of linguistic competence. Speech acts are all the acts we perform through speaking, all the things we do when we speak and the interpretation and negotiation of speech acts are dependent on the discourse or context. There are a series of analytic connections between the notion of speech acts, what the speaker means, what the sentence uttered means, what the speaker intends, what the hearer understands, and what the rules governing the linguistic elements are.

According to Mizne (1997) a speech act is the use of speech focusing on the speaker's intentions of affecting and eliciting an action or effect on the listener. Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances. Even more crucially, the situations calling for a certain speech act and the rules for how to give that speech act vary across culture.

Tsovaltzi & Walter (2012) suggested the following classification of speech acts:

Assertives

They commit the speaker to something being the case. The different kinds are: suggesting, putting forward, swearing, boasting, and concluding. Example: "No one makes a better cake than me".

Directives

They try to make the addressee perform an action. The different kinds are: asking, ordering, requesting, inviting, advising and begging. Example: "Could you close the window".

Commisive

They commit the speaker to doing something in the future. The different kinds are: promising, planning, vowing, betting, opposing. Example: "I'm going to Peru tomorrow".

Expressives

They express how the speaker feels about the situation. The different kinds are: thanking, apologizing, welcoming, deploring. Example: "I am sorry that I lied to you"".

Declarations

They change the state of the world in an immediate way. Examples: "You are fired, I swear, I beg you".

Moldovan & Nobal (2012) reported that speech acts are important in dialogue-based educational systems because they help infer the student speaker's intentions which in turn are crucial to providing adequate feedback and scaffolding.

Feedback helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identifies actions to be taken to improve performance, and scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk.

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.

As Wilfred (1991) explained there are two kids of speech to communicate directive and indirect speeches. Directive speech describes as a requesting and ordering, in that by directing the speaker wants the hearer to do something, and expects him to do it without any conflict, and yet at the same time is not making an order that the hearer carry out the act. There are five direct speeches:

Request

It is a directive illocution that allows for the possibility of refusal or a more polite word for the same thing as ask.

Tell

Firstly it can be used in the sense of telling someone to do something and secondly in the sense of telling a story.

Invite

An invitation made by a way of asking, the hearer can accept or refuse that indirect invitation by answering "Yes" (or "No") to the literal question.

Require

It differs from telling someone to do something only in that it carries with it a greater degree of strength, and that there is an additional preparatory condition that it needs to be done.

Permit

The person who permits something is not concerned so much with the action itself as its effect on something.

Indirect speech acts mainly in connection with politeness since they diminish the unpleasant message contained in requests and orders, People use indirectness, because sometimes direct addresses may even appear impolite, also when they want to make their speech more interesting, when they want to reach goals different from their partners or when they want to increase the force of the message communicated.

Speech acts there are all sorts of things we can do with words. We can make statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Speech acts occur in everyday talk in every society, with various ranges of explicitness. For second language learners, it is important to know which speech acts are different in the first and target language, how they are different, and what is not appropriate to say, they are:

Apologies

As Olshtain, (1983) reported in kampusü (2009) the act of apologizing is called for when there is some behavior which has violated social norms. When an action has resulted in the fact that one or more persons perceive themselves as offended, the culpable person needs to apologize. We are dealing here, therefore, with two parties: an apologizer and an apologized. However, only if the person who caused the infraction perceives himself or herself as an apologizer do we get the act of apologizing.

Furthermore an apology is a compensatory action for an offense committed by the speaker which has affected the hearer. Apologies fall under expressive speech

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acts in which speakers attempt to indicate their state or attitude. They add that in order for an apology to have an effect, it should reflect true feelings.

As Cohen & Olshtain (1981) argued in Wilfred (1991) three are some reasons and strategies used in apologies.

Reasons for using apologies

- To say that they are sorry

- To explain why the offense happened

- To make a repair for the offense and maintain a good relationship with the addressee

Strategies for making an apology

- An expression of an apology

- Acknowledgement of responsibility.

- An explanation or account.

- An offer of repair.

- A promise of non-recurrence.

Request

As Trosborng (1995) claimed request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events. By initiating a request, the speaker believes that the hearer is able to perform an action.

The structure of a request may consist of two parts: the head act (the actual request) and modifications to the request (external or internal).

The perspective of requests can be emphasized, either projecting toward the speaker (Can I borrow your notes?) or the hearer (Can you loan me your notes?). Since we must take into account many factors when we make requests (for example, the age, social distance, gender, and level of imposition), speakers often employ different strategies (linguistic and non-linguistic) to minimize the effects of our request on the other person.

In addition it is the act of asking for something to be given or done, especially as a favor or courtesy; solicitation or petition:

Commands

As James, asher, & Rita (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.

Additionally command is a sentence that is intended to achieve compliance in others, getting them to act in a certain way. Speaking louder and slower and using emphasis creates contrast with surrounding words and hence causes further attention. The intonation of a command is usually fairly flat, with the pitch at the end usually declining slightly to add further emphasis.

Idioms

As Cooper (1998) claimed idioms are figurative units; they describe the situation in a metaphoric way. They provide an outlet for expressive communication and a way for different people to say the same thing but with

different circumstantial allusions. Idiom is a manner of speaking that is natural to native speakers of the language.

Idiomatic expressions pervade English with a peculiar flavor and give it astounding variety, bright a particular character. They help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.

However, learning idioms presents a host of difficulties to English learners, primarily because they don't know the culture and history behind English idioms.

That is why they often use idioms incongruous with the situation. Indeed, English learners utilize idiomatic expressions very carefully, being afraid of using them incorrectly and being misunderstood.

Additionally 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.

Maisa & Karunakaran (2013) said that idioms are specific to one culture and language and their meaning is peculiar to that language (institutionalized), otherwise ,idioms defined as proper language of a people or country, dialect; specific character of a language; expression peculiar to a language.

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 me a translation of an idiom in their language and very often I 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.

- Learners do not necessarily have to use a lot of idioms but they will need to have the most common ones in their passive knowledge if they wish to maximize their understanding of the language.

- Finally, idioms are an enjoyable way of using language and enjoyment helps us to learn more effectively.

Greetings

As Uttale said a greeting is a kind of a polite expression or a gesture done when greeting another person. Also greetings are essential part in our everyday life no matter where we live, what we do; who we are or what culture we belong to. We cannot imagine a single day without greeting somebody.

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 us higher officials, clients etc. Formal setting examples include dinner parties, meetings.

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.

To conclude speech acts are an important and integral part of day-to-day life in all languages. They may differ considerably from culture to culture, thus creating communication difficulties to people who want to learn a foreign language. Considering these concerns, is so important to know the appropriate way of use speech acts, in order to be clear in what the speaker means, what the speaker intends, what the hearer understands, and in that way avoid troubles and other people can understand what we mean and have a successful communication.

Cooperative Learning

Guillies & Michael (2007) claimed that cooperative learning involves students working together in small groups to accomplish shared goals. There are variety of cooperative learning.

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.

According with Furnham (2005) formal groups are typified by rules and order, with greater power possibly being held by relatively few people within the group.

Managed group

Groups may be formed under a named manager, even though they may not necessarily work together a great deal. The main thing they have in common is at least the manager and perhaps a similar type of work.

Managed team

Managed groups sometimes also work together as a team on a single, focused objective or task. In such groups people may come from diverse background, with each bringing a specialized skill to the team.

Process group

The process group acts together to perform a procedure, going through a relatively fixed set of instruction. The classic environment is a manufacturing production line, where every movement is prescribed.

Semi-formal cooperative learning

Guillies & Michael (2007) said that many groups act with less formality, in particular where power is distributed across the group, forcing a more collaborative approach that includes negotiation rather than command and control.

Goal group

The goal group acts together to achieve a shared objective or desired outcome. Unlike the process groups, there is no clear instruction on how they should achieve this, although they may use a number of processes and methods along the way.

Learning group

The learning group comes together to increase knowledge. It may act collaboratively with discussion and exploration, or it may be a taught class, with a teacher and a syllabus.

Problem-solving group

Problem-solving groups come together to address issues that have arisen. They have a common purpose in understanding and resolving their issue, although their different perspectives can lead to particular disagreements.

Family

Families, communities and tribal groups often act as semi-formal ways as they both have nominal leaders yet members can have a high degree of autonomy.

Informal cooperative learning

Guillies & Michael (2007) proposed that 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.

Informal groups are even less structured than formal or semi-formal groups. People may drift in or out of them or join in or be absent depending on their current whim or other priorities.

Friendship

Friends go out together to events and may share interests, but the distinguishing different with interest groups is that the major pleasure is in being in the company of one another. Indeed, friendship groups often use rituals for joining, playing, arguing and splitting up.

Interest

Interest groups come together because they have a common interest either in achieving a particular goal or in following a similar activity. A primary benefit of interest groups is in sharing information and helping one another in the common interest, increasing individual skills and achieving shared goals.

Cooperative learning methodology

As Johnson stated in Árnadóttir (2014) five elements need to be present in order for cooperative learning to be successful they are:

Positive interdependence

It entails that students realize that they are dependent upon each other in order to finish their task. Without every member's participation the group cannot hope to succeed. This in turn means that without the group's collected efforts the individual cannot succeed.

Individual accountability

It ensures that each and every member of a group takes active part and participates at all stages of the task. Individual accountability is directly linked with positive interdependence as each student is responsible for a part of a whole that cannot be completed without their effort.

Social and small-group skills

Teachers should realize that social skills need to be taught; a person does not simply wake up possessing the skill to work well with others. It is very important to teach students a few skills that may be useful before starting the work. These include skills such as how to listen actively, how to explain you in a clear and

concise manner, how to effectively ask others for clarifications and how to resolve conflicts

Face-to-face interaction

Through direct verbal communication students can help advance each other's accomplishments and understanding. This part of cooperative learning engages intellectual activities that take place when students help each other learn. These activities include discussions about problem solving, discussions about new concepts, students sharing their knowledge with others, and connecting new things with past knowledge.

Group processing

It is when members of the group discuss the work process after completing the task. It is very beneficial for students to discuss their behavior during cooperative learning. This way students can give each other opinions regarding which behaviors are helpful and which are not. If any actions have been unhelpful then they can discuss how to change this behavior.

Advantages of working cooperatively

Jolliffe (2007) claimed that there are three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence.

Improvements in learning have been show trough:

- Greater productivity.

- Higher process gain.

- Greater transfer of learning from one situation to another.

- More time on task.

- Greater problem-solving.

Improvements in interpersonal relationship have been shown through:

- Promoting the development of caring and committed relationships.

- Establishing and maintaining friendship between peers.

- A greater sense of belonging and mutual support.

- Improved morale.

Improvements in psychology health and social competence have included.

- Higher self-esteem.

- Improved self-worth.

- Increased self-confidence.

- Greater independence.

- Supporting sharing of problems.

- Increased resilience and ability to cope with adversity and stress.

However the best advantage of working cooperatively is that students learn to work with all types of people and in that way they can share their thoughts and feelings and learn a lot about different perspectives that each person has.

Complications in cooperative learning

There are some problems that teachers have encountered with cooperative learning, proposed by Kagan and Slavin in Árnadóttir (2014). These include students benefitting off of the work of others, and a lack of time to get through the curriculum.

There is the possibility of inactive students. However, this problem can be prevented by including positive interdependence and individual accountability. If individual students are responsible for a part of the project they know that if they do not do the work the group will not succeed which in turn means that they cannot succeed.

Some teachers have expressed concern about whether they will have time to get through the assigned curriculum when they incorporate Cooperative Learning. This is a valid question but it might be a larger problem when traditional group work is being used instead of cooperative learning approaches. The lack of structure might lead to delays in execution.

Principles of Cooperative Learning

As Jacobs, Power, & Loh, (2002) reported in Apple (2006) 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 are: cooperation as a value, heterogeneous grouping, positive interdependence, individual accountability, simultaneous interaction, equal participation, collaborative skills and group autonomy.

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.

Heterogeneous grouping

It derives from the basic idea that situations in which individuals are different in skill level, interest, motivation, experience, and family background lead to more learning opportunities during cooperative activities.

Positive interdependence and individual accountability

They are related principles. Students who work together effectively will find that they need each other to complete the assignments or tasks in class; however, if one or more members of the group does not do as much as other members—a common group phenomenon known as "social loafing"—the group harmony may suffer a serious breakdown, inhibiting learning and spreading dissent and negative feelings. Good cooperative learning techniques ensure that each member of the group is responsible for a certain amount of work.

Simultaneous interaction and equal participation

They are similarly related to the concept of individual accountability. Each member in the group must equally participate, regardless of perceived ability or social status. A group leader should not be allowed to create a mini-monarchy or dictatorship within the group; collaborative skills cannot be gained if only one or two members of a group are doing most of the work.

Degree of autonomy

CL activities that follow these eight principles will promote learner autonomy and personal responsibility for language learning by allowing individual learner choices and decisions during the learning process.

Group Work Interaction

 Harte claimed that group work is a method of social work that is utilized in order to help individuals to enhance their social functioning through purposeful group experiences, and to cope more effectively with their personal, group or community problems.

Reported by Brown, as cited in Harte he states that group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems.

As Árnadóttir (2014) reported group work can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Group work is also a good way to engage students to be more active and responsible for their own education.

In addition, often the group work is not really group work as students simply do not know how work together or be responsible to a group. The original idea of the Communicative Approach was to increase students' participation.

Moreover group work is to work together to achieve different objectives that some people have in common. These goals include work or education-related tasks, personal development, problem solving and the remediation of disorders.

Values of social group work

As Lassne & Powel 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.

Spring (2004) 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.

Time to work in groups

As Burke (2011) claimed there isn't a precise time or place to start working in groups, but according to Burke 2011 the best time to start group work is at the beginning of the class, because at that time students are more active and they want to work harder. When developing a course program, the teacher determines what topics are going to work and after that the instructor lends themselves to group work. It is in that moment that the instructor has to think about how learners will

form their groups, help negotiate the group process, and decide how to evaluate the final product.

Forming the group work

Baines & Blatchford (2009) claimed that group work varies greatly .It largely depends on the task that students are required to do. In some instances, the task is complex and thus requires a certain number of members. For strong foundations to occur, two important issues should be considered. These are:

The size of groups

The size of each group depends on the group's task and the resources available for each group.

The allocation of members into groups

There is no one right way to allocate students into groups. Rather, there are a number of practices to use, they are::

Random appointment: any lecturers use some form of random appointment method to form groups. One of the most popular is the call-off system. This is when the lecturer walks around the room and assigns each student in the class a number or letter in a systematic call off (1, 2, 3, 4, 5... 1, 2, 3, 4, 5… etc. or A, B, C… A, B, C…etc.). Groups are then formed by putting all the 1's, 2's etc. together.

Self-selection: in many instances, students are asked to form into groups themselves. Under these conditions, students usually know people in their class and choose to work with them. For those who do not know others in the class,

these students tend to form groups with those they are sitting near or with others who may not know anyone either.

Selective appointment: this method attempts to form groups based on a criteria, this method attempts to form homogeneous groups. It works on the assumption that groups work better when the members share something in common.

Task appointment: here, the lecturer offers the students a number of topics and lets they select. Groups are generated from the topics nominated. Nomination for the task may involve submitting a preference sheet or the students writing their name on a topic sign-up sheet.

Roles in the group work

Student roles

Crowell (2003) said that some tasks are complex and may benefit from clear roles and responsibilities assigned to each student within a group. Create team roles that are simple, clear, and important. Roles that are frivolous, unclear, or too complex may frustrate one or more team members. Some sample roles are:

Organize: provides the group with the overall process structure.

Recorder: writes down important information (e.g., directions or group work).

Checker: makes sure that all team members understand the concepts and the team's conclusions.

Questioner: generates questions and involves all students.

Assessor: evaluates the progress of each work session.

Encourager: models and reinforces appropriate social skills.

Summarizer: Restates the team's conclusions or answers.

Spokesperson: represents the group and presents group work to rest of the class.

Timekeeper: keeps group on task and on time.

Team facilitator: moderates discussions, keeps the team on schedule, ensures that work is completed by all, and makes sure that all have the opportunity to participate and learn.

Elaborator: relates the discussion with prior concepts and knowledge.

Research runner: gets needed materials and is the liaison between teams and between their team and the instructor.

Besides that, assigning role to students is one way to encourage positive interdependence, interaction and responsibility of each one of them to get a determinant objective.

Teacher's roles

Slavin (2014) stated that he teacher has two main roles:

- The first role is to facilitate the communica-tion 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.

The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher;

- First, as an organizer of resources and as a resource himself.
- Second as a guide within the classroom procedures and activities.
- A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organi-zational capacities.

Also the teacher's role is so important to help students to organize and guide them in order to work cooperatively and coherent.

Teacher-student relationships

As Davis (2003) claimed in Fredson (2015) a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information.

Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of the language learning. The

relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences.

As Pianta (1999) reported in Fredson (2015) when students feel that their teachers are supportive, trust worthy people, they tend to create a connection with their teacher and start to see their teachers as someone who is there to protect them and give them all the chance to enhance their learning and in the same time behave well.

A good classroom environment is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy and confident members of the classroom community and make them feel part of the learning process.

Principles of Group Work

As Verma caimed (1983) there are some principles of group work.

- Principle of planned organization of the group.
- Principle of understanding each individual as a member of a group and as an individual.
- Principle of equality.
- Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group.
- Principle of encouragement of each member of the group.
- Principle of recognition of variety of groups with different objectives.

- Principle of self-development, i.e. full opportunity to the group to organize it programmers according to its needs.

- Principle of self-problem solving. Members should be involved in understating and solving problems themselves.

- Principle of use of programmer according to diagnosis of the group.

- Principle of experience development.

- Principle of understanding the importance of group life in shaping and molding one's character and personality.

- Principle of providing new opportunities.

- Principle of use of constructive limitations.

- Principle of conscious use of himself/herself.

- Principle of acceptance.

- Principle of understanding values.

Hallam (2011) reported that group work is a very powerful learning approach, which can be hugely beneficial to students when used effectively. The following principles apply to all group activities whether they are assessed or not.

Preparation

Whatever the group task, it is vital that the purpose of working as a group and the expected outcomes of this are made clear to the students involved. The points below should be considered in this light.

- The rationale and linked learning outcomes should be clearly articulated to the students before starting, particular care should be given to any assessed group task

- Working in groups involves a number of interpersonal skills which must be embedded in the curriculum and identified prior to, as well as facilitated during the assessed group work.

- Students should have the opportunity to practice their interpersonal skills prior to undertaking a group assessment

Design

Group work should be designed with reference to the learning outcomes and should enable students to demonstrate these successfully. This may be through realizing the benefits of working together or through the produced outputs of the group.

- The design of group work should equip students with knowledge and understanding of how individual roles contribute to groups at a level appropriate for the specified group work.

- The opportunity for self and/or peer assessment/feedback should be built into the curriculum delivery and/or assessment strategy as necessary.

Support and monitoring

Monitoring ideally should be integrated into the way a group operates.

- Ground rules should be pre-determined and clearly communicated.

- Support must be ongoing throughout the period of the group work with the opportunity for tutor feedback.

- Progress must be monitored at set intervals and remedial action taken by the tutor.

Assessment

Assessment group work must be carefully planned and the assessment strategy clearly presented to students, also it should be conducted in such a way it provides evidence of individual contribution besides that it should take into account the process as well as the product of a group.

Review

Standard institutional quality processes provide a useful mechanism for reviewed the effectiveness of assessed group work activities at both module and course level, on a yearly basis.

Group work in the school

The main purpose of group work is to experience interactions in the –here-and-now to derive personal meaning from these experiences, then to transfer this learning to life outside the group.

As Cohen & Lotan (1986) claimed group work is when students working together in a group small enough so that everyone can participate on a clearly assignment learning task. Students in a group communicate about their task with one another. They ask question, explain, and make joint decisions. Interaction may also be nonverbal such as pointing, showing how, nodding, frowning or smiling.

Farmer (1991) said that group work is a strategy for addressing common classroom work. Also it provides greater access to the learning task to more

students in classrooms with a wide range of academic skills and linguistic proficiency. Productive group work increases and deepens opportunities to learn content and develop language and thus has the potential to build equitable classrooms.

Teaching students

Burke (2011) argued that it is difficult for teachers to design and implement group work effectively, and it is difficult for students to foster the group process. Many students have never worked in a group before or lack the skills to work with others. Instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways that instructors can help.

First, the instructor should make certain that each student understands the assignment. Students should know the purpose of the project, the learning objective, and the skills that need to be developed through group work.

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities.

Third, the instructor needs to help the students manage conflict and disagreements. The instructor should avoid breaking up the group. When a group is not working well together, the students need to learn how to communicate effectively and establish goals for a successful group.

Furthermore group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

Benefits of group work

Good group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.

- It encourages the development of critical thinking skills.

- It promotes student learning and achievement.

- Students have the opportunity to learn from and to teach each other.

- The focus is on student centered approach to teaching and learning.

- Students are involved in their own learning.

- Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups.

- Teaching, learning and assessment options are increased.

- Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff.

- Students get the chance to work on large projects

- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways.

- Alternative ideas and points of view can be generated.

- Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

As a conclusion there are a lot of benefits of group work to improve the language, for teachers must implement this strategy in order to develop sociolinguistic competence in the learners, so that they can work in a better way.

Also work cooperatively lets people to have better result to get the goals that each person has, because if we work together, all of us are going to give different opinions to solve a problem and it can be solve easier than when we do it alone.

Beside that students can see how different perspectives, constructive deliberation, questioning, and critical analysis can result in better solutions and performance. Furthermore group work helps students learn how to work with people outside their circle of friends, including those who have different backgrounds and experiences. They can even learn how to work with those who disagree with them, and others they might not "like" or want as friends. Besides that Cooperative groups promote a stronger belief that one is liked and accepted by other students.

Finally Students learn to cooperate with others promoting greater contact, trust, acceptance and support among students of different races, social classes, achievement levels and sexes

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 group work interaction in order to develop speech acts in the English Foreign Language among students of tenth year A 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 speech acts in which the 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 instrument

Methods

In this research work the researcher will use different methods 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

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 observations 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 post-test 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 strategies 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 A 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

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 A 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 observers 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 A 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 A of Basic Education at Colegio de Bachillerato 27 de Febrero in the afternoon section, academic year 2016-2107, who are a total of twenty students; it is a small population, it was no necessary to take a sample of it.

Besides there are two teachers who work teaching English language in the High school, thus it will be essential to work with all of them.

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 permits 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 are performing these tasks, the teacher listens and documents 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, the students will be recognized their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirms 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

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
GOALS	• 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.
LEARNING OBJECTIVES	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.
KEY VOCABULARY	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.
	Activation: Warm up -Guess the picture • One person comes to the front and starts to draw a picture.

INSTRUCTION AL FOCUS	• 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 another picture • Teacher explains what is requesting trough examples by using the board. • Teacher shows flash cards about famous vacation destination. • Teacher shows students words that describe these places. **Connection:** • 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. • Students have to mime the action. • 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. • Students listen and match each person with the picture described in the book. • Complete the phone call about Peter's family

	vacations.
	• Students have to use request in order to talk about vacations
	Affirmation
	• Get into groups and think of a vacation experience that the students remember.
	• Then each student writes a story using the new vocabulary and request.
	• Finally students have to present the story to the class.
CLASSROOM RESOURCES	Student´s book Student´s notebook Board Markers Worksheet Flashcards
DATA COLLECTION SOURCES	Data source: 1: Pretest-pre-questionnaire. Data source: 2: Field Notes
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week one

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

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
GOALS	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.
LEARNING OBJECTIVES	Students will be able to share personal narrative about vacations in pairs using sequence connector, time conjunctions and request.
KEY VOCABULARY	Climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics.
INSTRUCTION AL FOCUS	**Activation:** • Warm up -Simon says 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. • Teacher writes in the board and tells students examples and uses of request.

	- Teacher brings pictures of verbs that are used to describe accidents. - Teacher explains about sequence connectors by using the board. - Teacher presents the use of when and while by using a chart. **Connection** •Label the pictures. Use the word Bank. Then listen to the Antonio´s narration and number the events chronologically in the book. •Listen and match the sentence with the sequence connector use in the audio. • Students pay attention to the sequence connectors to determine the order of events in the book. •Summarize Antonio´s narration using sequence connectors in the book. •Students complete Antonio´s account of his history using while or when in the book. **Affirmation:** •Work in pairs and share personal narrative using sequence connector, time conjunctions and request. •Students present the conversation to the classmates orally.

CLASSROOM RESOURCES	Student´s book Students' notebook Board Chart Markers Mp3 player Flashcards
DATA COLLECTION SOURCES	Data source 1:Field Notes
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week two.

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

RESEARCH PROBLEM	The development of speech acts through group work interaction among students of tenth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year.
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, commands and idioms.
LEARNING OBJECTIVES	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.
KEY VOCABULARY	Town , barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared
	Activation: • 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, "Change if you are wearing a white shirt."

INTRUCTIONALS FOCUS	• 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."
	• All the people living in Canada now change places and the person left standing calls out another instruction. eg, "Change if you are married."
	• Keep playing for a few minutes.
	• Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives.
	• Teacher brings pictures of verbs and vocabulary that are used to describe adventure tales through flashcards.
	• Teacher explains about synonymous of words.
	Connection
	• Read the text and identify the meaning of the words in red. Use the word Bank.
	• Students answer the following questions about the sequence of events in the story
	• Using words with similar meaning to demonstrate

	comprehension. • Summarizes a story using synonyms and greeting. **Affirmation:** •Work in group of four and share little adventure tales using synonymous and greetings. Some students can present the tales for whole class.
CLASSROOM SOURCES	Student´s book and notebook Board Chart Markers Flashcards and Copies
DATA COLLECTION SOURCES	Data source: 1: Field notes
SUPORT	Coaching and guidance from your thesis advisor
TIME	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

RESEARCH PROBLEM	The development of speech acts through group work interaction amongst students of tenth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year.
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, commands and idioms.
LEARNING OBJECTIVES	By the end of this lesson students will be able: Students will be able use idioms talking about experience in a trip.
KEY VOCABULARY	- To have itchy feet - To hit the road - To live out of a suitcase - To be a Sunday driver - To hit the pedal to the metal
	Activation: Warm up -Find the lie - Give each student a small piece of paper. - Tell them to write three pieces of information about

INTRUCTIONALS FOCUS	themselves on the piece of paper. Two of these bits of information must be true, one is a lie. • Tell the students to stand up and to hold their pieces of paper in front of them. • They should walk around the classroom, read the information about people and see if they can guess which statement is a lie. • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning. **Connection** • Students talk about traveling mishaps Students look at the pictures and read the expressions in the word-bank and write the number of the expression under the corresponding picture. • Read and fill in the gaps with idioms from the previous exercise. **Affirmation:** • Work in pairs and create a dialogue using idioms given

	in the lesson and after share with the class.
CLASSROOM SOURCES	Student´s book Students' notebook Board Markers
DATA COLLECTION SOURCES	Data source 1: field notes
SUPORT	Coaching and guidance from your thesis advisor
TIME	Week four

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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
GOALS	-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. -By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To exchange information about hobbies, leisure activities and forms or entertainment by using commands.
KEY VOCABULARY	Plasticize, coin, jewelry, breakdance, candle, cap, clay, craft, plane and stamp.
INSTRUCTION AL FOCUS	(Procedures / Teaching Techniques) **Activation** Warm up: **-D-A-S** • One person has 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).
	• Then the student will have to draw, act or speak to the class the hobby that he/she selects, depending on what he letter of the "D-A-S" has.
	• The other students have to raise their hands and the person that guesses will have to pass to the front and do the same.
	• This activity only will be with five students.
	• The researcher explains what commands are trough examples by using the board.
	• The researcher shows flash cards about hobbies, leisure activities and forms or entertainment.
	• The researcher shows students words that describe these things.
	Connection
	• The researcher explains to the students what they have to do.
	• Students have to complete the conversations with the words of the box.

	• 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.
	• Students listen and complete the information of a radio talk.
	• Students have to read the conversation, then look for the meanings of the blank word and write them in the charts.
	• Students have to complete a list of Do's and Don'ts to attend concerts.
	• Students have to have a conversation using commands.
	Affirming
	• The researcher gives to the students a worksheet where they have to identify, underlining the commands.
CLASSROOM RESOURCES	Student´s book Board Markers Flashcards Worksheet
DATA COLLECTION	Data source 1 : Field notes

SOURCES	
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth-year A at 18 de Colegio de Bachillerato 27 de Febrero of the city of loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include function such as requests, apologies, greetings, commands, and idioms.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To express advice and obligation about life situations, using commands.
KEY VOCABULARY	Friends, e-mail, social network, photography, cooking, hiking, videogames, reading.
INSTRUCTIONAL FOCUS	(Procedures / Teaching Techniques) **Activation** Warm up:-**Jump in – Jump out** • 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 trough 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 Have to, must to, or should.
	• Students have to talk about hobbies to their partner

	using command, in order to advise them to do one of those. **Affirming** • Work in groups of four and advice each one of them using commands, and hobbies. Then present to the whole class their advices.
CLASSROOM RESOURCES	Student´s book Board Markers Flashcards
DATA COLLECTION SOURCES	Date source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week six

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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, commands and idioms.
LEARNING OBJECTIVES	By the end of this lesson students will be able to determine main ideas, supporting details and/or examples in texts or paragraphs.
KEY VOCABULARY	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, resistance, skills, logical, challenging, piece together.
INTRUCTIONALS FOCUS	**Activation:**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 is passed. Students then

	throw to another student and say a different English word.
	• If a student who receives the ball drops it, he/she is out.
	• The game keeps going until you have one winner. It can be played with different categories.
	Connection
	• Teacher organizes groups of 4 members.
	• Teacher and students have to read and answer the questions of the first activity before read.
	• 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.
	• Teacher makes students to read the text in page 42, activity 3.
	• Students have to identify supporting details or examples associated with the main ideas mentioned in the activity 4 and solve it.
	• Students have to read and look for some words that the author used to support his ideas and complete the chart of task 5.

	• 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. **Affirmation:** • 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. • Finally, the teacher corrects students' mistakes and guides them with the correct answers.
CLASSROOM SOURCES	Student´s book Board Markers Dictionary
DATA COLLECTION SOURCES	Data source 1: field notes
SUPORT	Coaching and guidance from your thesis advisor.
TIME	Week seven

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 8

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, commands and idioms.
LEARNING OBJECTIVES	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.
KEY VOCABULARY	- To be in full swing - To be the life and soul of the party - To be / feel in one's element - To blow away cobwebs - To make a big thing of something
INTRUCTIONALS FOCUS	**Activation:** Warm up – Books closed - Talk to students about activities that people do, different from work or study. - The teacher asks them about places such as gyms or

	cinemas.
	• Students can talk about the most popular activities and the teacher may help them by saying that these activities make people feel alive.
	• Teacher encourages students to participate in the warm up.
	• Teacher explains the importance the use of idioms in daily conversations.
	• Teacher shows students pictures of idioms in order to prepare their minds to learn the new idioms.
	Connection
	• Students have to match the ads with the corresponding hobbies.
	• Students have to match the idioms with their definitions.
	• Students have to prepare a short conversation by using idioms.
	Affirmation:
	• Students will have to perform a short conversation by using the idioms learned in pairs. They can be guide with pictures of the task three.

CLASSROOM SOURCES	Student´s book Students' notebook Board Markers Worksheet Flashcards
DATA COLLECTION SOURCES	Data source 1: Posttest – Post questionnaire Data source 2: Field notes
SUPORT	Coaching and guidance from your thesis advisor.
TIME	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

- The tenth year B

- The teacher candidate

- The thesis advisor

Material

- Lesson plans

- Book/ Notebook

- Sheets of paper

- Flashcards

- Flipcharts

- Flashcards

- Markers

Technical
- Computer

- Projector

- Printer

- Internet

g. TIMELINE

Month/week column mapping (54 week-columns): **2016** — July (3,4), August (1–4), September (1–4), October (1–4), November (1–4), December (1–4), January (1–4); **2017** — February (1–4), March (1–4), April (1–4), May (1–4), Jun (1–4), July (1–4), August (1–4).

ACTIVITIES	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	1	2	3	4	1	2	3	4
PHASE I: PROJECT																																																							
Presentation of the Project	X	X	X	X	X	X																																																
Designation of the Project											X	X	X																																									
Project revision and Approval												X	X	X																																								
Designation of Thesis Advisor													X	X	X																																							
PHASE II: ACTION PLAN																																																							
Application of instruments															X	X																																						
Act and observe																X	X	X	X	X	X	X	X	X	X																													
PHASE III: THESIS																																																							
Tabulation and elaboration of tables and Graphs																					X			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																													X																									
PHASE III: REVISION AND APPROVAL																																																							
Thesis revision																																																							
Thesis presentation																															X	X	X																						
Thesis approval																																		X	X																				
PHASE IV: PHASE OF INCORPORATION																																																							
Presentation of documents																																			X	X	X	X	X	X	X	X	X	X										
Private review																																												X	X								
Corrections																																																X	X	X	X		
Public sustentation and incorporation																																																		X	X	X	X	**X**

h. BUDGET AND FINANCING

Resources	Cost
Internet connection	200.00
Print of reports	50.00
Print of the project	150.00
Print of the final report and thesis	200.00
Unexpected expenses	200.00
TOTAL	800.00

The financing of the expenses derived from the present research work will be assumed by the researcher author.

All the 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

OBSERVATION SHEET					
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:** Students of Tenth-grade A & The researcher			**Role of the researcher:** Nonparticipant observer **Duration of the observation:**	
Things to be observed	**Levels of Acceptability**				**Remarks**
	Perfectly Acceptable	Acceptable	Unacceptable	Totally	
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

FIELD NOTES		
Observation #: **Topic:** **Objective of the** **session:**	**Date/Time:** **Class size:** **Participants:** Students of Tenth year A & The researcher	**Role of the researcher:** **Participant observer** **Duration of the** **observation:**
Description of the event	**Reflective Notes**	

Annex 3:Pre and Posttest & 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.

………………………………………………

Students Signature

THANKS FOR YOUR COLABORATION

Test Scoring Guide

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

   a. I am so sorry **(0.50)**

   b. That is my fault **(0.50)**

   c. Please excuse me **(0.50)**

   d. Don't be mad at me please **(0.50)**

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

   a. Request **(0. 25)**

   b. Incorrect. It refer a concern **(0. 25)**

   c. Request **(0. 25)**

   d. Incorrect. It refer a apologizing **(0. 25)**

   e. Request **(0. 25)**

   f. Incorrect. It refer an empathy **(0. 25)**

   g. Request **(0. 25)**

   h. Incorrect. It express gratitude **(0. 25)**

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

   a. Leave her alone!   **(0,4)**

   b. Give it back to me! **(0,4)**

   c. Come back!   **(0,4)**

   d. Don't worry!   **(0,4)**

   e. Call me later!   **(0,4)**

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

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

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

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

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

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

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

Conversation 1

a. Hello **(0. 25)**

b. Hello **(0. 25)**

c. Bye   **(0. 25)**

d. Bye   **(0. 25)**

Conversation 2

e. Good morning   **(0. 25)**

f. Good morning   **(0. 25)**

g. See you tomorrow **(0. 25)**

h. Good bye   **(0. 25)**

Annex 4. Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

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 COLABORATION

Annex 5: Research Matrix

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

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does the group work interaction develop the speech acts among students of tenth-year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year? **Specific** What theoretical and methodological references about group work interaction are adequate for developing speech	**General** - To develop speech acts through group work interaction among students of tenth-year A at Colegio de Bachillerato 27 de Febrero during the 2016–2017 school year. **Specific** - To research the theoretical and methodological references about group work interaction and it	**Dependent variable** - Communicative Language Teaching. - Communicative Competence. - Sociolinguistic competence. - Speech acts: • Apology • Commands • Request • Greetings • Idioms. **Independent variable**	**Preliminary investigation** - Observing the English classes - Stating the background of the problem - Describing current situation - Locating and reviewing the literature - Creating a methodological framework for the research - Designing an intervention	- Observation sheet - Pre and Post test - Pre and Post Questionnaires - Field Notes

acts among students of tenth-year A 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 A 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-	application on speech acts among students of tenth year A 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 A 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 A at Colegio de Bachillerato 27 de Febrero during the	• Cooperative learning • Principles of Cooperative Learning: •Collaboration •Cooperation as a value •Simultaneous interaction •Heterogeneous grouping •Positive interdependence and individual accountability •Simultaneous interaction and equal participation •Degree of autonomy • Group work	plan **Intervention and observation** • Administering test and questionnaires • Observing and monitoring students´ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report.	

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year A 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 A 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 A at Colegio de Bachillerato 27 de Febrero.	2016–2017 school year. • To apply the most suitable techniques of group work interaction in order to develop the speech acts among students of tenth-year A 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 A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.	interaction •Values of social group work • Time to work in groups •Forming the group work • The size of groups •The allocation of members into groups • Roles in the group work •Teacher-student relationships.		

Annex 6. Grading Scales

Speech acts

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

Group work interaction as strategy cooperative learning

Quantitative score range	Qualitative score range
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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