UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

AUTHOR

NATHALI DEL CISNE CUENCA COLLAGUAZO

THESIS ADVISOR

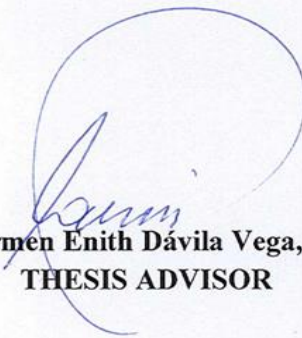DRA. CARMEN ENITH DÁVILA VEGA, MG. SC.

LOJA-ECUADOR

2018

CERTIFICATION

DRA. CARMEN ENITH DÁVILA VEGA, MG. SC. PROFESSOR OF
ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA

C E R T I F I E S :

That the present research work entitled **THE IMPROVEMENT OF SPEECH
ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–
YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL
AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR.** Under the responsibility of the undergraduate
student: **NATHALI DEL CISNE CUENCA COLLAGUAZO** has been
thoroughly revised and fully analyzed; therefore, I authorize the presentation of the
thesis for the corresponding legal purposes, and its compliance with all the norms
and internal requirements of the Universidad Nacional de Loja.

Loja, August 16th, 2017

Dra. Carmen Enith Dávila Vega, Mg. Sc.
THESIS ADVISOR

AUTORÍA

Yo, **NATHALI DEL CISNE CUENCA COLLAGUAZO,** declaro ser la autora de esta tesis y expresamente eximo a la Universidad Nacional de Loja y a sus representantes legales de posibles reclamos o acciones legales del contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional - Biblioteca Virtual.

Autor: Nathali del Cisne Cuenca Collaguazo

Firma: ....

Cédula: 1105775330

Fecha: Loja, Marzo 22, 2018

iii

CARTA DE AUTORIZACIÓN DE LA TESIS POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, NATHALI DEL CISNE CUENCA COLLAGUAZO, declaro ser el autor de este trabajo de tesis titulado: **THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, como requisito para optar al grado de Licenciada en Ciencias de la Educación; mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la publicación intelectual de la Universidad, atreves de la visibilidad de su contenido en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de la información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los veintidós días del mes de marzo del dos mil dieciocho.

Firma:

Autora: Nathali del Cisne Cuenca Collaguazo
Cédula: 1105775330
Dirección: Loja, Cdla. Alegría, Av. Tiwintza, Bacón y V17
Correo electrónico: nathali161994@hotmail.com
Teléfono: 2112044   **Celular:** 0981207483
DATOS COMPLETOS
Director de tesis: Dra. Carmen Enith Dávila Vega, Mg. Sc.
Tribunal de grado
PRESIDENTA: Lcdo.M.Sc Jhimi Bolter Vivanco Loaiza,
PRIMER VOCAL: Lcda.M.Sc Miriam Eucevia Troya Sánchez,
SEGUNDO VOCAL: Lcda.M.Sc Yanina Benén Quizhpe Espinoza,

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere gratitude to the Universidad Nacional de Loja, to the English Language Department, its Coordinator and the Professors who contributed to my learning to finish successfully my studies.

Likewise, I want to say thanks to Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, its representatives, teachers and students for allowing me to develop my research work.

Finally, I am deeply grateful to Dra. Carmen Enith Dávila Vega, Mg. Sc, who has supported me as my thesis advisor and who has made it possible to carry out this work with her collaboration.

THE AUTHOR

DEDICATION

First of all, I want to dedicate this thesis work to God. Also, to my parents Elso and Zoila who encouraged me when I was hopeless among a lot of tasks that I had to accomplish every day and who gave me the opportunity to have an excellent education.

In addition, I would like to dedicate my work to my sisters Daisy, Rosa, Juliana and Maria for supporting me in the most difficult situations during this process and for guiding me throughout my life to reach out my goals.

NATHALI DEL CISNE

MATRIZ DE ÁMBITO GEOGRÁFICO

				ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN							
				BIBLIOTECA: **FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**							
TIPO DE DOCUMENTO	AUTOR / TITULO DE LA TESIS	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	NATHALI DEL CISNE CUENCA COLLAGUAZO THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR	UNL	2018	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	LA TEBAIDA	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN; MENCIÓN: IDIOMA INGLÉS

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA

CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO

THESIS OUTLINE

a. TITLE

THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. RESUMEN

El objetivo de la presente investigación fue mejorar los actos del habla a través de la interacción grupal. Los métodos utilizados para analizar e interpretar los resultados fueron: científico, estadístico, descriptivo y sintético-analítico. Hojas de observación, notas de campo, pruebas y cuestionarios fueron los instrumentos aplicados a 23 estudiantes de noveno año de la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. Los resultados mostraron que los estudiantes disminuyeron sus limitaciones en el uso de los actos de habla en conversaciones formales e informales. Los estudiantes demuestran una alta comprensión de los actos de habla para expresar sus ideas, fomentando una comunicación clara e interactiva entre ellos. Ellos pueden pedir disculpas, hacer peticiones, obedecer un comando, saludar apropiadamente y usar expresiones idiomáticas en un contexto real. En conclusión, la aplicación de la interacción grupal fue exitosa porque motiva a los estudiantes a tener una actitud positiva para desarrollar cada una de las tarea y a participar y colaborar en los grupos respetando las opiniones de los demás.

ABSTRACT

The objective of the present research was to improve the speech acts through group work interaction. The methods used to analyze and to interpret the results were: scientific, statistic, descriptive and analytic-synthetic. Observation sheets, field notes, tests and questionnaires were the instruments applied to 23 ninth year students of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. The results showed that students reduced their limitations in using the speech acts in formal or informal conversations. Students demonstrate a high comprehension of speech acts to express their ideas, encouraging a clear interactive communication between them, they can ask for apologies, make requests, follow a command, greet appropriately and use idiomatic expressions in a real context. In conclusion, the application of group work interaction was successful because it motivates students to have a positive attitude to develop every task and to participate and collaborate in the groups respecting each other´s opinions.

c. INTRODUCTION

Within English language learning, speech acts are necessary for getting excellent proficiency in that language. Considering that, speech acts have a relevant communicative function at the moment of sharing some intentions to others. According to Searle cited in the research work of Masouleh, Arjmandi, & Vahdany (2014), if individuals want to understand a language, they need to recognize the speaker's intentions, because it is essential for capturing the meaning. Therefore, students who learn a language, need to have a deep knowledge about using idioms, commands, requests, greetings and apologies, which are useful for them to have a clear communication in a real-life interaction.

In the case of ninth year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, must deal with five principal problems in using the speech acts to communicate in the English language. One of them, is that they are unaware expressions to ask for apologizing. Also, they do not know how to make a request in a politely way. In addition, students are not able to follow a command. Similarly, they have difficulties to greet someone appropriately when a situation requires that. Finally, they found problems in understanding clearly the figurative meaning of idioms. These difficulties that students shown were the reasons to research; How does the group work interaction improve the speech acts? Considering that, group work interaction encourages students' participation and exposes them to new ideas and to different perspectives and approaches. Students are in a process of

discussing, questioning and organizing, which facilitates the comprehension and internalization of critical concepts and new information (Jiang, 2009).

Five specific objectives were proposed to carry out this research work. The first is to research the theoretical and methodological references about the group work interaction and its application on improving of the speech acts. The second is to diagnose the issues that limit the improvement of the speech acts. The third is to design an intervention plan based on the group work interaction in order to improve the speech acts. The fourth is to apply the most suitable activities of the group work interaction in order to improve the speech acts. And the last is to validate the results obtained after the application of group work interaction to improve speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

Some methods, which helped to develop this research work were: The analytic-synthetic method that helped to analyze all the information found through the data collection instruments. Also, it allowed to make the interpretation and the logical analysis of the data to draw up the conclusions. The statistical method was useful to collect and analyze all the answers in graphics to indicate the results, and then to give a quantitative and qualitative analysis and interpretation according to the theoretical reference to draw up the respective conclusions. The scientific method facilitated the study of the group work interaction to improve the speech acts in the English Language, also, to develop the phases in the observations before and during the intervention, and to support during the prediction of the possible solution. The descriptive method was helpful to describe the different stages of the study and the

5

kind of resources used in this research. Likewise, this last method helped to explain and analyze the object of the investigation.

The present research work encloses some parts: the Abstract, that contains the general objective of the work, the description of the main methods, the techniques, the population, the presentation of the main result and the most important conclusion. After, the Introduction, which describes the contextualization of the problem investigated, the reasons for choosing the topic, the specific objectives of the research, the methodology used and the content of the thesis. Next, the Materials and Methods, which details the materials, the Design of the Research, the methods used, the techniques and instruments and the population. Also, the Results, that show the data gathered in tables and figures to facilitate their interpretation and their analysis. Then, the Discussion, that describes the intervention plan implemented and its stages, the strengths and the limitations of the students. Similarly, it specifies how group work interaction contributed to the improvement of the speech acts. In addition, the Conclusions section, that includes the main findings of the research and were done in relation to the second, fourth and fifth specific objectives. Finally, the Recommendations, which is a part that contains some suggestions for English teachers to improve the speech acts in their students and to develop effectively the teaching practice.

d. LITERATURE REVIEW

The Speech Acts

  The Speech acts have been developed based on the language as action assumption which states that when people say something they do something. Speech act is a construct in linguistics and the philosophy of language that refers to the way natural language performs actions in human-to-human language interactions, such as dialogues (Rus, Moldovan, Niraula & Graesser, 2012).

  The Center for Advanced Research on Language Acquisition (2015), conceptualized a speech act as a sentence or a saying which have an important function in communication within a real life interaction. People can express a speech act when they offer an apology, greeting, request, complaint, invitation, compliment, or refusal, etc. Some speech acts are formed just with one word, for example: Hello! Is used to greet someone, but other ones might be completed sentences, for example: Would you carry this for me, please? Thus, this sentence expresses a request. Furthermore, Rus, Moldovan, Niraula, & Graesser (2012) added that, "Speech acts are important in dialogue-based educational systems because they help to infer the student speaker's intentions (the task of speech act classification) which in turn is crucial to providing adequate feedback and scaffolding".

  As John Searle cited in the research work of Masouleh, Arjmandi, & Vahdany (2014), stablished that a speech act is an utterance that expresses an intention. it can be a sentence, a word or a phrase. When somebody speaks, they perform an act. So,

speech does something and speech act stresses the intent of the act as a whole. Searle believes understanding the speaker's intention is essential for capturing the meaning. Without the speaker's intention, it is impossible to understand the words as a speech act. Moreover teaching speech acts enables EFL students to become aware of the sociolinguistic conventions of language use and cultural differences which constitutes appropriate use in English as opposed to their first socio-linguistic systems.

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 is Searle's version, but this present research work is 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 gave 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 acts.

- 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, greeting, 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), stated 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

As far as successful performances of the speech act of commanding are concerned, the directive illocutionary point is achieved not if the hearer is coerced to act as commanded but only if obeys the command. Commands show the imperative form of the verbs as a way to warm someone. For example: Do not smoke here or Do not walk on the grass (Ruiter, 1993).

In relation to Cambridge Dictionary (2016), commands are used to give orders to a specific subject. Also, people often use an imperative in commands, and the modal verb must. They both sound very direct, examples:

- In class: Stop talking now!

- A father to his child: Don't press that button.

- A mother to a child: You must wear a coat. It's raining.

Alternatively, the Cambridge Dictionary remarks that there are other manners to make commands sound politer, the key word is to say please at the end of the utterance, or to use this expression I'd like you to + infinitive or I'd be grateful if you'd + infinitive without to:

Examples:

- A boss to an assistant:

Ask Max to sign this form and then send it off immediately please, Gwyn.

I'd like you to bring us four coffees at eleven when we take a break in the meeting.

I'd be grateful if you didn't tell anyone about this.

Requests

Requests are directed towards a listener to portray a speaker's desire and intent for the listener to fulfill this desire by offering information or action. Some modal verbs are used in English to make polite requests. Their main functions are asking for permission and asking others to do things (Shams & Afghari, 2011).

Moreover, a request is the action of asking someone nicely for something, or asking someone to do something. People usually ask for something in a polite and indirect way, for example, using can, could, would you mind if and may (Cambridge Dictionary, 2016).

Asking for something: asking for permission

- **Request:** Can I have the salt?

Possible answer: Of course, here you are.

- **Request:** Could I ask you the time, please?

Possible answer: No problem. It's quarter past four.

- **Request:** Would you mind if I borrowed your pen, please?

Possible answer: Of course, here you are.

- **Request:** May I have the bill, please? (May is more formal.)

Possible answer: Certainly, Madam.

Asking someone to do something

- **Request:** Could you call a taxi for me, please?

Possible answer: Yes, of course.

- **Request:** Would you ask Rose whether she has signed the card, please?

Possible answer: Yes, sure.

- **Request:** Would you mind collecting my suit from the dry cleaner's, please?

Possible answer: Of course not.

- **Request:** Do you think you could come in ten minutes early tomorrow, before the presentation?

Possible answer: Well, I´m not sure, tomorrow morning's a bit difficult.

Expressive speech acts: apologies and greetings

Apologies

Based on the study of Khorshidi (2013), apology means an acknowledgment of expressing regret or asking pardon for a fault or an offense. Therefore, language learners need to be well-equipped with apology strategies, and they must know the appropriate strategy to use for a specific context or situation, otherwise there will

be a misunderstanding which may lead to unpleasant outcomes. The speech act of apologizing is generally a post-event act. As an apology, the utterance succeeds if it is taken as expressing regret for the deed in question; as an act of seeking forgiveness, it succeeds if forgiveness is thereby obtained.

Similarly, My English Pages (2016), explained that the act of apologizing implied to, "Tell someone that the person is sorry for having done something that has caused problems or unhappiness for her/him" Examples: I must apologize to Isabel for my late arrival, I'd like to apologize for my trouble making**.**

Expressions to make and respond to apologies

Making apologies:

- I do apologize for...

- I must apologize for...

- I'd like to apologize for...

- I am so sorry for...

- I shouldn't have...

- Please, forgive me for...

- Excuse me for ...

- I'm terribly sorry for...

- Please, accept my apologies for...

Accepting apologies:

- It doesn't matter.

- Don't worry about it.

- Don't mention it.

- That's OK.

- I quite understand.

- Forget about it.

The act of apologizing take place when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person needs to apologize (an apologizer and an apologizee). However, only if the person who caused the infraction perceives himself or herself as an apologizer. The act of apologizing requires an action or an utterance which is intended to set things right (as Olshtain, 1983 cited in Istifçi & kampusü, 2009).

Greetings

Greetings are expressions that people use in a friendly and polite ways when they meet or welcome someone. Thus, through greeting someone, people show their education and make other feel respected when they correspond with another greeting. The most appropriate and efficiently way to reach out to a person is to greet him/her in his/her own language in order to get a trustworthy talk. Similarly, "A greeting formula is the means by which a locator begins and ends a verbal contract that is full of psychosocial implications that affect the speaker position within the community" (Felecan , 2015).

As Bricklin (2016), concluded that succeeding in delivering greetings can be taught and assessed in a classroom setting, but the real test comes from future unscripted interactions with the students and their performance of greetings as they pass me in the hallway and how they interact in unexpected situations in the real

world. Teaching and assessing greetings and other speech acts is unique because the only way to know whether a student "gets it" is to see him or her use it in an unplanned, unprepared context.

Example of greetings

Formal greetings

Possible greeting: Hello, Mrs Hand. It's nice to see you again.

Possible response: What a pleasant surprise! How are you? It's been a while.

Possible greeting: Good morning Mrs Hand. How are you today?

Possible response: I'm very well thank you. And you?

Possible greeting: Good afternoon, Mrs Hand. It's good to see you.

Possible response: Thank you. It's nice to see you too. How are you?

Informal greetings

Possible greeting: Hi, Lynne! How's it going?

Possible response: Not too bad, busy as ever.

Possible greeting: Hello Lynne. How are you doing?

Possible response: Fine thanks. What's new with you?

Possible greeting: Hi, Lynne. How are things?

Possible response: Oh fine. You know how it is.

Indirect speech acts: idioms

Idioms

   According to Gibbs cited in Cacciari and Tabossi (2014), said that idioms are fixed expressions formed from a group of words which cannot convey meaning if they are separated. More specifically, idioms as indispensable part of the culture of

a language, have their own functions. The most important to exemplify them are:to give someone emphasis, to make an anecdote more interesting, and to catch the reader´s eye.

Campoverde & Carpio (2015), claimed that, "Idioms make English a colorful and dynamic language and most of the time, they express something better that a formal speech". Examples: It makes my mouth water, It´s mind-blowing, I´m feasting my eyes on, It's a piece of cake, Get out of here, It's finger-licking good.

Davies (2015), suggested that students of a second language need to have knowledge about, "How a society makes its own meaning of the world". Moreover, Nancey (2013), explained the idioms usages, she considers them not only as expressions of folk wisdom, but also as inseparable parts of the language, which play a powerful l role in language communication.

In 2013, Volunteering with ESL learners shared some useful activities to teach idioms which can be adapted to almost all levels:

Idiom of the day/week. The tutor lets the learner think about the meaning before the definition is discussed. Use the idiom in the lesson to give the learner context, and ask the learner to use it by the end of the lesson.

Scrambled idioms. Break down an idiom into separate words. Write each word on a separate index card and scramble them. Learners must rearrange the words to create an idiom and then guess the meaning.

Drawing. Have learners draw literal interpretations of idioms. For example, learners will draw a representation of "The apple doesn't fall far from the tree." Then learners can discuss how their drawing represents the metaphorical meaning.

Idioms in music. Find songs with idioms in the lyrics. Have learners listen to the songs, read the lyrics, and pick out the idiom(s). Discuss the meaning in context. Here is an example of an appropriate song with idioms:

Taylor Swift - Blank Space

So it's gonna be forever

Or it's gonna **go down in flames**

You can tell me when it's over

If the high was worth the pain

"Go down in flames means" means to fail or end suddenly and completely.

Group Work Interaction

Group work interaction means learning collaboratively with the help of each one of the members to accomplish a task. Here students are focused on a same learning goal and are able to contribute with their ideas, opinions, fact, dissents, arguments, experiences and others. "Group work increases the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback" (BBC, 2016).

According to Ministerio de Educación del Ecuador (2016), established that learners through a group work or pair work can give their opinions provoking topics to help learners create connections between each other and the topic, working on values, such friendship, loyalty and honesty, will form learners into well-rounded adults who will be prepared for many diverse situations in the work place, school and beyond.

Benefits of implementing group work interaction in the classroom

Group work provided students with more opportunities for interaction, for giving and taking face to face, for practicing in negotiation of meanings, and for students to build social relationships. In this face to face communication, students are learning to collaborate with their peers. By applying such a learning strategy, students are promoting both their cognitive learning and interactive skills. They are exposed to new ideas and information, to different perspectives and approaches. They are in a process of discussing, questioning and organizing, which facilitates the comprehension and internalization of critical concepts and new information. As they are learning to justify and clarify their own points of view when exploring an issue or solving a problem, they are improving their linguistic competence as well as their overall communicative language competence (Jiang, 2009).

Likewise, Burke (2011), emphasized the most important advantages of group work interaction, which can be called benefits, too.

- Through working in a group, students will have worthily resources for learning, because, each member is from different backgrounds with incomparable experiences.

- Group work motivate student to think creatively to solve problems, using each one of their points of view for better decision making, "Two heads are better than one."

- Group learning motivate meaningful discussions among m embers and there is a better comprehension of the contents while they are learning.

- Students who are involved in a group problem solving feel more dedicated in the solution. This situation lets them to get self-satisfaction for participating.

- A group work allows members to capture a self-image of themselves which contribute with a better understanding within the group and evaluating their interpersonal behavior.

Besides, there are three two more benefits of implementing group work interaction in the classroom which explain the importance of collaborating, and the value of respecting each other's.

- Collaboration is part of the learning process in groups. It is pleasant to see that students help each other to learn. "The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another" (Verner, 2016).

- Kokemuller (2016), argued that working in groups make more valuable the discussion of ideas shared, for this reason students need to acknowledge that members of the group come from different backgrounds with different experiences and, in order to respect each other´s ideas they have to be open-minded and try to understand them.

Students' interaction in the group work

As Johnson and Johnson (1989) cited in Pedersen & Digby (2013), explained the interaction of students in cooperative learning:

- Collaborating each other with "efficient and effective" approval and assistance.

- Checking doubts, tools, necessities such as indispensable data and experience to master knowledge more "efficiently and effectively."

- To get good feedback to each other in order to reform their performance of their responsibilities with tasks.

- Challenging each other´s deductions and critical-thinking in order to obtain a brilliant decision making for problem solving.

- Defending the physical effort to accomplish mutual goals, behaving in trusting and reliability ways.

Teacher roles in group work interaction

In 2008, Murdoch & Wilson defined the role of the teacher as a facilitator of group work organization. In addition, the teacher needs to form an effective cooperative lesson where students teach and learn themselves. On the whole, the instructor must take into account the different learning skills, cultural background, personal qualities and gender to set up the groups.

According to Johnson & Johnson (2014), the instructor has to accomplish these necessary roles in the group work interaction.

- To detail two kinds of objectives for the lesson, one academic and another for social skills.

- To be aware about how to design the learning groups, the size, the roles given, how the classroom is adapted and how materials are planned.

- To teach the academic concepts, principles, and strategies that students are going to be master and explains (a) the task to be completed, (b) the criteria for success, (c) the positive interdependence, (d) the individual accountability, and (e) the expected student behaviors.

- To guide work of the group learning through teaching collaborative skills and giving support in academic learning when it is required.

- To assess the students' performance against "The preset criteria for excellence", and convinced how effectively members worked together in the groups process.

Student roles in group work interaction

The British Columbia Institute of Technology, n.d. stated two main ideas about the roles of the students among a group. The first one is to promote a positive interdependence to assigning meaningful roles to each member. The second is about making turn roles to let each student experience a range of duties and responsibilities. Subsequently, some students' roles are described below:

Facilitator

- Moderates team discussions

- Keeps the group on task

- Ensures equal involvement

- Ensures equal opportunities to learn, participate and earn respect

Recorder

- Distributes and hands in materials

- Completes worksheets, written assignments or summaries for oral reports

Reporter

- Summarizes the group's activities or conclusions

- Assists the recorder with writing worksheets and group reports

Timekeeper

- Keeps the group aware of time constraints

- Aids the facilitator in keeping the team on task

- Consults with other teams if needed

- Leaves the work area in good condition

- Fills in for an absent member if there is no fifth member

Wild card

- Fills in for an absent member

Problems associated with group work interaction

According to Schwartz (2011), the application of group work in the classroom con contribute meaningfully to students acquiring language but some problems have been found in the use of this strategy. These issues are associated with the lack of organization and leadership, the lack of understandable communication, difficulties in comprehending the tasks, disadvantage to make students participate equally and too much pressure to reach the group objectives. Similarly, the teacher gets in trouble setting students into groups and helping them to solve all conflicts. The most common problems within groups are:

Faulty communication: students do not know how to communicate well, for that reason some critics and gossip could happen getting members of the group to feel disregarded and unease.

Attribution errors: the errors of the members cause positive and negative critics; it depends on the behavior of other members.

Mistrust and grudges: members do not trust each other to work together because some of them show indifference for their obligations and unfairly treated could happen with inappropriate criticism.

Personality clashes: this can occur when the teacher set the groups randomly and some different personalities are put together. These personalities sometimes don´t fit well and a lot of problems will happen.

Solutions for problems associated with group work interaction

As Hadad & Reed (p. 268) cited in Schwartz (2011), said that conflicts in a group work need to be solved in order to make the group a winner, and not an unsuccessful.

- The difficulties should be taken as group problems and not as individual ones to avoid dividing and destroying the group.

- Do not ignore a problem because it will rise and will get a group stop working.

- Show the conflict as a way to see that students are engaged and interested for working, for this reason members notice where the problem is and try to discuss.

- Do not let students call others with disrespectful names if someone is slow or if someone doesn't understand everything.

- Be open-minded and fair, listen to both sides and find reasons to solve the problems from the origin.

- Remain in giving constructive critics to dissent other opinions.

- Get students to realize why they are having problems and make them understand the possible effects that have their behavior.

- Brainstorm to find solutions and commitment.

Stages of developing the group work interaction

In 2016, the Catalyst Consulting Team explained the Bruce Tuchman's group development model, who described four stages to make groups become more effective to perform appropriately.

Forming

Behaviors

- The purpose and goals of the team are unclear and communication is low.

- Members feel varying degrees of commitment and are dependent on directive leadership.

Tasks

- Building common purposes and understanding personal concerns.

- Clarify results and rewards.

- Assess resources.

- Leader provides direction and drives the team process.

Storming

Behaviors

- Differences and confusion arise over goals and roles.

- Team is uncertain about how to deal with issues openly.

- Members act from an independent attitude.

Tasks

- Involve everyone´s ideas and opinions in the discussion.

- Assess resources and make necessary adjustments.

- Define norms.

- Leader raises difficult issues and coaches team through struggles.

Norming

Behaviors

- Team gains confidence and are mutually reliant.

- "What", "how", "who" and "when" become clarified.

- Team agrees on approaches, goals, communication, and roles.

- Team builds relationship with externals

Tasks

- Develop processes for information sharing, feedback and resource distribution.

- Have open forums on task and relationship, both internal and external.

- Build appropriate feedback loops with external relationship.

Performing

Behaviors

- Members take full responsibilities for task and relationships.

- Team achieves effective and satisfying results.

- Team take the initiative to continually assess external forces.

Tasks

- Continuously seek to improve task and relationships.

- Celebrate successes-reward and recognize both team and individuals wins.

- Continuously test for better methods and approaches.

Situations that may require using group work interaction

In the words of Anderson (2015), group work can be used in the following situations:

- To practice speaking skills

- To do an exercise or to compare answers after doing an exercise individually.

- To work on a project or task.

- To create something, such as a diagram, a text or a picture.

- To give feedback to a classmate on something they have written.

Ideas for the teacher to set up the group works

In 2015, The University of New South Wales of Australia offered some ideas to set up groups.

- Make safe that the task assigned cannot be developed by group members working independently like separated tasks. Also, help them to be involved in varied roles and responsibilities within the group.

- Be clear with the students about expectations of the group project and confer them opportunities to understand the goals of the group and after that, the students will analyze them to find ways for achieving them.

- Check the size of groups, minimum three to five people is probably convenient.

- Encourage diversity means listening to different perspectives about one topic, considering that groups often contain a mixture of people with varying abilities, language capabilities and learning styles etc.

Ideas for the teacher to monitor group work interaction

The Center for Teaching Excellence (2016), provided some ideas to monitor groups.

Monitor the groups but do not hover. While students work, the teacher circulates around the groups to pay attention to their questions and to listen to carefully their doubts which will be discussed later with the whole class. Allowing enough time to students to solve problems for their own, is more advisable instead of interfering between them immediately.

Expect a lot of the students. Assume that they do know, and can do a great deal. The teacher only need to express confidence in them.

Be slow to share what the teacher knows. If the teacher needs to manage an inexperienced or conflicting group, s/he has to avoid immediately giving an answer or a solution. If the group do that for their own, the whole team have won showing their capacity for finding reasons and solve something.

The teacher need to clarify the role as facilitator. If students criticize the teacher for not contributing enough to their work, he or she needs to consider whether has communicated clearly enough his or her role as facilitator.

Learning tasks for the group work interaction

Giving group learning task to students sounds quite difficult especially if some of them don´t want works together. Thus, British Columbia Institute of Technology (2010) defined two types of tasks: formal and informal tasks.

Informal tasks

Informal tasks can occupy several minutes to one class period. Use them to take short breaks from direct teaching to do group work for:

- Setting a conducive learning environment

- Setting lesson expectations

- Focusing student attention on key material

- Ensuring cognitive processing

Informal tasks generally aren't used in fully online courses, whose activities require more structure and planning. Nonetheless, they can be integrated into "live online classroom" sessions.

Formal tasks Formal tasks can occupy one class period to several weeks. Use them to give structure to any assignment or course requirement. Students are required to:

- Organize material

- Explain material

- Summarize material

- Integrate material into existing conceptual structures

Promoting group work interaction: strategies

These strategies are focused on promoting group work for better performing of the students (Primary Professional Development Service , 2013).

Think-pair-share

For example, before beginning to read a book, tell the children to look at the cover and/or title, and ask children to predict what the story will be about. Allow the children to think about this for a short period of time, (less than a minute until they are well used to the routine) then they turn to their partner and share their idea.

- Begin with a focused task so that children become confident and clear on the strategy.

- They then explain their ideas to a partner and the teacher tries to let the less confident child within the pair speak first, otherwise the student may just reiterate the partner's thoughts.

- Initially ask individual children to report on their own response to the question posed at the beginning of the strategy, but when the children are competent at think-pair share ask them to tell others what their partner thought.

- Create rules with the children regarding think-pair-share so that it is introduced and developed in an organized way.

Two-minute recap

This strategy takes place at the end of the lesson. First of all, the teacher asks students to remember the most important contents developed in the class. Then, they join in pair to share each other their ideas by taking turns. Also, each student takes two minutes to say as much as they can remember about the lesson.

Two minute papers

Give the children two minutes to summarize the most important points that they have learned in the lesson. Alternatively, they could write about their favorite part of the lesson. Then, they turn to a partner, read their paper, and answer any questions. Roles are then reversed.

The jigsaw technique

This strategy offers structure to investigative learning, demands individual responsibility and stresses co-operation rather than competition. An example of this might be where the class are studying the world's different climates. The teacher

prioritizes four climates; Tundra, Tropical, Mediterranean and Equatorial. The procedure is as follows:

- The class is divided into study groups, for example in fours, and each child is numbered 1, 2, 3 or 4.
- The learning material is divided into 4 segments, and each child is given a segment, in this case a different type of climate.
- Each child studies their allocated material (climate)
- The children now form expert groups and all the firsts come together, all the seconds, too, and so on.
- The expert groups discuss their learning, and agree on the main points of their material (climate) to be learned.
- Each student now returns to his home group, and teaches the home group about the climate that s/he studied.

Snowballing

Children discuss something or investigate an issue in pairs. Each pair joins another pair to form a group and discuss their findings. The small groups then join together to make a larger group, so we start with 2, then 4, then 8 and so on.

Inside outside circles

- The children are divided into two groups. One group makes an inner circle and the other group makes an outer circle.
- The children in the inner circle and the outer circle face each other to form pairs.
- The children take turns to report their information to the partner. At the end of a set period, the children are asked to move (for example, the children in the outer circle moves two places to the left), thus creating new pairs.
- The children now share their information with a new partner.

Muddiest point and clearest point

Following a lesson, the students discuss what they have learned in groups of two or three or four. Each group identifies the point they are clearest about from the lesson and, the muddiest point is the area they are still not clear about. These are written in two separate pieces of paper, and displayed in two separate locations. Again, this can be used as an assessment exercise, and the teacher can involve the students in their own learning, by allocating them tasks to help further the learning.

Place mat

Place mat involves groups of students working both alone and together around a single piece of paper. The paper is divided up into sections depending on the number of members in the group. Place mats like this are easily made from chart paper. The mat should be big enough for students to be able to write in their own section comfortably.

Using place mat

When embarking on a new topic such as greeting, the children take time to reflect individually and record what they currently know in their allocated section. The collective initial ideas are recorded in the centre square and are seen to be representative of the whole group. If children have been assigned a grammatical mistake to correct, each child works on the correction in their own section and the group then share their thinking. The agreed methods and outcome is recorded in the centre square. When finished, children can share their solutions with others who have also completed the same problem as them, or all solutions can be discussed in the same group.

e. MATERIALS AND METHODS

Materials

The materials to develop this research work were: human, materials and technical resources. The human resources were the 23 ninth-year "A" students of Educación General Básica, 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 materials were: scripts, books, graph papers, cardboard, and worksheets, 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, to print and to present this thesis work.

Design of the research

This research work was founded on the Action research design proposed by Burns (2010), who stablishes that action research is a valuable way for teachers to engage in exploring teaching and learning issues that are important to them in their daily work, and then to carry out an interaction between the practices that go on in the classroom (the action) and investigate and reflect on those practices in a systematic way (the research). The processes for doing an action research is planning, acting, observing and reflecting. This systematically process guided to develop this research, with the aim of improving the speech acts through group work interaction among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

Methods

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

The analytic/ synthetic method helped the researcher to analyze all the information found through the observation checklist, questionnaires and the pre and posttest. Then, the researcher made the interpretation and logical analysis of the data to draw up the conclusions.

The statistic method was helpful to collect and analyze all the answers which were represented in graphics to indicate the percentages and results gotten from the questionnaires, checklist and tests applied to students. Then, the researcher could give a quantitative and qualitative analysis and interpretation according to the theoretical reference to draw up the respective conclusions.

The scientific method facilitated the study of the group work interaction to improve the speech acts in the English Language. Furthermore, to develop the phases of the observations before and during the intervention plan. In addition, this method assisted during the prediction of the possible solution through gathering data to make relevant predictions and detailed analysis of it.

The descriptive method enabled the researcher to describe the different stages of the study, the kind of resources, also, it helped to explain and analyze the object of the investigation.

Techniques and instruments

The data collection was carried out through designing and applying tests, questionnaires, observation sheets, and field notes at the beginning, during and after the application of intervention plan.

Test

Two kinds of tests with five multiple questions were implemented. The pretest was useful to measure the performance of speech acts that students had and it was applied at the beginning of the intervention plan. The same test was applied as posttest to measure the improvement in speech acts achieved by the students at the end of this prosses.

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 is a self-developed instrument that described accurately and comprehensively the indicators and 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

Through field notes, the researcher recorded in each lesson a description of the events, the activities, the participants´ behaviors, the attitudes and the feelings toward the group work interaction. It included some items; the lesson, the activities, the objective, the materials, the time, the procedures and the students' number.

Population

The target population was the 23 ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 10 girls and 13 boys. They were between thirteen and fourteen years old. The students received 5 hours of English per week with a certified teacher.

f. RESULTS

This section details how the objectives of this research work were achieved.

The first objective was confirmed with the theoretical and methodological references about the group work interaction and the speech acts. The theoretical references were the basis to design the intervention plan, the instruments, to support the analysis of the data gathered, and to stablish the recommendations.

The second objective was achieved by the pretest results, which are shown below in table 1, and permitted to diagnose the students' limitations in using the speech acts.

The third objective was accomplished through the design of the intervention plan, which included eight lessons and group work activities to improve the speech acts. It was developed during two months.

The fourth objective was reached with the results gathered from the pre and post questionnaires that are shown in tables 2 to 6, and through the application of group work interaction activities like placing mat, playing inside outside circles, passing the paper, snowballing, practicing the jigsaw technique, doing think-pair-share.

Finally, the fifth objective was verified through the results of the posttest that are shown in table 7, those results were useful to confirm the effectiveness of the strategy applied.

Pretest results

Objective two of the research work.

To diagnose the issues that limit the improvement of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

a. Table 1:

Pretest Scores of 9th "A" Year Students of Educación General Básica in the Use of Speech Acts.

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
UEDMACL9A01	1.2	2	0.5	1	2	6.7
UEDMACL9A02	0.54	1.52	0.39	0.63	1.63	4.71
UEDMACL9A03	0.54	1.52	0.39	0.63	1.63	4.71
UEDMACL9A04	2	2	0.5	1	2	7.5
UEDMACL9A05	0.4	2	0.5	0	2	4.9
UEDMACL9A06	1.2	2	0.5	1	2	6.7
UEDMACL9A07	1.2	2	1	0	2	6.2
UEDMACL9A08	0.4	2	0	1	2	5.4
UEDMACL9A09	0.54	1.52	0.39	0.63	1.63	4.71
UEDMACL9A10	2	2	0	1	2	7
UEDMACL9A11	0.8	2	0	0.5	2	5.3
UEDMACL9A12	0	2	0.5	0	2	4.5
UEDMACL9A13	0.4	2	0	2	1.2	5.6
UEDMACL9A14	0	2	0	1.5	0.8	4.3
UEDMACL9A15	0.8	2	0.5	0.5	2	5.8
UEDMACL9A16	0	2	0.5	0.5	2	5
UEDMACL9A17	0	2	2	0	2	6
UEDMACL9A18	0	2	0.5	1	2	5.5
UEDMACL9A19	0	2	0	1	1.2	4.2
UEDMACL9A20	0.4	2	1	0.5	1.2	5.1
UEDMACL9A21	0.54	1.52	0.39	0.63	1.63	4.71
UEDMACL9A22	0.4	1	0	1	5	7.4
UEDMACL9A23	1.2	0	1	1	2	5.2
MEAN	0.63	1.79	0.46	0.74	1.91	5.53

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 9A= "A" Ninth year of Educación General Básica, 01=student´s code, I= Idioms, C= Commands, R= Requests, G= Greetings, A= Apologies

b. Interpretation and analysis

As it can be noticed in Table 1, students obtained the total mean score of 5.53/10, which is below average (see grading scale on page 137). This evidences that students had difficulties in the management of the speech acts. The highest mean score achieved by students was for apologies at 1.91/2, which demonstrates that they recognize the right expressions for apologizing in an appropriate context and to say sorry for having caused someone problems or unhappiness. In contrast, the lowest mean score was obtained for requests at 0.46/2, which makes it clear that students could not use them in a formal or informal conversation, they do not know how to use modal verbs to make polite requests, to ask for permission or to ask others to do things. Under those circumstances, students face difficulties in using speech acts when they interact in the English language. As the Center for Advanced Research on Language Acquisition (2015) emphasizes, a speech act is a sentence or a saying which has an important function in communication within a real-life interaction. People can express a speech act when they offer an apology, a greeting, a request, when they follow a command or when they use an idiomatic expression.

Comparison of Pre and Post Questionnaire Results

Objective four: To apply the most suitable activities of the group work interaction in order to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.
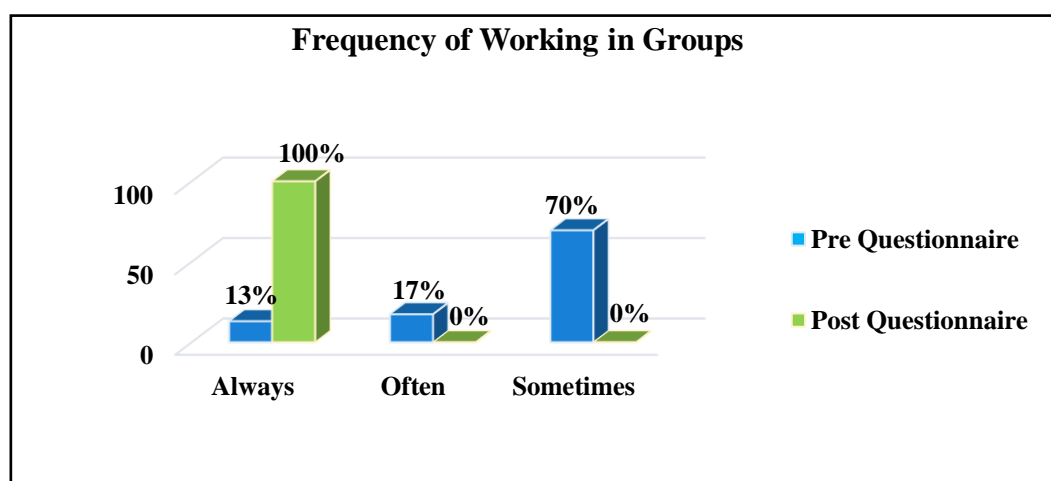
Question 1: How often do you work in groups?

a. **Table 2.**

Frequency of Working in Groups

	Pre Questionnaire		Post Questionnaire	
	F	**%**	**f**	**%**
Always	3	13	23	100
Often	4	17	0	0
Sometimes	16	70	0	0
Never	0	0	0	0
TOTAL	**23**	**100**	**23**	**100**

b. **Figure 1.**

c. **Interpretation and analysis**

The results showed in table 2 demonstrated that most of the time students do not work in groups in the classroom. Many of them 70% agreed that they only sometimes work in groups. According to that, the English classes did not give students enough opportunities to practice the speech acts. In contrast, after the intervention plan the 100% of students expressed that all lessons were developed through group work interaction. Therefore, the frequency that students worked in groups during the intervention plan gave them good possibilities for training the

speech acts among real and dynamic situations. Here, students were able to focus on a same learning goal and contributed with their ideas, opinions, facts, dissents, arguments, experiences and others for learning together. As BBC (2016) explained that, "Group work interaction increases the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback."

Question 2: How often do your classmates respect your opinions when you are working in a group?

a.   Table 3.

Frequency of Respecting Other´s Opinions When Students are Working in a Group

	Pre Questionnaire		Post Questionnaire	
	F	**%**	**F**	**%**
Always	2	9	13	57
Often	8	35	10	43
Sometimes	13	56	0	0
Never	0	0	0	0
TOTAL	**23**	**100**	**23**	**100**

b.   Figure 2.

Frequency of Respecting Other´s Opinions When Students are Working in a Group
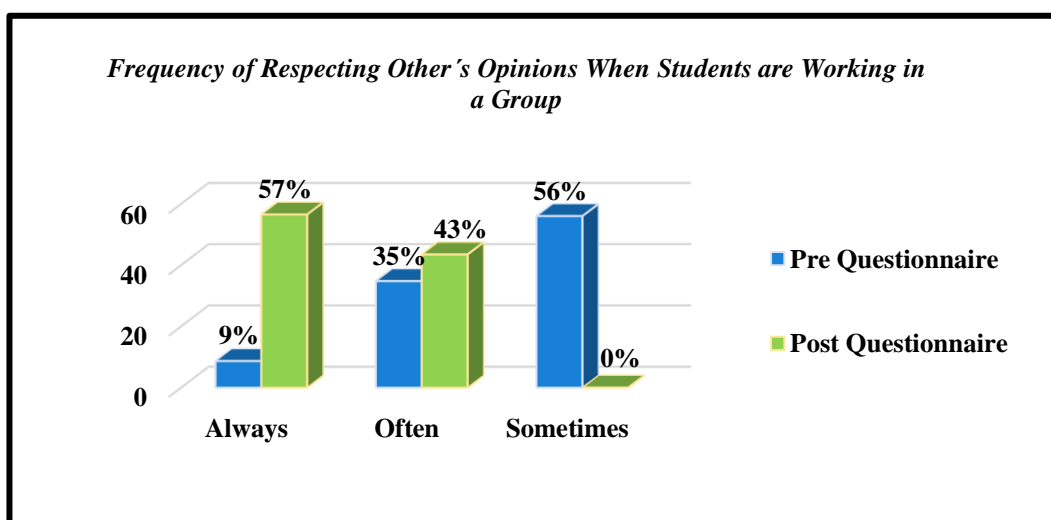
c. Interpretation and analysis

The results in table 3 demonstrates that more than half of students (56%) indicated that their opinions were respected only sometimes when they work in group. For this reason, students did not feel comfortable enough to express their ideas and their doubts. This problem showed the lack of some human values to create a good group work environment. On the contrary and after the intervention plan was applied, 57% of students expressed that always their opinions were respected when they work in groups. It means that students were exposed to group work activities that foment human values like respecting each other´s opinions and creating good relationships. As Kokemuller (2016), argued that working in groups make more valuable the discussion of ideas shared, for this reason, students need to acknowledge that members of the group come from different backgrounds with different experiences and, in order to respect each other´s ideas they have to be open-minded and try to understand each other.

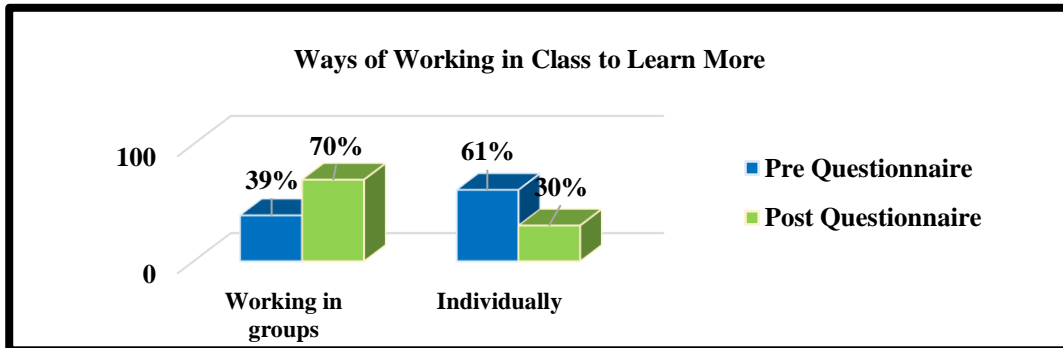**Question 3: What way of working in class do you learn more with?**

a. Table 4:

Ways of Working in Class to Learn More

	Pre Questionnaire		Post Questionnaire	
	f	**%**	**F**	**%**
Working in groups	9	39	16	70
Individually	14	61	7	30
TOTAL	**23**	**100**	**23**	**100**

b. Figure 3.

Ways of Working in Class to Learn More

c. Interpretation and analysis

The findings in table 4 evidenced that more than the half of students (61%) preferred working individually rather than working in groups in order to learn more, but after developing the intervention plan a lot of students (70%) selected working in groups as a better way for learning more. This is because each English lesson was based on dynamic activities that allowed them to work in better conditions and to learn in a cooperative way as a part of the groups' learning process. As Johnson & Johnson (2014), asserted that working together to achieve a common goal produces higher achievement and greater productivity than does working individualistically.
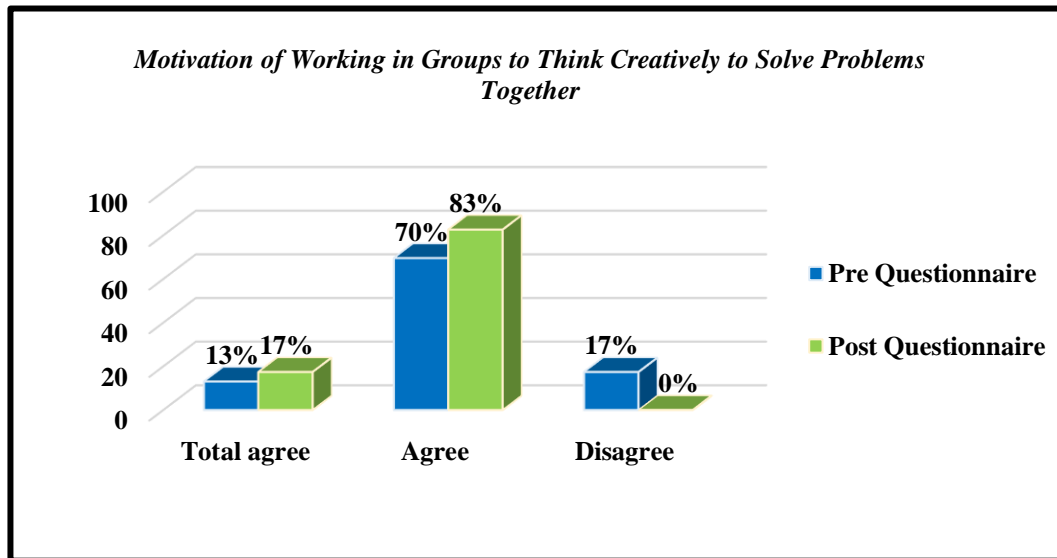
Question 4: Do you agree that working in groups motivates you to think creatively to solve problems together?

a. Table 5.

Motivation of Working in Groups to Think Creatively to Solve Problems Together

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Total agree	3	13	4	17
Agree	16	70	19	83
Disagree	4	17	0	0
Total disagree	0	0	0	0
TOTAL	23	100	23	100

b. Figure 4.

Motivation of Working in Groups to Think Creatively to Solve Problems Together

c. Interpretation and analysis

   The results in table 5 demonstrated that, before the implementation of the intervention plan, 70% of the students agreed that working in groups helped them to think creatively to solve problems together. After that, the majority of them (83%) agreed with the same aforementioned fact. It denotes that group work motivates student to think creatively in order to solve problems using each one of their points of view for better decision making. As Burke (2011), affirmed than learning through working in groups motivate meaningful discussions among members and allow a better comprehension of the contents. Besides, students who are involved in a group problem solving feel more dedicated in the solution. Consequently, this situation lets students to get self-satisfaction for participating.
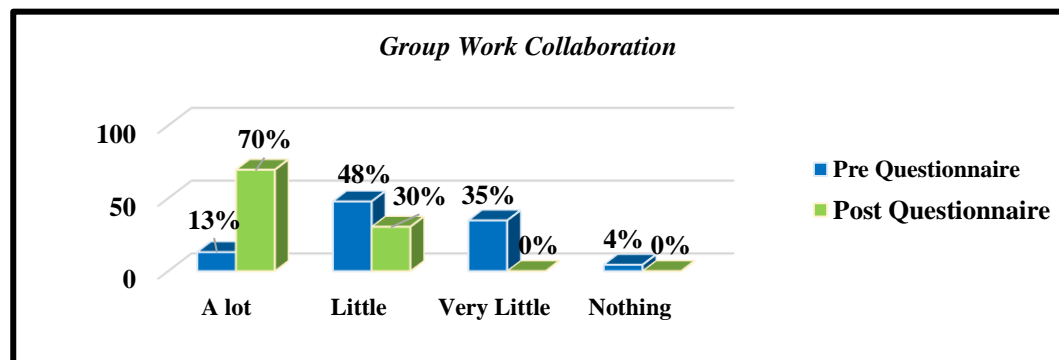
Question 5: How much does each member of the group work collaborates in the task?

a. Table 6.

Group Work Collaboration

	Pre Questionnaire		Post Questionnaire	
	F	%	F	%
A lot	3	13	16	70
Little	11	48	7	30
Very Little	8	35	0	0
Nothing	1	4	0	0
TOTAL	23	100	23	100

b. Figure 5.

Group Work Collaboration

c. Interpretation and analysis

The results in table 6 indicate that almost half of students (48%) in the pre questionnaire affirmed that the members of the group collaborated little and another part of them (35%) said very little. Subsequently of the intervention plan in the post questionnaire, 70% of students changed their opinions and remarked that the members of the groups collaborate a lot. This change was due students realized that through working in groups, they could help each other to learn in a cooperatively way, at the same time they could learn to work for the same objective. In relation with the words of Verner (2016), the student with the question will have it answered, and the student with the answer will remember it better because they

have taught it to another. Thus, the most important teacher´s role is to guide the work of the group learning through teaching collaborative skills and giving support in academic learning when it is required (Johnson & Johnson, 2014).

Posttest results

Objective five of the research work

To validate the results obtained after the application of group work interaction to improve speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

a. Table 7.

Posttest Scores of 9th "A" Year Students of Educación General Básica in the Use of Speech acts.

Student´s code	I	C	R	G	A	TOTAL
	/2	/2	/2	/2	/2	/10
UEDMACL9A01	2	2	2	2	2	10
UEDMACL9A02	1,58	1,74	1,5	1,57	1,74	8,13
UEDMACL9A03	2	2	2	2	2	10
UEDMACL9A04	2	2	2	2	2	10
UEDMACL9A05	2	2	2	2	2	10
UEDMACL9A06	0,8	2	1,5	1	2	7,3
UEDMACL9A07	2	2	2	2	2	10
UEDMACL9A08	2	2	2	2	2	10
UEDMACL9A09	1,2	2	1	2	2	8,2
UEDMACL9A10	2	2	2	2	2	10
UEDMACL9A11	1,6	2	1	2	2	8,6
UEDMACL9A12	2	2	2	2	2	10
UEDMACL9A13	2	2	2	2	2	10
UEDMACL9A14	1,58	1,74	1,5	1,57	1,74	8,13
UEDMACL9A15	2	2	2	1	2	9
UEDMACL9A16	2	2	2	2	2	10
UEDMACL9A17	1,2	2	1	1	2	7,2
UEDMACL9A18	2	2	2	2	2	10
UEDMACL9A19	1,58	1,74	1,5	1,57	1,74	8,13
UEDMACL9A20	2	2	2	2	2	10
UEDMACL9A21	2	2	2	2	2	10
UEDMACL9A22	2	2	2	1	2	9
UEDMACL9A23	1,6	2	0	2	2	7,6
MEAN	1,79	1,97	1,70	1,77	1,97	9,2

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 9A= Ninth year of Educación General Básica Paralelo "A", 01=student´s code, I= Idioms, C= Commands, R= Requests G= Greetings, A= Apologies

c. Interpretation and analysis

Satisfactory results are shown in Table 7, which confirm that after the intervention plan, students had a significant improvement in the use of speech acts. The mean score was 9.2/10, which places them in an excellent level (see grading scale on page 137). Thus, the most meaningful progress that students got was in requests, whose score increased from 0.46/2 to 1.70/2. It means students were able to ask others to do things politely using the appropriate modal verbs. Likewise, students demonstrated deep knowledge in using apologies and now they can identify expressions to say sorry. In addition, students can follow orders, showing high comprehension. Also, they can understand the meaning of idioms in sentences and finally they know how to greet someone in a formal or informal way. Therefore, it is evident that students overcame their limitations in the performance of the five speech acts and now they are able to comprehend the speaker´s intentions to communicate in the English language. As Rus, Moldovan, Niraula & Graesser claimed, Speech Act Theory has been developed based on the language as an action assumption which states that when people say something they do something, too. Speech acts are constructed in linguistics and in philosophy of language that refers to the way natural language performs actions in human-to-human language interactions, such as dialogues.
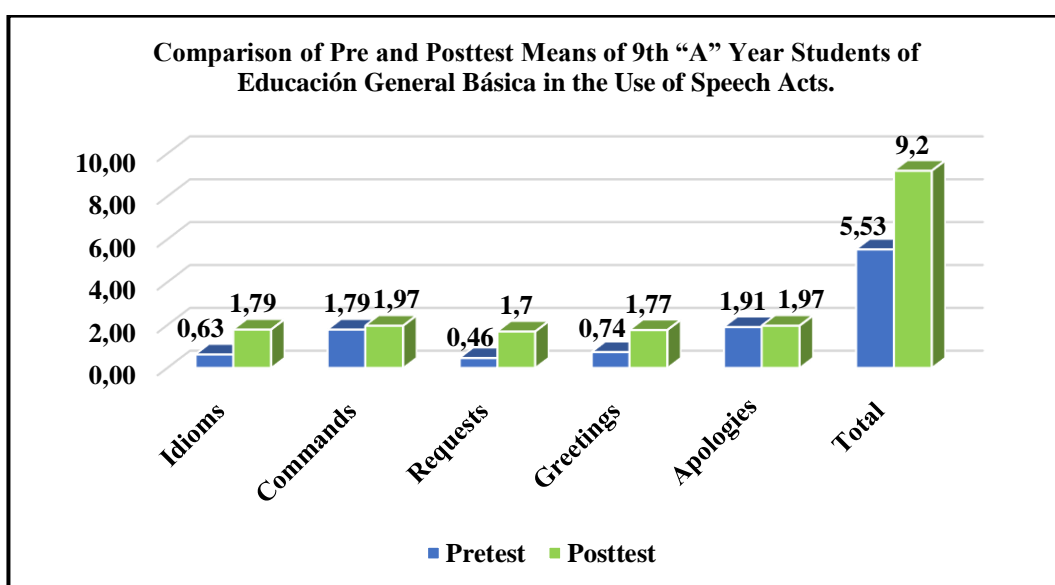
Comparing Pre and Posttest Means

a. **Table 8.**

Comparison of Pre and Posttest Means of 9th "A" Year Students of Educación General Básica in the Use of Speech Acts.

Indicators	Pretest	Posttest
Idioms	0.63	1.79
Commands	1.79	1.97
Requests	0.46	1.70
Greetings	0.74	1.77
Apologies	1.91	1.97
Total	**5.53**	**9.2**

b. **Figure 6.**

c. **Interpretation and analysis**

Table 8 illustrates the means obtained in the pre and posttests, which changes from 5.53/10 to 9.2/10. These results corroborate that students' performance in the use of the speech acts have improved remarkably after the implementation of the intervention plan. Therefore, students overcame their limitations in using idioms, commands, requests, greetings and apologies, which were the indicators considered

to formulate the questions of the tests. As it can be seen, students were able to use the speech acts in the classroom to interact together through the development of the different activities during this period, which motivated them to learn significantly. Therefore, these activities functioned well and helped students to improve the speech acts.

g. DISCUSSION

In accordance with the findings from this research work, the application of group work interaction was beneficial to improve the speech acts among ninth–year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year. Also, group work interaction caused a positive effect on the students' performance in using the speech acts, which was demonstrated by testing students before and after the interaction plan. In the pretest, they got a mean of 5.53/10 in comparison with the advance that students got in the posttest with a mean of 9.2/10. Consequently, the results are successful and the difference is clear.

Furthermore, this result was strengthened with the literature review, which according to Jiang (2009), group work provides students with more opportunities for interaction, for practicing in the negotiation of meanings, and for building great social relationships. In this communicative process, students learn to collaborate with their peers. They are exposed to new ideas and information, to different perspectives and approaches. They are in a process of discussing, questioning and organizing, which facilitates the comprehension and internalization of critical concepts and new information.

The parameters considered to evaluate the students´ performance in using the speech acts were idioms, commands, requests, greetings and apologies. The pretest revealed that most of the students had difficulties identifying modal verbs to make

polite requests, in understanding the meaning of idioms according to the context and, in choosing the right way to greet someone formally or informally depending on the situation. On the other hand, and after the application of the intervention plan, the posttest evidenced that all those problems were favorably overcome, which was demonstrated with the final means. In conclusion, group work interaction was helpful and motivated students to train the speech acts in a dynamic way, improving their communicative language competence.

At the beginning of the intervention plan, students showed little acceptance about working in groups. Although they have worked in groups before, they have not done it in an organized way, like distributing roles for each member of the group. During the process, the teacher still had some difficulties to set up the groups because they did not like to be interspersed. Afterwards, students were able to take advantage of the activities developed in each lesson. They liked doing role playing to train expressions for requesting and greetings. Also, students took pleasure representing the meaning of idioms by drawing and making sentences. Likewise, they loved adapting conversation models to their reality in order to learn how to say sorry to someone, and appreciated the warm up time, which was about following commands. At the end of this process, students were more comfortable and enjoyed working in groups so that, they improved their performance in the use of the speech acts step by step, getting an excellent level in mastering each one of them.

Some strengths and limitations were found during the development of this research that improved and affected the performance of the speech acts. Some

strengths were that; the researcher planned each lesson in advance, the number of students was small enough to be managed by the researcher, students collaborated enthusiastically to accomplish the tasks, the time given for the English classes was adequate to develop the group work activities and the authorities of the high school approved and supported this research to be implemented. One limitation was that the physical part of the classroom was inadequate and uncomfortable to work there.

Group work interaction provided students with opportunities to speak the new language and allowed them to learn from each other. In addition, it is important to mention that group work encouraged students to think creatively to solve problems, giving each one their points of view, arguments, and sharing experiences for better decision making. Group work also motivated students to establish meaningful discussions among them. It contributed to catch students' attention. So, their participation and cooperation incremented remarkably in the English classes. Students' improvements in performing the speech acts was excellent.

h. CONCLUSIONS

- The issues that students of the ninth-year "A" faced were related to the use of the speech acts. It involved that their communication was not understandable enough, they do not know how to make a request in a politely way, students had difficulties to follow instructions to accomplish the tasks in the classroom, to greet someone appropriately formally or informally in dialogues. Finally, they found problems in understanding clearly the figurative meaning of idioms to use them accurately.

- The application of the group work interaction activities decreased the students' limitations in using the speech acts and promoted their participation and their collaboration. Students expressed their communicative intentions appropriately among the members of the groups. They learned to work as a team with the same goal, respecting their opinions, solving problems together and taking roles with responsibility to do the group work activities.

- Group work interaction improved the use of students' speech acts successfully, they demonstrated an excellent level in mastering the speech acts, which were necessary to express their ideas, to communicate their intentions and to interact with others using the English language. Students participated with a lot of keenness and showed a positive behavior in the development of every group work activity.

i. RECOMMENDATIONS

- Teachers should diagnose the issues that limit the learning of the students´ speech act, and start planning issnteractive and dynamic activities based on the their weaknesses and interests, also provide them with spaces where student can communicate with their classmates and their teacher to train the speech acts. Likewise, teachers have to create comfortable settings to work with respect and collaboration in the classroom.

- Teachers have to use group work interaction activities that contribute to the students' learning, which concern with placing mat and the jigsaw technique that make students more cooperative and responsible not only in the group, but also with the whole class in reproducing the main ideas of a topic; snowballing that let students recap information from the group to share their opinions and their dissents in a comfortable way with other group work members; and doing think-pair-share to introduce a new topic through prediction. These activities encourage students to communicate clearly in the English language.

- Teachers ought to apply group work interaction in the classroom to help students to differentiate useful expressions to stablish a meaningful communication among the members, to motivate students to develop every group work activity with enthusiasm, to be participative and collaborative and to increase their interest in studying the English language.

j. BIBLIOGRAPHY

Anderson , J. (2015). Teaching English in Africa: a guide to the practice of English language teaching for teachers and trainee teachers. *Kenya: East African Educational Publishers Ltd.*

Al-Hindawi, F., Al-Masu'di, H., & Fua'd Mirza, R. (2014). The Speech Act Theory in English and Arabic. *Open Journal of Modern Linguistics,* 28-30.

Bara , B. (2010). Cognitive pragmatics, the mental processes of communication. *London, England : Cambridge Press.*

Bricklin, Z. B. (2016). The pragmatics of greetings: teaching speech acts in the EFL classroom. *English Teaching Farum,*11.

Burke, A. (2011). Group work: how to use groups effectively. *The Journal of Effective Teaching*, 88.

Burns, A. (2010). Doing action research in English language teaching. *New York: Routledge.*

Cacciari, C., & Tabossi (2014). Idioms: processing, structure, and interpretation. *Psychology press,* 57.

Campoverde , M., & Carpio, M. (2015). Design of a booklet to teach idioms in conversation classes to third-term students of the English language and literature school at universidad de Cuenca. *Repositorio institucional universidad de Cuenca*.

Catalyst Consulting Team. (2016, June 27). Bruce Tuchman´s group development model.

Center for Teaching Excellence. (2016). Implementing group work in the classroom.

Creswell, John W. (2012) Action research. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education

Davies , D. (2015). Folk wisdom. *Oxford University Press*.

Fahrutdinova, R., Yarmakeev, I., & Fakhrutdinov, R. (2014, September 15). The formation of students' foreign language communicative competence during the learning process of the english language through interactive learning technologies.

Felecan , D. (2015). Conventional vr unconventional linguistic means of address. Old and new greetings in Romanian. *Diacronica*.

Istifçi, I., & Kampusü , Y. (2009, September). The use of apologies by EFL learners. *English Language Teaching. ERIC.*

Jabboori , A., & Thyab, R. (s.f.). Native and non-native speakers' use of english idiomatic expressions: a syntactic and pragmatic study. *IRAQUI Academic Scientific Journals* , 11-12.

Jiang, Y. (2009, August). Applying group work to improve college students' oral english. *International Education Studies, CCSE.*

Johnson , D., & Johnson, R. (2014). Cooperative Learning in 21st Century. *Redalyc*, 842.

Kadhim, M. J. (2010). The speech act of greeting: a theoretical reading. *Journal of Kerbala University*, 1.

Khorshidi, H. R. (2013). Study abroad and interlanguage pragmatic development in request and apology speech acts among iranian learners . *ERIC*, 65.

Masouleh, F. A., Arjmandi, M., & Vahdany, F. (2014). The Effect of explicit metapragmatic instruction on request speech act awareness of intermediate EFL students at institute level . *ERIC*, 1.

Murdoch, K., & Wilson , J. (2008). Helping your pupils to work cooperatively. London and New York: Routledge.

Pedersen , J., & Digby, A. (2013). Secondary schools and cooperative learning: theories, models, and strategies. *New York - London: Routledge* .

Primary Professional Development Service . (2013). Promoting group work, collaborative and cooperative learning in the primary school: tip sheet for teachers . *Primary Professional Development Service*.

Ruiter, D. D. (1993). Institutional Legal Facts: Legal Powers and their effects . *Netherland: Springer Science Business Media, B. V*.

Rus , V., Moldovan , C., Niraula , N., & Graesser , A. (2012). Automated Discovery of Speech Act Categories in Educational Games. *Proceedings of the 5th International Conference on Educational Data Mining*, 25.

Shams, R., & Afghari, A. (2011). Effects of culture and gender in comprehension of speech acts of indirect request . *ERIC*, 280.

The University of New South Wales of Australia . (2015, September 10). Ideas for Effective Group Work. *UNSW.*

BBC. (2016). Meaning of group work. Retrieved from https://www.teachingenglish.org.uk/article/group-work

British Columbia Institute of Technology . (2010). Effective Use of Group Work. Retrieved from http://www.bcit.ca/files/ltc/pdf/ja_groupwork.pdf

Cambridge Dictionary. (2016). Commands and instructions. Retrieved from http://dictionary.cambridge.org/es/gramatica/gramatica-britanica/commands-and-instructions

Cambridge Dictionary. (2016). Requests. Retrieved from http://dictionary.cambridge.org/dictionary/english/request

Kokemuller, N. (2016). Advantages and disadvantages of group work. *Education by Demand Media* . Retrieved from http://education.seattlepi.com/advantages-disadvantages-group-work-classroom-situation-1333.html

Ministerio de Educación del Ecuador (2016). English as a foreign language. Retrieved from https://educacion.gob.ec/curriculo-lengua-extranjera/

My English Pages: Learn English Grammar Online. (2016). Apologizing. Retrieved from http://www.myenglishpages.com/site_php_files/communication-lesson-apologizing.php

Schwartz, M. (2011). Group work: dealing with conflicts. Ryerson University . Retrieved from http://www.ryerson.ca/content/dam/lt/resources/handouts/GroupWorkConflict.pdf

The Center for Advanced Research on Language Acquisition. (2015, January 22). What is a speech act? Retrieved from http://carla.umn.edu/speechacts/definition.html

Verner, S. (2016). Top 10 benefits of group work for ESL. *Busy Teacher*. Retrieved from http://busyteacher.org/17846-group-work-esl-classroom-top-10-benefits.html

Volunteering with ESL learners . (2013). Idioms: workshop notes and activities list. Retrieved from http://www.vesl.ca/documents/ws_idioms_2013_handout1.pdf

k. ANNEXES

UNIVERSIDAD NACIONAL DEL LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO 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.

AUTHOR:

NATHALI DEL CISNE CUENCA COLLAGUAZO

LOJA-ECUADOR

2016

a. THEME

THE IMPROVEMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH–YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. This renowned and traditional teaching unit was founded on September 18th, 1971 as an annex establishment of Faculty of Philosophy, Letters and Science of Education within the Universidad Nacional de Loja. Currently, this institution belongs to Zone 7 and is signed by the Ministry of Education from Ecuador with an AMIE code 11H00147, and its appreciated Rector is Lic. Neli Luzuriaga.

This is a public institution which works in the afternoon session, there are 957 students and 49 well-prepared teachers. Three of them are English ones. In addition, it offers a quality Early, Basic and Bachillerato education.

Current situation of the problem

Currently Ecuador is promoting the learning of English as a foreign language in high schools and a lot of has been done to improve the teaching/learning process of the language. The national curriculum developed includes students from 2nd to 10th year of Educación General Básica and from 1st to 3rd year of Bachillerato General Unificado. This curriculum established some general objectives that students need to achieve by the end of the Bachillerato General Unificado. For example, "To encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity" and, "To interact quite clearly, confidently, and appropriately in a range of formal

and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)".

Therefore, the ninth-year students are expected to reach the A1.2 level of CEFR. By the end of 9th year EGB, within the sociolinguistic competence emphasizing the speech acts, the students' performance criteria for English as a foreign language is "To use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face to face interactions" (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)

So that, English is wide and not all has been accomplished. The researcher has found some issues during the observation phase and through a non-participant observation has noticed that students cannot express an apology, a request or follow a command. Also, students have difficulties to greet someone appropriately when a situation requires that. In addition, they can not understand clearly the figurative meaning of idioms. These disadvantages of the students show their lack of knowledge about speech acts, which are essential to achieve the objectives of the national curriculum aforementioned.

In response to this problem, this research project proposes to investigate effective options for making the ninth-year "A" students to be aware of the importance of the sociolinguistic competence which will allow them to communicate appropriately using some expressions for apologizing, making request, following commands, greeting someone and for being able to understand how idioms work in real context. The researcher will consider effective teaching group work activities as cooperative learning to improve the speech acts in the students. It is eminent that group work

strategies increase the opportunities for all learners to speak the new language, to learn from each other, to give them a sense of achievement when reaching a team goal and to free the teacher to monitor individuals and give them feedback.

Research problem

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

HOW DOES THE GROUP WORK INTERACTION IMPROVE THE SPEECH ACTS AMONG NINTH-YEAR "A" STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

The present research work will be carried out during the 2016-2017 school year.

Location

The present research work will be applied at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano which is a public educational institution and it is located in the city of Loja at John F. Kennedy C-22-7 between Abraham Lincoln and Manuel Benjamín Carrión Avenue.

Participants

The participants of this research work will be the ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano who are all about thirteen to fourteen years old; there are 23 students, 10 girls and 13 boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about the group work interaction are adequate for improving the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?

- What are the issues that limit the improvement of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?

- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on improving the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?

- Which group work interaction activities are implemented to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?

- How effective was the application of group work interaction to improve speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 to interact in a given context. Therefore, this work will be carried out through an investigation at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano with ninth-year "A" students during the 2016-2017 school year. This research will show the problems that students have in the use of speech acts.

As the researcher has noticed, there a lot of problems when students greet someone, express an apology, make a request, follow commands or have difficulties to understand idiomatic expressions. That is why this project looks for the way to improve these issues that complicate the maintenance of a good communication. The development of speech acts will help students to learn the necessary knowledge of how to communicate adequately in another culture. Group work interaction will help to improve the matters and solutions needed to accomplish this project.

This research work is relevant because, it helps learners to improve speech acts through group work interaction, where it allows learners exchange ideas, opinions, and also helps learners to acquire some ways to have a meaningful communication among them. Additionally, group work interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Moreover, group work interaction helps shy students who don't speak up in a class to feel more comfortable when they 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 it is essential to have a professional view in relation to the reality of students that they have about English as a second language.

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

d. OBJECTIVES

General

- To improve the speech acts through group work interaction among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

Specific

- To research the theoretical and methodological references about the group work interaction and its application on improving of speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

- To diagnose the issues that limit the improvement of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

- To design an intervention plan based on the group work interaction in order to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

- To apply the most suitable activities of the group work interaction in order to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

- To validate the results obtained after the application of group work interaction to improve speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Approach

Interrelating with new cultures though learning a foreign language is a true fact that describes the communicative approach, "This approach came about in the 1970s and early 80s and focused on the overall goal of using language to communicate meaning" (Dixon, 2016). In addition, it tries to get learners in an effectively communication to take advantage of their natural ways or strategies for language acquisition in order to become aware of the language use. As a result, "There may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials" (BBC, 2016).

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

- Goal of effective communication,

- Learning language by using it to communicate,

- focus on meaning and appropriate usage,

- focus both on fluency and accuracy,

- use of authentic materials to reflect real life situation, and

- Integration of four skills (speaking, writing, reading and listening).

As Canale and Swain cited in (Keck & Kim, 2014) wrote some essentials guiding principles for communicative approach to second language teaching, too:

- Communicative approach focuses on working with the same equals to develop all components of communicative competences, which always come together to achieve the same objectives.

- Communicative approach deal with the learners need, it is why, it is important for teacher to become aware of the students language learning needs and their goals by searching those.

- Communicative approach allows students to be emerged in speech events outside the classroom it is called linguistic description of the target language.

- Communicative approach must build enough possibilities to get students in a real communication with authentic input material.

Communicative competence

As Canale and Swain (1980) cited in (BBC, 2016) said that communicative competence is the aim of communicative approach. Also, they stated that communicative competence refers to the learner's ability to use language to communicate successfully and had defined it as composing competence in four areas:

- Words and rules

- Appropriacy

- Cohesion and coherence

- Use of communication strategies

According to Dictionary.com Unabridged (2016) communicative competence is the acquisition of a deep knowledge about grammar rules of a language and how to use them appropriately in a social environment.

In the opinion of Collins III & O´Brien (2011) communicative competence means to be able to communicate information, feelings, or images to someone efficiently in a foreign language. In order to achieve it, speakers need special knowledge about vocabulary and structure of a language which is going to be used

with a communicative purpose, but what really heads the language uses is the sociocultural knowledge to get an accurately discourse.

Furthermore, communicative competence is the capability of a person to know how to communicate in a second language according to its function and its social cultural environment, taking into account grammar rules, vocabulary, structures, context, meaning, pronunciation, etc.

Common European Framework of References (2002) provides three components of communicative competence to help learners to acquire a foreign language through analyzing and explaining in details each little unit of it (pp. 108–123).

- **Linguistic competence.** It refers to the knowledge of speech parts of the language. It includes not only grammar and vocabulary, but also the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of word formation and derivation (i.e. morphology), the rules that lead the combination of words and phrases to structure sentences (i.e. syntax), the way that meaning is conveyed through language (i.e. semantics) and finally the way of its written representation (i.e. script and orthography).

- **Sociolinguistic competence.** It deals with providing enough involvement of learners into the real world using genuine communication to acquire knowledge about different sociocultural conditions of language use like; linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; dialect and accent.

- **Pragmatic competence**. It is concerned about the messages and their organization, structure, and arrangement which are essential to carry out communicative functions with coherence and cohesion through a sequenced and organized schema.

Sociolinguistic Competence

Sociolinguistic competence as a component of communicative competences means that learners of a foreign language need to acquire knowledge about rules of behavior within a sociocultural context. There is a fact that communication between cultures must to be coherent and interactive, avoiding cross-cultural misunderstanding. As CEFR (2003) cited in National Curriculum Guidelines of Ecuador (2014) sociolinguistic competence refers to, "The sociocultural conditions of language use" (i.e. rules of politeness, norms governing relations between generations, sexes, classes, and social groups). They are the most important issues that students require to achieve a proficiency level in that competence.

> Sociolinguistic competence is the knowledge of sociocultural rules of use, knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for some notion, how a specific attitude (authority, friendliness, courtesy, irony, etc.) is expressed (Ralby, 2016).

Example of sociolinguistic competence in the classroom retrieved from (Salazar, 2015). The teacher did it as follows:

Teacher: Yes, imagine that you have an accident or a person has an accident, person that sprains or twist an ankle, so how would you express sympathy? What would you say to express sympathy? For example, oh, dear! Poor girl or oh, dear, yes? That is a way of express-sing sympathy. Yes, when do you express sympathy in these situations? When a person has...

Student: An accident

Teacher: An accident, then you say oh, dear! Oh, poor, thing! You sprained an ankle. Right? Well, here we have some accidents.

The teacher provided a context for the use of the sentences related to expressing sympathy. Through this, he expected students to use these expressions appropriately.

Sociolinguistic competence in teaching/learning language

According to Fahrutdinova, Yarmakeev, & Fakhrutdinov (2014) socio-cultural education in the process of learning English is first of all aimed at:

▪ The development of the world view of students and their perception of the history of mankind, of their country, the self-perception as the holder of national values, the understanding of the interdependence between the personality and people.

▪ The development of communicative culture of students, their spiritual potential, a global mindset.

▪ The training of the ethically acceptable forms of expression within a society.

- The teaching, the ethics of discussion communication and the ethics of interaction with people having different views.

In 2013, Chacón mentioned that students of EFL require an acceptable level of linguistic competence to star acquiring a proficiency level of sociolinguist. Also, they criticized that a foreign language curriculum does not always include sociolinguistic competence and when it does, people who develop the curriculum focus their importance on the learner's acquisition of that competence for their own in expected time. Chacon said this believe is true because some basic in linguistic are needed before sociolinguistic competence. Above all, Chacón expressed his importance in learners corresponding correctly when they interact with native speakers, showing them as good interlocutors with high consciousness about cultural rules in their speaking performance.

One factor that complicates the acquisition of the sociolinguistic competence and makes it hard the learning was found during the developing of this research. Consequently, as Ya (2008) cited in Mede & Dikilitas (2015) explained what factor is it, "The variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence". As everybody can notice what is appropriate in a specific cultural background could be inappropriate in another one. In addition, they argued that the language learner often could not differentiate between the rules of speaking of his or her native context and those of the target context. Finally, they said that the unique way to achieve it is through emerging learners in the target culture or exposure them to a meaningful comprehensible input to differentiate the language uses in various situations.

Yang & Rehner (2015) found during their study that the university learner's beliefs defined sociolinguistic competence as the capacity to relate their language proficiency with an understood social communication among other speakers. Also, they add that learners are not provided with enough opportunities in the classroom environment for acquiring sociolinguistic content. Even so, their beliefs admit the lack of possessing sociolinguistic competence and it encourages them not only to seek or to find significant opportunities for immersing experiences in the classroom, but also to maintain their motivational strategies to achieve the objectives planned.

In 2014, Fahrutdinova, Yarmakeev, & Fakhrutdinov described some activities to teach sociolinguistic competence:

- **Questioning.** Question-answer work well in the learning process. The questions asked by the teacher stimulated the rehabilitating activities of the students if these issues caused the cognitive difficulties due to the lack of awareness or the problematic nature of the situation or of the topic.

- **Expansion**. It is a task on the extension of a given speech material represented by a phrase, part of a sentence, a statement on the sentence level, a paragraph unity or a text. Tasks in English contributed to the development of both monological and dialogical speech, to the preparing for participation in classroom discussions and oral presentations before an audience. These tasks were also important for the development of students' expressive written speech.

- **Gap-filling**. The method of additions or reconstructions was in the basis of this job. As the methodology has emerged basing on the associated text, the students were given the tasks on filling the gaps in contextual form, as well as training

exercises, consisting of disjointed sentences, in which students had to fill the gaps with the appropriate meaning of the words.

- **Jigsaw activities**. Each participant of the training pairs or groups was offered the only part of the overall "information bank" text for reading or listening. After reading the piece of information the students exchanged it and restored the general content of the text that helped to solve a posed speech-thought task or a problem.

- **Matching-the task.** On matching the verbal (words, phrases, sentences, paragraphs, texts) and nonverbal (visual, graphical) elements contained the tasks on the recognition previously disparate elements correlated with each other and joining them to the pairs or groups.

- **"Odd word" "delete the unnecessary word".** It is a task in which students distinguished the linguistic affiliation (lexical or grammatical) of the units to a certain class or conceptual categories on the basis of the operations of identification, and then they selected and removed one unnecessary item that did not belong to that class. This contributed sorting by students the language material.

- **Prediction**. It was an important component of the complex integrated skills of reading and listening. Within the reading or listening tasks, the text were introduced while teaching receptive kinds of verbal activity and there were built on the basis of the title and subheadings, topics, linguistic context, as well as non-verbal means (charts, graphs, maps, tables, pictures, etc.). Tasks on prediction were also effective for the development of the skills of students' expressive oral speech.

The sociolinguistic competence characterizes students´ aptitudes to generate and figure out appropriately verbalization within a real context or a social situation. In other words, "Included in this domain the use of speech acts, which are formulated utterances, used in specific situations to achieve actions like: thanking, greeting, requesting, responding, [apologies, commands, idiomatic expressions] etc." (eNotes, 2016).

The sociolinguistic competence studies how the student could learn social and cultural knowledge from their foreign language. In addition, it lets students and teacher know how important is acquiring this competence to achieve an advanced level of English.

The Speech Acts Theory

The Center for Advanced Research on Language Acquisition (2015) conceptualized a speech act as a sentence or a saying which have an important function in communication within a real-life interaction. People can express a speech act when they offer an apology, greeting, request, complaint, invitation, compliment, or refusal, etc. Some speech acts are formed just with one word, for example: Hello! Is used to greet someone, but other ones might be completed sentence, for example: Would you carry this for me, please? Thus, this sentence expresses a request. Furthermore, Rus, Moldovan, Niraula , & Graesser (2012) added that, "Speech acts are important in dialogue-based educational systems because they help infer the student speaker's intentions (the task of speech act classification) which in turn is crucial to providing adequate feedback and scaffolding".

Austin's version

As Austin cited in Al-Hindawi, Al-Masu'di, & Fua'd Mirza (2014) have proposed other acts of issuing an utterance, they are: locutionary, illocutionary, and perlocutionary. In the study of Fisher (2010) emphasized a valuable aim which conceptualized the three utterance, "To show that there is a genuine distinction between the sound uttered when someone is speaking (locution), the effect the speech has (perlocution) and the very act of speaking (the illocution)".

- **Locutionary acts examples.** Informing, ordering, warning, etc.

He said to me "shoot her!" meaning by "shoot" shoot and referring by "her" her.

- **Illocutionary acts examples.** These acts are closely connected with speaker's intentions like: stating, questioning, promising, requesting, giving commands,

He urged (or advised, ordered, etc.) me to shoot her.

- **Perlocutionary acts examples.** Persuading, angering, inciting, etc.

He persuaded me to shoot her.

Searle's version

As Searle cited in Al-Hindawi et al. (2014) categorized a better reliably Austin's version of illocutionary acts. Consequently, Searle distinguished five functions of Illocutionary speech acts.

- 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. In this class, no direction of fit exists. Examples are: thanking, apologizing, congratulating, 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.

Speech acts are defined by Yule (1556) cited in Jabboori & Thyab as, "An action performed by the use of an utterance to communicate".

Each utterance of speech acts are necessary to acquire the English language. For this reason, the most important ones have been taking into account to be analyzed and then to be put in practice. They are five: Commands, requests, apologies, greetings and idioms.

Commands

In relation with the Cambridge Dictionary (2016) commands are used to give orders to a specific subject. Also, people often use an imperative in commands, and the modal verb must. They both sound very direct:

Examples:

- In class: Stop talking now!

- A father to his child: Don't press that button.

- A mother to a child: You must wear a coat. It's raining.

Alternatively, the Cambridge Dictionary remarks that there are other manners to make commands sound politer, the key word is to say please at the end of the utterance, or to use this expression I'd like you to + infinitive or I'd be grateful if you'd + infinitive without to:

Examples:

- A boss to an assistant:

Ask Max to sign this form and then send it off immediately please, Gwyn.

I'd like you to bring us four coffees at eleven when we take a break in the meeting.

I'd be grateful if you didn't tell anyone about this.

Commands are directive speech acts and their function is making the speaker to express politely an order, and also, they show the imperative form of the verbs as a way to warm someone. For example: Do not smoke here or Do not walk on the grass.

Requests

A request is the actions of asking someone nicely for something, or asking someone to do something. People usually ask for something in a polite and indirect way, for example, using can, could, would you mind if and may: (Cambridge Dictionary, 2016)

- **Request:** Can I have the salt?

Possible answer: Of course, here you are.

- **Request:** Could I ask you the time, please?

Possible answer: No problem. It's quarter past four.

- **Request:** Would you mind if I borrowed your pen, please?

Possible answer: Of course, here you are.

- **Request:** May I have the bill, please? (May is more formal.)

Possible answer: Certainly, Madam.

In order to make a not rude request McCarthy (2013) described some examples to be politer for asking to do things and for asking others to do things.

Asking to do things – Asking for permission		
Asking	**Saying yes**	**Saying no**
Can I...?	Yes, sure	Well, I'm afraid...+ reason
Could I...?		Well, the problem is...
Could I possibly...?	Yes, of course.	
Is it all right if I...?	Yes, that's fine.	
Do you think I could...?	Certainly.	
Do you mind if I...?	No, not at all.	Sorry, but...
	No, of course not.	

Source: (McCarthy 2013).

Asking others to do things – making requests		
Asking	**Saying Yes**	**Saying No**
Can you...?	Yes, sure.	Well, I'm afraid + reason
Could you...?	Yes, of course.	Well, the problem is
Is it all right if you...?	Certainly.	Sorry, but...
Do you think you could...?		
Will you...?		
Would you...?		
Do you mind -ing...?	No, not at all.	
Would you mind -ing...?	Of course not.	

Source: (McCarthy 2013).

Requests are directives speech acts and some modal verbs are used in English to make polite requests. Their main functions are asking for permission and asking others to do things.

Apologies

An apology means to, "Tell someone that the person is sorry for having done something that has caused problems or unhappiness for her/him" (My English Pages, 2016).

Examples:

- I must apologize to Isabel for my late arrival.

- I'd like to apologize for my trouble making.

Expressions to make and respond to apologies

Making apologies:

- I do apologize for...

- I must apologize for...

- I'd like to apologize for...

- I am so sorry for...

- I shouldn't have...

- Please, forgive me for...

- Excuse me for ...

- I'm terribly sorry for...

- Pardon me for this...

- Please, accept my apologies for..

Accepting apologies:

- That's all right.

- It doesn't matter.

- Don't worry about it.

- Don't mention it.

- That's OK.

- I quite understand.

- Forget about it.

Apologies are expressive speech acts, which let people excuse themselves politely for making something wrong intentionally or unintentionally.

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

Greetings

The most appropriate and efficiently way to reach out to a person is to greet him/her in his/her own language in order to get a trustworthy talk. Similarly, "A greeting formula is the means by which a locator begins and ends a verbal contract

that is full of psychosocial implications that affect the speaker position within the community" (Felecan , 2015).

Greetings are expressions that people use in a friendly and polite ways when they meet or welcome someone. Thus, through greeting someone, people show their education and make other feel respected in order to they correspond with another greeting.

Example of greetings

	Possible Greetings	Possible responses
Formal	▪ Hello, Mrs Hand. It's nice to see you again.	▪ What a pleasant surprise! How are you? It's been a while.
	▪ Good morning Mrs Hand. How are you today?	▪ I'm very well thank you. And you?
	▪ Good afternoon, Mrs Hand. It's good to see you.	▪ Thank you. It's nice to see you too. How are you?
	▪ Hi, Lynne! How's it going?	▪ Not too bad, busy as ever.
Informal	▪ Hello Lynne. How are you doing?	▪ Fine thanks. What's new with you?
	▪ Hi, Lynne. How are things?	▪ Oh fine. You know how it is.

Source: (Learn English Network, 2016).

Idioms

The communicative intention of speech acts can be deduced by hearers. For example, when someone utters, "There is a bear behind you", the intention is to "warn" the hearer (Jabboori & Thyab). Furthermore, they said that Strassler (1592) named that Speech act theory can be lengthened to idiomatic expressions.

For example, "You were grinding your own axe" reports the same event as, "You were trying to gain personal profit" but, according to Srassler, the speaker in both sentences is not performing the same act (Jabboori & Thyab).

▪ In the first sentence, the speaker is only performing an utterance about getting personal profit.

▪ In the second sentence, the speaker is performing an utterance and creating a social relationship with the hearer.

Not all people have the ability to use idiomatic expressions, because these uses are determined by the social relation between the speaker and listener.

Davies (2015) suggested that students of a second language need to have knowledge about, "How a society makes its own meaning of the world," as the author already called "expressions of folk wisdom". Moreover, Nancey (2013) explained about proverbs and idioms usages, she considers them not only as expressions of folk wisdom, but also as inseparable parts of the language, which play a powerful role in language communication.

Lui (2012) said that idioms are fixed expressions formed from a group of words which cannot convey meaning if they are separated. As well, they are defining as expressions of folk wisdom. More specifically, idioms as indispensable part of the culture of a language have their own functions. The most important to exemplify them are: to give someone emphasis, to make an anecdote more interesting, and to catch the reader´s eye. "Idioms make English a colorful and dynamic language and most of the time, they express something better that a formal speech" (Campoverde & Carpio, 2015).

Examples: It makes my mouth water, It´s mind-blowing, I´m feasting my eyes on, It's a piece of cake, Get out of here, It's mind-blowing, It's finger-licking good.

In 2013, Volunteering with ESL learners shared some useful activities to teach idioms which can be adapted to almost all levels:

- **Idiom of the day/week.** The tutor can supply a new idiom at the beginning of the tutoring lesson and let the learner think about the meaning before the definition is discussed. Use the idiom in the lesson to give the learner context, and ask the learner to use it by the end of the lesson.

- **Scrambled idioms**. Break down an idiom into separate words. Write each word on a separate index card and scramble them. Learners must rearrange the words to create an idiom and then guess the meaning.

- **Drawing.** Have learners draw literal interpretations of idioms. For example, learners will draw a representation of "The apple doesn't fall far from the tree." Then learners can discuss how their drawing represents the metaphorical meaning.

- **Idioms in music.** Find songs with idioms in the lyrics. Have learners listen to the songs, read the lyrics, and pick out the idiom(s). Discuss the meaning in context. This is also great for all types of idiomatic language, expressions, and colloquialisms. Here is an example of an appropriate song with idioms:

Taylor Swift - Blank Space

So it's gonna be forever

Or it's gonna **go down in flames**

You can tell me when it's over

If the high was worth the pain

81

Got a long list of ex-lovers

They'll tell you I'm insane

'Cause you know I love the players

And you love the game

"Go down in flames means:" to fail or end suddenly and completely.

Cooperative Learning

According to Kepp (2016) the cooperative learning is an excellent tool to apply in the classroom through getting students to group in twos or fours to work more effectively. Also, it engineers students to think critically about their classmate's ideas. Equally important, it directs them to settle difficulties in a much more organized manner. As it has shown, cooperative learning gives students a blessed experience learning because each one contribute with each other to solve questions within the group.

Interaction of students in cooperative learning

As Johnson and Johnson (1989) cited in Pedersen & Digby (2013) explained the interaction of students in cooperative learning:

- Collaborating each other with "efficient and effective" approval and assistance.
- Checking doubts, tools, necessities such as indispensable data and experience to master knowledge more "efficiently and effectively."
- To get good feedback to each other in order to reform their performance of their responsibilities with tasks.
- Challenging each other´s deductions and critical-thinking in order to obtain a brilliant decision making for problem solving.
- Defending the physical effort to accomplish mutual goals.
- Encourage each other´s effort to rich mutual goals.

- Behaving in trusting and reliability ways.

- Being and keeping motivated to battle for mutual benefits.

Teacher roles in formal cooperative teaching groups

In 2008, Murdoch & Wilson defined the role of the teacher in the cooperative learning as a facilitator of group work organization. The teacher needs to form an effective cooperative lesson where students teach and learn themselves and require less help form him/her. In addition, the instructor must take into account the different learning skills, cultural background, personal qualities, behavior and gender to set up cooperative groups. On the whole, the teacher is challenged to direct a lesson and to face the complexity of applying cooperative learning in the classroom.

According to Johnson & Johnson (2014) in formal cooperative teaching groups, the instructor has to accomplish these necessary roles:

- To detail two kinds of objectives for the lesson, one academic and another for social skills.

- To be aware about how to design the learning groups, the size, the roles given, how the classroom is adapted and how materials are planned.

- To teach the academic concepts, principles, and strategies that students are going to be master and explains (a) the task to be completed, (b) the criteria for success, (c) the positive interdependence, (d) the individual accountability, and (e) the expected student behaviors.

- To guide work of the group learning through teaching collaborative skills and giving support in academic learning when it is required.

- To assess the students' performance against "The preset criteria for excellence", and convinced how effectively members worked together in the groups process.

Student roles in formal cooperative groups

The British Columbia Institute of Technology, n.d. stated two main ideas about the roles of the students among a group. The first one is to promote a positive interdependence to assigning meaningful roles to each member. The second is about making turn roles to let each student experience a range of duties and responsibilities. Subsequently, some students' roles are described below.

Facilitator

- Moderates team discussions

- Keeps the group on task

- Ensures equal involvement

- Ensures equal opportunities to learn, participate and earn respect

Recorder

- Distributes and hands in materials

- Completes worksheets, written assignments or summaries for oral reports

Reporter

- Summarizes the group's activities or conclusions

- Assists the recorder with writing worksheets and group reports

Timekeeper

- Keeps the group aware of time constraints

- Aids the facilitator in keeping the team on task

- Consults with other teams if needed

- Leaves the work area in good condition

- Fills in for an absent member if there is no fifth member

Wild card

- Fills in for an absent member

Group Work

Group work means learning collaboratively with the help of each one of the members to accomplish a task. Here students are focused on a same learning goal and are able to contribute with their ideas, opinions, fact, dissents, arguments, experiences and others. "Group work increases the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback" (BBC, 2016).

According to Ministerio de Educación del Ecuador (2016) established that learners through a group work or pair work can:

> Give their opinions provoking topics to help learners create connections between each other and the topic, working on values, such friendship, loyalty and honesty, will form learners into well-rounded adults who will be prepared for many diverse situations in the work place, school and beyond.

Benefits of implementing group work in the classroom

There are some advantages to working in a group, which emphasized the appropriate benefits of group work (Burke, 2011).

- Through working in a group students will have worthily resources for learning, because, each member is from different backgrounds with incomparable experiences.

- Group work motivate student to think creatively in order to solve problems using each one of their points of view for better decision making.

- Group learning motivate a meaningful discussion among members and there is a better comprehension of the contents while they are learning.

- Students who are involved in a group problem solving feel more dedicated in the solution. This situation lets them to get self-satisfaction for participating.

- A group work allows members to capture a self-image of themselves which contribute with a better understanding within the group and evaluating their interpersonal behavior.

Besides, there are two more benefits of implementing group work in the classroom which explain the importance of collaboration and respect within a team.

- Kokemuller (2016) argued that working in groups make more valuable the discussion of ideas shared, for this reason students need to acknowledge that members of the group come from different backgrounds with different experiences and, in order to respect each other´s ideas they have to be open-minded and try to understand them.

- Collaboration is part of the learning process in groups. It is pleasant to see that students help each other to learn. "The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another" Verner (2016).

Problems associated with group work

According to Schwartz (2011) the application of group work in the classroom con contribute meaningfully to students acquiring language but some problems have been found in the use of this strategy among the members and with the

teacher's problems dealing. These issues are associated with the lack of organization and leadership, the lack of understandable communication, difficulties in comprehending the tasks, disadvantage to make students participate equally and too much pressure to reach the group objectives. Similarly, the teacher get in trouble setting students into groups and helping students to solve all conflicts. The most common problems with in groups are:

- **Faulty communication:** students do not know how to communicate well, for that reason some critics and gossip could happen getting members of the group to feel disregarded and unease.

- **Attribution errors:** the errors of the members cause positive and negative critics; it depends on the behavior of other members. Thus, errors are associated with irresponsibility and the results affects all of them.

- **Mistrust and grudges:** members do not trust each other to work together because some of them show indifference for their obligations and unfairly treated could happen with inappropriate criticism. As a result, everybody becomes annoyed with a lot of resentment complicating the work in group.

- **Personality clashes:** this can occur when the teacher set the groups randomly and some different personalities are put together. These personalities sometimes don´t fit well and a lot of problems will happen.

Solutions for problems associated with group work

As Hadad & Reed (p. 268) cited in Schwartz (2011) said that conflicts in a group work need to be solved in order to make the group a winner, and not an unsuccessful.

- The difficulties should be taken as group problems and not as individual ones to avoid dividing and destroying the group.

- Do not ignore a problem because it will rise and will get a group stop working.

- Show the conflict as a way to see that students are engaged and interested for working, for this reason members notice where the problem is and try to discuss. In this case conflict is positive and take less frustration in solving.

- Do not let students call others with disrespectful names if someone is slow or if someone doesn't understand everything.

- Be open-minded and fair, listen to both sides and find reasons to solve the problems from the origin.

- Remain in giving constructive critics to dissent other opinions.

- Get students to realize why they are having problems and make them understand the possible effects that have their behavior.

- Brainstorm to find solutions and commitment.

Stages of group development

In 2016, the Catalyst Consulting Team explained the Bruce Tuchman's group development model, who described four stages to make groups become more effective to perform appropriately.

	Stages	Behaviors	Tasks
1	**Forming**	▪ The purpose and goals of the team are unclear. ▪ Members feel varying degrees of commitment. ▪ Communication is low and few members often dominate. ▪ Members are dependent on directive leadership.	▪ Building common purpose. ▪ Understand personal expectations and interest. ▪ Clarify accountability, recognition and rewards. ▪ Assess resources; see who has what to contribute. ▪ Leader provides direction and drives the team process.
2	**Storming**	▪ Differences and confusion arise over goals and roles. ▪ Team members react toward leadership with counterproductive behaviors. ▪ Team is uncertain about how to deal with issues openly. ▪ Members act from an independent attitude.	▪ Involve everyone in the discussion. ▪ Inquire into differences; include all ideas and opinions. ▪ Seek further clarity about purpose and develop a common approach to meeting project objectives. ▪ Assess and test resources need: make necessary adjustments. ▪ Define norms. ▪ Leader raises difficult issues and coaches team through struggles.
3	**Norming**	▪ Team gains confidence, feels a sense of momentum. ▪ "What", "how", "who" and "when" become clarified. ▪ Team develops agreements on approaches, goals, communication, and leadership roles. ▪ Team builds relationship with externals (customers, key, and stakeholders). ▪ Members begin to relate interdependently.	▪ Develop processes for information sharing, feedback and resource distribution. ▪ Have open forums on task and relationship, both internal and external. ▪ Build appropriate feedback loops with external relationship.
4	**Performing**	▪ Members take full responsibilities for task and relationships. ▪ Team achieves effective and satisfying results. ▪ Team take the initiative to continually assess external forces. ▪ Team facilitates itself easily through the various stages. ▪ Members work proactively for the benefit of the team.	▪ Continuously seek to improve task and relationships. ▪ Celebrate successes-reward and recognize both team and individuals wins. ▪ Continuously test for better methods and approaches. ▪ Leader focuses on purpose, interdependent relationships, and conditions that shift the stages.

Sourcea: (Catalyst Consulting Team, 2016).

Situations that may require using group work interaction

According to Anderson (2015) group work can be used in the following situations:

- To practice speaking skills

- To do an exercise or to compare answers after doing an exercise individually.

- To work on a project or task.

- To create something, such as a diagram, a text or a picture.

- To give feedback to a classmate on something they have written.

Ideas for the teacher to set up group works

In 2015, The University of New South Wales of Australia offered some ideas to set up groups.

- Make safe that the task assigned cannot be developed by group members working independently like separated tasks. Also, help them to be involved in varied roles and responsibilities within the group.

- Be clear with the students about expectations of the group project and confer them opportunities to understand the goals of the group and after that, the students will analyze them to find ways for achieving them.

- Check the size of groups, minimum three to five people is probably convenient.

- Encourage diversity means listening to different perspectives about one topic, as a consequence, the outcomes of the group will be rewarding for each student, who need to understand the highly value that it has in a real workplace, where the groups often contain a mixture of people with varying abilities, language capabilities and learning styles etc.

Ideas for teacher to monitor group works

Monitor the groups but do not hover. As students do their work, circulate among the groups and answer any questions raised. Also, listen for trends that are emerging from the discussions, so that the teacher can refer to them during the subsequent plenary discussion. However, be unobtrusive and avoid interfering with group functioning; allow time for students to solve their own problems before getting involved. Even consider leaving the room for a short period of time, because your absence can increase students' willingness to share uncertainties and disagreements (Jaques, 2000).

Expect a lot of the students. Assume that they do know, and can do a great deal (Brookfield & Preskill, 1999). Express confidence in them as the teacher circulate the room.

Be slow to share what the teacher knows. If the teacher come upon a group that is experiencing uncertainty or disagreement, avoid the natural tendency to give the answers or resolve the disagreement. The learning that is accomplished through group work might be slower, but it is generally harder won and thus better. If necessary, clarify instructions, but let students struggle—within reason—to accomplish the task (Race, 2000).

The teacher need to clarify role as facilitator. If students criticize you for not contributing enough to their work, consider whether you have communicated clearly enough your role as facilitator.

Group learning tasks

Giving group learning task to students sounds a quite difficult especially if some of them don´t want works together. Thus, British Columbia Institute of Technology (2010) defined two types of tasks: formal and informal tasks.

Informal tasks

Informal tasks can occupy several minutes to one class period. Use them to take short breaks from direct teaching to do group work for the purpose of:

- Setting a conducive learning environment

- Setting lesson expectations

- Focusing student attention on key material

- Ensuring cognitive processing

- Providing closure

Informal tasks generally aren't used in fully online courses; whose activities require more structure and planning. Nonetheless, they can be integrated into "live online classroom" sessions.

Formal tasks

Formal tasks can occupy one class period to several weeks. Use them to give structure to any assignment or course requirement. Students are required to:

- Organize material

- Explain material

- Summarize material

- Integrate material into existing conceptual structures

Promoting group work: strategies

These strategies are focused on promoting group work for better performing of the students (Primary Professional Development Service , 2013).

Think-pair-share

- Children consider an issue individually (think)

- They then explain their ideas to a partner (pair)

- Then they share views with a larger group or the class (share).

For example, before beginning to read a book, tell the children to look at the cover and/or title, and ask children to predict what the story will be about. Allow the children to think about this for a short period of time, (less than a minute until they are well used to the routine) then they turn to their partner and share their idea.

- Begin with a more focused task so that children become confident and clear on the strategy.

- Try to let the less confident child within the pair speak first, otherwise s/he may just reiterate the partner's thoughts.

- Initially ask individual children to report on their own response to the question posed at the beginning of the strategy, but when the children are competent at think-pair share ask them to tell you and/or others what their partner thought.

- Create rules with the children regarding think-pair-share so that it is introduced and developed in an organized way.

Two minute recap

At the end of a lesson/activity, ask the children to turn to a partner and tell his/her as much as s/he can remember about the lesson in two minutes. The teacher times the activity, and after two minutes, signals it is time to change roles. The second person now takes two minutes to tell as much as s/he can remember about the lesson/activity.

Two minute papers

Give the children two minutes to summarize the most important points that they have learned in the lesson. Alternatively, they could write about their favorite part of the lesson. Then, they turn to a partner, read their paper, and answer any questions. Roles are then reversed.

The jigsaw technique

This technique can be used whenever the material to be learned can be divided into segments, and where no one segment must be taught before the other. An example of this might be where the class are studying the world's different climates. The teacher prioritizes four climates; Tundra, Tropical, Mediterranean and Equatorial.

The procedure is as follows:

- The class is divided into study groups, for example in fours, and each child is numbered 1, 2, 3 or 4.

- The learning material is divided into 4 segments, and each child is given a segment, in this case a different type of climate.

- Each child studies their allocated material (climate)

- The children now form expert groups and all the firsts come together, all the seconds, too, and so on.

- The expert groups discuss their learning, and agree on the main points of their material (climate) to be learned.

- Each child now returns to his home group, and teaches the home group about the climate that s/he studied.

This technique is useful because it offers structure to investigative learning, demands individual responsibility and stresses co-operation rather than competition.

Snowballing

Children discuss something or investigate an issue in pairs. Each pair joins another pair to form a group and discuss their findings. The small groups then join together to make a larger group, so we start with 2, then 4, then 8 and so on.

Pass the paper

At the end of a lesson/activity, each child gets a piece of blank paper, and writes his/her name on top. S/he then writes one thing that s/he has learned during the lesson. After one minute, the paper is passed to the person on the right, who writes an additional fact. After one minute, the paper is again passed to the right. The paper is passed a number of times, depending on the skill level of the children. Finally, each piece of paper is returned to the original owner, and it serves as a mini-review of the lesson.

Inside outside circles

- The children are divided into two groups. One group makes an inner circle and the other group makes an outer circle.

- The children in the inner circle and the outer circle face each other to form pairs.

- The children take turns to report their information to the partner. At the end of a set period of time, the children are asked to move (for example, the children in the outer circle moves two places to the left), thus creating new pairs.

- The children now share their information with a new partner.

Muddiest point and clearest point

Following a lesson/activity/unit of work, the children discuss what they have learned in groups of two or three or four. Each group identifies the point they are clearest about from the lesson, and also, the muddiest point is the area they are still not clear about. These are written in two separate pieces of paper, and displayed in two separate locations. Again, this can be used as an assessment exercise, and the teacher can involve the children in their own learning, by allocating them tasks to help further the learning.

Place mat

Place mat involves groups of students working both alone and together around a single piece of paper. The paper is divided up into sections depending on the number of members in the group. Children record their ideas in their allocated section and the composite result in the centre belongs to the group. Place mats like this are easily made from chart paper. The mat should be big enough for children to be able to write in their own section comfortably.

Using place mat

When embarking on a new topic such as greeting, the children take time to reflect individually and record what they currently know in their allocated section. The collective initial ideas are recorded in the centre square and are seen to be representative of the whole group. If children have been assigned a grammatical mistake to correct, each child works on the correction in their own section and the group then share their thinking. The agreed methods and outcome is recorded in the centre square. When finished, children can share their solutions with others who have also completed the same problem as them, or all solutions can be discussed in the same group.

Walk about!

Place mat can be adapted to allow one child from each group to move to another table, taking the completed place mat with them to share the key ideas with another group. If possible they should discuss the reasons for their own group's choice of ideas.

f. METODOLOGY

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 improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research has the aim of improving the speech acts performance through the application of cooperative learning strategies such as group work. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different cooperative learning strategies to improve the speech acts in the English Foreign Language amongst ninth-year A students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.

Action Research assists the teacher candidate to find immediate solution to some problems that students have showed experimenting in the use of speech acts due to the lack of implementation of group work strategies.

Methods, techniques and instruments

Methods

The researcher will use different methods which will help 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 the observation checklist, questionnaires and the pre and posttest. Then, the researcher will make the interpretation and logical analysis of the data 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, checklist 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 the group work as a cooperative learning strategy to improve the 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 analysis of it.

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

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and actions. 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 and will come from questionnaires and observations sheets.

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

Pretest- posttest will be given at the beginning and at the end of the intervention plan; at the beginning, it will be given to measure the performance of speech acts that students have; and, at the end to measure the performance of the speech acts achieved by the students after the intervention plan. The activities applied with the cooperative learning strategies will help the researcher to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the participants (ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the group work as a cooperative learning strategy. 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 know the facts in a participative and no participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be done during the English classes in a natural environment as lived by the ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. There will be two types of observation that are detailed below.

Nonparticipant observation: The researcher will observer and records behaviors but will not interact or participate in the setting under study. The objective of this nonparticipant observation will be 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 will be the observation sheet.

Observation sheet: the researcher will need an observation sheet to record the participants´ behaviors shown on the performance of the speech acts.

This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators and all the relevant aspects of the dependent variable.

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 as a cooperative learning strategy in order to improve the speech acts among the ninth-year "A" students at Unidad

Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. The instrument of this participant observation is the field note sheet.

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 improve the speech acts (the issue), that is the group work as a cooperative learning strategy.

Pilot testing the questions: once the questions for both the test (pre and post) and questionnaire (pre and post) will 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.

Subtest will be given every two weeks to know students´ progress in speech acts performance according to the specific topic, through the intervention plan made by the researcher. The subtest will consist in worksheets that will contain questions like multiple choices, matching, completing, etc.

Population

The target population is the ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, they are 23 students 10 girls and 13 boys. Who are between thirteen and fourteen years old. The students receive 5 hours of English per week with a certificate teacher.

Intervention plan 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, 2011). These lesson plans will cover 40 hours of instructions 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 will permit teachers to make their instruction more relevant to learners making use of speech acts. In this phase, students will be able to interact with each other and to debate their knowledge with peers in pairs or small groups. While students will be performing these tasks, the teacher will listen and documents background knowledge. The teacher will be 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 will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase, students will be connected from what they already know to the new. As students will 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 will know is important to build significant meanings of the topics. 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 is 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 in the classroom and outside (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 will affirm the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition will 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, drawings, 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.

Period

This intervention plan will be carry out into effect throughout the months of November, December and January during the 2016 – 2017 Academic Period.

Intervention and observation plan

Week 1

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Adjectives to describe people personalities ▪ Greetings
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To describe the personalities of their family members by using some adjectives. ▪ To perform an oral family member description by starting greeting the whole class.
KEY VOCABULARY	Mother, father, cousin, nephew, uncle, grandfather, grandmother, fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.
INSTRUCTIONAL FOCUS	**Activation** ▪ Teacher explains adjectives related to personalities using flash cards. ▪ Teacher presents a genealogic tree on a graph paper as an example for students to introduce family member's vocabulary. **Connection** ▪ Teacher asks students to match the adjectives with their antonyms on the book and relate a family member name with each adjective in order to describe their personalities.

	▪ Students fill a genealogic tree on a worksheet with their own information based on the teacher example. ▪ Students choose one of their favorite family member and do a written description of his/her personality and then, they present it orally. ▪ Student work in pairs and discuss these kinds of personalities *shy* and *outgoing*. How each person personality behaves? How each person personality get fun? and share their opinions with the whole class. **Affirming** ▪ Teacher asks the whole class to make a circle to play tingo tango: teacher gives a small ball to one student in the circle to start passing around when another student standing in the middle begins to chant "tingo, tingo, tingo, tango". When s/he says "tango" the student who ends up with the ball must describe the personality of a family member. ▪ Students do homework: they paste a photo on a sheet of paper about their family and write one sentence for each member to describe their personalities.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest – Pre-questionnaire. Data source 2: Students´ speaking samples.
SUPPORT	Coaching and guidance from our thesis advisor.
DATE/TIME	November 7th to November 11th, 2016

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 2

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Verbs of preference ▪ Free time activities ▪ Expressions of requests
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To express likes and dislikes about free time activities by using like, love and prefer as verbs of preferences. ▪ To role play a conversation in pairs about inviting someone to practice a free time activity by using expressions of requests.
KEY VOCABULARY	Play video games, chat with friends, play sport, play a musical instrument, exercise in the park, hand out with friends, go to the movies, read listen to music.
INSTRUCTIONAL FOCUS	**Activation** ▪ Free time activities mime: Teacher divides the class into groups of four and tell each group to arrange themselves in a small circle. ▪ Teacher gives each group a set of shuffled cards and one of the members pick up a card from the top of the pile and mine the activity for the other students to guess. The first students to correctly guess the free time activity gets to keep the card. Then, another student continues picking up a card and miming the activity until all of the cards have been used. The students with the most cards at the end of the game is the winner.

	Connection
	▪ Students listen to and look at some pictures. Then, they pay attention to background sounds to understand the context of the speakers and number the activities according to the order they hear. Finally, students check the activities they like to do. On the book.
	▪ Students work in pairs to listen to and complete a conversation with the words they hear. Then, they adapt the conversation about inviting someone to practice a free time activity to their own information and role play it.
	Affirming
	▪ Teacher divides the class into groups of three and ask student to discuss this question: What do you prefer to do in your free time? What kind of Hobbyist are you? (Quiet, energetic or artistic) Then, students give some reasons for their answers and write a report about the discussion.
	▪ Students do homework: Students read the sentences in the boxes and mark TRUE (T) or FALSE (F) based on the pictures about people preferences. Then, they read some e-mails messages and check their answers.
CLASSROOM RESOURCES	Audio aids Cards Pelmanism game Work sheet Student´s book
DATA COLLECTION SOURCES	Data source 1: Students 'written reports.
SUPPORT	Coaching and guidance from our thesis advisor.
DATE/TIME	November 14th to November 18th, 2016

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 3

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Vocabulary about professional people ▪ Reading: practice scanning
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To identify specific information from reading through scanning. ▪ To list five common commands that a singer, a manager, a public figure say daily.
KEY VOCABULARY	Strict, public figure, practice pole vaulting, work out, quiet, sensitive, manager, volunteer, contributor, singer, interviews, sporty, hand it for tomorrow, enjoy the music, print it, thrust on me
INSTRUCTIONAL FOCUS	**Activation** ▪ Teacher brings flashcards of famous people for students and play a guess game. Ask them about these people's names, ages, nationalities, and professions. Similarly, bring a collage featuring free time activities like soccer, baseball, basketball, gym workout routines, singing. As the teacher show and point to the pictures, the students have to guess which activity belong to each famous people. **Connection** ▪ Students listen to and look at some pictures of famous people and some routines related with free time

	activities. Then, do choral and individual repetitions while associating the image with the sound and the word. Finally, students work in groups of three and discuss which free time activity would they like to do.
	▪ Students work in the same groups using a place mat which is going to be divided in three parts, in each part will be written a profession (a singer, a manager and a public figure), then, students write commands for each profession that they say daily and rotate the place mat.
	Affirming
	▪ Teacher divides the class in two groups and ask students to analyze and discussion some questions like: Who are they?. What's their profession?. Where are they from?. What do they like to do in their free time?. Then, students give an answer and they explain each other these question.
CLASSROOM RESOURCES	Visual aids: Flash cards. Place mat Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Students´ speaking samples.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	November 21st to November 25th, 2016

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 4

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Idioms to describe people personalities
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To describe people's personalities using idioms in informal conversations.
KEY VOCABULARY	Early bird, night owl, busy bee, couch potato
INSTRUCTIONAL FOCUS	**Activation** ▪ Teacher shows to students a power point presentation of pictures with a literal representation of a common idiom. ▪ Then, teacher asks students to work in pairs and gives them several minutes to discuss the possible meaning of the given idiom. ▪ Next, teacher elicits guesses about what the idiom may mean before telling students the actual meaning. ▪ Teacher finishes the activity by giving students several example sentences using the idiom for them to write in their notebooks. **Connection** ▪ First, teacher divides the class in groups of four students.

	▪ Then, teacher writes on the board three idioms for each group. After, teacher gives to students some pictures related with the meaning of the idioms and others related with a literal meaning.
	▪ Finally, students have to choose the correct picture according with the meaning of the idiom.
	Affirming
	▪ Teacher gives to students a worksheet where they complete sentences with the correct idiom.
	▪ Students write sentences using the idioms in a correct context.
	▪ Students do homework: they represent the meaning of each idiom through drawing on a sheet of paper.
CLASSROOM RESOURCES	Visual aids: Cards. Audio aids Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Students' written reports
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	November 28th to December 2nd, 2016

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 5

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Formal and informal greetings
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To distinguish between formal and informal greetings and integrate them in the day-to-day life.
KEY VOCABULARY	Kind of greetings: bowing, shaking hands, kissing people on one cheek, kissing people on both cheeks, kissing people three times on the cheek, putting hands together.
INSTRUCTIONAL FOCUS	**Activation** ▪ Acrostic: Teacher gives students the key words which will be addressed in the lesson. Next, teacher asks them to write a derived word from the last letter of the previous key words relating it with the meaning of the key word. **Connection** ▪ Teacher plays a song and students walk around, when teacher stops the song they have to greet the student next to them by shaking their hands, introducing themselves, kissing on the check (one cheek, both cheeks, three times), bowling and putting hands together.

	Affirming
	▪ Teacher gives students a conversation model about five different way to greet people and then, students role play it.
	▪ Students do homework: they search for information about five different ways of greeting that Ecuadorian people used, and hand it in a written form.
CLASSROOM RESOURCES	Acrostic Audio aids: music and role play conversation Student´s book
DATA COLLECTION SOURCES	Data source 2: Students´ speaking samples. Data source 2: Students' written reports.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 5th to December 9th, 2016

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 improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Celebrating diversity ▪ Expressions of apologies.
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To express ideas and opinions about customs and celebrations around the word by using the vocabulary thought. ▪ To identify what are the best ways to apologize people from a different culture by performing a dramatization.
KEY VOCABULARY	Wearing, celebrating, eating, dancing, singing, food, clothing, I must apologize for..., I'd like to apologize for..., I am so sorry for...
INSTRUCTIONAL FOCUS	**Activation** ▪ What is in the picture?: Teacher explains and describes the picture before showing it, and ask to the students to guess the country. The student who correctly guesses can get to keep the card. Then, the activity starts again until all of the pictures have been used. The student with the most cards at the end of the game is the winner.

	Connection ▪ Students listen to and pay attention to understand the speakers, then fill in the blanks with the verbs according to they hear on the book. Finally, students check the answers with the teacher. ▪ Students work in pairs to prepare and to perform a dramatization about expressing an apology to people for other cultures. Teacher provides them a script model and students only need to choose two different cultures and work on understanding why one member needs to apologize to the another **Affirming** ▪ Teacher divides the class in two groups, then the teacher chooses one country and ask to the students to describe the culture and customs of this country, each group chooses a member who represent the group and if he or she win the group has one point. Finally, the group that has more points will be the winner.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Any data source
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 12th to December 16th, 2016

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 improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Greetings ▪ Parts of an email
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: • Predict the content of a text by using pictures. • Identify the parts of an email by using expressions of different forms to greet people.
KEY VOCABULARY	Introduction, body, ending, Hello…, I hope you are doing well. How is school going? Please say hello to…, talk to you soon,
INSTRUCTIONAL FOCUS	**Activation** ▪ Think-pair share: Teacher provides some pictures related to different cultures and asks students to get in pairs, there they have to speculate and say what they are going to learn. ▪ Dear, _____: Students write a email or a note to another person, character, political figure, etc. telling him/her something they know or think about the focus of the upcoming lesson. **Connection** ▪ Students give or say some examples about cultures that they know and in groups of two people they have to draw images or use their imagination to show to the class the culture what they a going to explain. ▪ Students read an email that is on the book, then they have to recognize what are the parts of the email and

	what is the use of the expressions, what the expressions mean. Finally, students get in pairs and complete an email using the expressions to greet people correctly in the introduction, body and ending. ▪ In groups of three, students have to think about an example of an email using the correct structure and some expressions commonly used to write emails then the emails of the groups are exchange to other groups. Finally, each group check if the email contains the structure and the expressions correctly. **Affirming** ▪ Teacher gives students some pieces of paper where the email is disorderly, students have to order correctly and underline the expressions that they have learned, then they go and stick it on the board, teacher check it in front of the whole class. ▪ In an orally way, students have to say the expressions used in the introduction, body and ending of a letter.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Any data source
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 19th to December 23th, 2016

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 8

RESEARCH PROBLEM	*How does group work interaction improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?*
CONTENTS	▪ Idioms about celebrations and holidays
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	At the conclusion of this lesson students will be able: ▪ To identify and use idioms by role playing informal conversations.
KEY VOCABULARY	The place is packed, I'm feasting my eyes on, It is out of this world, celebrate, give, pray, wear, watch, bow, chopsticks, envelope, parade, Ramadan, veil.
INSTRUCTIONAL FOCUS	**Activation** ▪ **Hangman:** Teacher thinks of a word or phrase and write a number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter, if it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and being drawing the image of a hanging man. ▪ **Spin the bottle:** Sit the students in a circle with a bottle in the middle. Teacher spins the bottle, when it stops spinning the student it is pointing to has to say an idiom. If the answer is correct, then that student can spin the bottle. **Connection** ▪ Students take turns talking about idioms. ▪ Students role play the formal conversation that the teacher provides them using idioms.

	▪ Students write sentences using idiomatic expressions. ▪ In groups of three, students have to think an example of a conversation using some idioms, after that the conversation of each group is exchange to another group. Finally, each group check if the conversation has the correct idioms. ▪ Students work individually using idioms to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct idioms on the board. **Affirming** ▪ Teacher gives students some cards where the idiomatic phrases are messy. Students order correctly each idiom and at the end each student stick it on the board and say the correct idiom in front of the class. Teacher checks it in a whole class. ▪ Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	Guess the Idioms, Spin the bottle, Hangman. Visual aids: Flash cards, charts and cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Posttest/Post-Questionnaire
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	January 2nd to December 6th, 2016

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.

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The researcher
- The ninth-year "A" students of Educación General Básica
- The thesis advisor

Material

- Scripts
- Book
- Paper
- Tape
- Cardboard and Foamex

Technical

- Computer
- Projector
- Printer
- Internet

g. TIMELINE

Months span 2016 (July–December) and 2017 (January–August). Each month is divided into 4 weeks; July 2016 begins at weeks 3–4. (Note: April 2017 third week is printed as "a" in the original.)

ACTIVITIES	Jul 3	Jul 4	Aug 1	Aug 2	Aug 3	Aug 4	Sep 1	Sep 2	Sep 3	Sep 4	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr a	Apr 4	May 1	May 2	May 3	May 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4	Aug 1	Aug 2	Aug 3	Aug 4
PHASE I: PROJECT																																																						
Presentation of the Project	x	x	x	x	x	x																																																
Designation of the Project Advisor									x	x	x																																											
Project revision and Approval											x	x	x																																									
Designation of Thesis Advisor													x	x	x																																							
PHASE II: ACTION PLAN																																																						
Application of instruments															x	x	x																																				
Act and observe															x	x	x	x	x	x	x	x	x	x	x																													
PHASE III: THESIS PROCESS																																																						
Tabulation and elaboration of tables and Graphs																							x	x	x																													
a. Theme								x																																														
b. Introduction																												x																										
c. Summary																												x																										
d. Review of Literature											x	x	x											x	x																													
e. Material and methods																								x	x	x																												
f. Results (interpretation and analysis)																							x	x	x	x	x																											
g. Discussion																												x																										
h. Conclusions																											x	x																										
i. Recommendations																											x	x																										
j. Bibliography and Annexes																											x	x																										
PHASE III: REVISION AND APPROVAL																																																						
Thesis revision																																																						
Thesis presentation																															x	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	x									
Private review																																									x	x	x											
Corrections																																													x	x	x							
Public sustentation and incorporation																																																x	x	x	x	x	x	x	x

121

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	$20
Printing of reports	$40
Printing of the project	$30
Printing of the final report and thesis	$40
Unexpected expenses	$60
Total	$190

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

i. BIBLIOGRAPHY

Anderson , J. (2015). Teaching english in Africa: a guide to the practice of english language teaching for teachers and trainee teachers. Kenya: East African Educational Publishers Ltd.

Al-Hindawi, F., Al-Masu'di, H., & Fua'd Mirza, R. (2014). The Speech Act Theory in English and Arabic. *Open Journal of Modern Linguistics*, 28-30.

BBC. (2016). Communicative approach. Retrieved from https://www.teachingenglish.org.uk/article/communicative-approach

BBC. (2016). Communicative competence. Retrieved from https://www.teachingenglish.org.uk/article/communicative-competence

BBC. (2016). Meaning of group work. Retrieved from https://www.teachingenglish.org.uk/article/group-work

British Columbia Institute of Technology . (2010). Effective Use of Group Work. Retrieved from http://www.bcit.ca/files/ltc/pdf/ja_groupwork.pdf

Burke, A. (2011). Group work: how to use groups effectively . *The Journal of Effective Teaching* , 88.

Cambridge Dictionary . (2016). Commands and instructions. Retrieved from http://dictionary.cambridge.org/es/gramatica/gramatica-britanica/commands-and-instructions

Cambridge Dictionary. (2016). Requests. Retrieved from http://dictionary.cambridge.org/dictionary/english/request

Campoverde , M., & Carpio, M. (2015). Design of a booklet to teach idioms in conversation classes to third-term students of the English Language and Literature School at Universidad de Cuenca. *Repositorio institucional universidad de Cuenca*.

Chacón, B. ,. (2013). *An introduction to sociolinguistic* . Madrid : Universidad Nacional de Educación a Distacia Madrid .

Collins III, J. W., & O´Brien, N. P. (2011). *The greenwood dictionary of education.* California: ABC-CLIO,LLC.

Catalyst Consulting Team. (2016, June 27). *Bruce Tuchman´s group development model*. Retrieved from http://www.catalystonline.com/wp-content/uploads/2010/11/Catalyst_Desk_Ref.jpg

Davies , D. (2015). Folk wisdom. *Oxford University Press*.

Dixon, S. (2016). The communicative approach. *Courcera.* Retrieved from https://www.coursera.org/learn/language-theories/lecture/edxaz/video-4-back-in-time-the-communicative-approach

eNotes. (2016, August 23). Communicative competences. Retrieved from http://www.enotes.com/research-starters/communicative-competence

Fahrutdinova, R., Yarmakeev, I., & Fakhrutdinov, R. (2014, November 19). The formation of students' foreign language communicative competence during the learning process of the english language through interactive learning technologies. *Eric.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1075921.pdf

Fahrutdinova, R., Yarmakeev, I., & Fakhrutdinov, R. (2014, September 15). The formation of students' foreign language communicative competence during the learning process of the english language through interactive learning technologies. *Eric.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1075921.pdf

Felecan , D. (2015). Conventional vr unconventional linguistic means of address. Old and new greetings in Romanian. *Diacronica*.

Fisher , A. (2010). Speech-act theory as a new way of conceptualizing the student experience. *Studies in Higher Education*.

Guidelines, N. C. (2014, August). *Ministerio de Educación de Ecuador.* Retrieved from http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf

Herrera, S., Holmes, M., & Kavimandan, S. (2012). Strategies that Make Culturally Responsive Pedagogy a Reality in Diverse Secondary Classrooms. *U.S.A: International Journal of Multicultural Education.*

Irmawati, N. D. (2012). Communicative approach: An alternative method used in improving students' academic reading achievement . *Eric*, 91.

Istifçi, I., & Kampusü , Y. (2009, September). The use of apologies by EFL learners. *English Language Teaching.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1083069.pdf

Johnson , D., & Johnson, R. (2014). Cooperative Learning in 21st Century. *redalyc*. Retrieved from http://www.redalyc.org/articulo.oa?id=16731690008

Kavimandan, S., Herrera, S., & Holmes. (2011). *Crossing the Vocabulary Bridge.* New York and London: Teachers College Press.

Keck, C., & Kim, Y. (2014). *Pedagogical grammar.* Amsterdam: John Benjamns Publishing Company.

Kepp, L. (2016). Create an Effective Physical Environment. Retrieved from https://www.coursera.org/learn/teaching-secondary/lecture/gLYLz/m1-example-1-cooperative-learning

Kokemuller, N. (2016). Advantages and disadvantages of group work. *Education by Demand Media* . Retrieved from http://education.seattlepi.com/advantages-disadvantages-group-work-classroom-situation-1333.html

Jabboori , A., & Thyab, R. (s.f.). Native and non-native speakers' use of english idiomatic expressions: a syntactic and pragmatic study. *IRAQUI Academic Scientific Journals* , 11-12.

Learn English Network. (2016). Retrieved from http://www.learnenglish.de/basics/greetings.html

McCarthy, C. (2013, November 9). *Polite Requests*. Retrieved from http://www.ecenglish.com/learnenglish/lessons/polite-requests

Mede, E., & Dikilitas , K. (2015). Teaching and learning sociolinguistic competence: teachers' critical perceptions . *Participatory Educational Research*, 17-18.

Murdoch, K., & Wilson , J. (2008). Helping your pupils to work cooperatively. London and New York: Routledge.

My English Pages: Learn English Grammar Online. (2016). *Apologizing*. Retrieved from http://www.myenglishpages.com/site_php_files/communication-lesson-apologizing.php

Pedersen , J., & Digby, A. (2013). Secondary schools and cooperative learning: theories, models, and strategies. New York - London: Routledge .

Primary Professional Development Service . (2013). Promoting group work, collaborative and cooperative learning in the primary school: tip sheet for teachers . *Primary Professional Development Service*. Retrieved from http://www.pdst.ie/sites/default/files/Session%203%20-%20PS%20Co%20-%20Op%20%EF%80%A2%20Group%20Work.pdf

Ralby, A. (2016). Sociolinguistic competence . *Linguisticator* . Retrieved from https://www.linguisticator.com/communicative-competence/

Rus , V., Moldovan , C., Niraula , N., & Graesser , A. (2012). *Proceedings of the 5th International Conference on Educational Data Mining*, 25.

Salazar , W. (2015). Exploring Communicative Competence Development in an EFLT Classroom at Cursos Libres . *Redalyc.org.* Retrieved from http://www.redalyc.org/articulo.oa?id=85344718008

Schwartz, M. (2011). Group work: dealing with conflicts. *Ryerson University* . Retrieved from http://www.ryerson.ca/content/dam/lt/resources/handouts/GroupWorkConflict.pdf

Taqi, H., & Al-Nouh, N. (2014, March 4). Effect of group work on EFL students' attitudes and learning in higher education. *eric.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1076424.pdf

The Center for Advanced Research on Language Acquisition. (2015, January 22). What is a speech act? Retrieved from http://carla.umn.edu/speechacts/definition.html

The University of New South Wales of Australia . (2015, September 10). Ideas for Effective Group Work. *UNSW.* Retrieved from https://teaching.unsw.edu.au/ideas-effective-group-work

Unabridged, D. (2016, June 25). Communicative competence. Retrieved from http://www.dictionary.com/browse/communicative-competence

Verner, S. (2016). Top 10 benefits of group work for ESL. *Busy Teacher*. Retrieved from http://busyteacher.org/17846-group-work-esl-classroom-top-10-benefits.html

Volunteering with ESL learners . (2013). Idioms: workshop notes and activities list. Retrieved from http://www.vesl.ca/documents/ws_idioms_2013_handout1.pdf

Yang , J., & Rehner, K. (2015). Language learning in higher education *De gruyter.* Retrieved from http://www.degruyter.com/dg/viewarticle.fullcontentlink:pdfeventlink/$002fj$002fcercles.2015.5.issue-1$002fcercles-2015-0008$002fcercles-2015-0008.pdf?t:ac=j$002fcercles.2015.5.issue-1$002fcercles-2015-0008$002fcercles-2015-0008.xml

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

<table>
<tr><td colspan="7" align="center">OBSERVATION SHEET</td></tr>
<tr>
<td colspan="2">Observation #:

Topic:

Objective of the session:</td>
<td colspan="4">Date/Time:

Participants: Ninth-year "A" students & The researcher</td>
<td>Role of the researcher: Nonparticipant observer

Duration of the observation:</td>
</tr>
<tr>
<td rowspan="2">Things to be observed</td>
<td colspan="4">Levels of Acceptability</td>
<td>Remarks</td>
</tr>
<tr>
<td>Perfectly Acceptable</td>
<td>Acceptable</td>
<td>Unacceptabl</td>
<td>Totally unacceptabl</td>
<td></td>
</tr>
<tr><td>Apology</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Request</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Commands</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Idioms</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Greetings</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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:** Ninth-year "A" students & 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. **Fill in the blanks using the idioms from the box. (2points)**

   a) John is a _____. He likes to sit all
   day in front of the TV. He is sedentary.

   b) Mary is a _____. She is an evening
   person. She likes to stay up late at night.

   c) The concert was _____. It was an
   awesome experience.

   d) We   spent   one   whole   day
   _____paintings I never thought I´d
   have the chance to see.

   e) I am on the street. We are celebrating the Rio of
   Janeiro Carnival. _____, there are about
   600 people around.

IDIOMS
feasting our eyes on
out of this world
couch potato
night owl
The place is packed

2. **Match the picture with the correct command expression. (2 points)**

a.

b.
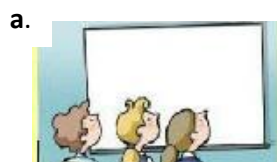
Sit down

Look at the board

Raise your hand

Be quiet

c.

d.

3. **Read the conversation and underline four requests. (2 points)**

David: Good morning, can I speak to Mr. Garcia, please?
Secretary: May I know who is calling, please?
David: David Cueva.
Secretary: Please hold on for a moment. I'll see if Mr. Garcia is available… Please speak on. Mr. Garcia is on the line.
David: Hi Peter, how are you?
Peter: Hello, David, I'm fine. How are you?
David: Fine, thanks. I need your help, Peter. Could you lend me some money, please?
Peter: How much?
David: Three hundred dollars.
Peter: Certainly. Can you send someone to collect the money?
David: I'll come myself. I'll be there in half an hour. Thanks Peter.
Peter: Most welcome. See you then!

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

> **Hello – Good morning – Bye – Good-bye – See you tomorrow**

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!

5. **Underline the expressions that show an apology. (2 points)**

   a) Let's go to de party.
   b) Please, forgive me!
   c) I'm sorry.
   d) What is your name?
   e) I apologize for my attitude.

…………………………………………………
Student Signature

THANKS FOR YOUR COLABORATION

Scoring Guide

1. **Fill in the blanks using the idioms from the box. (2points)**
   a) Couch potato (0,4)
   b) Night owl (0,4)
   c) Out of this world (0,4)
   d) Feasting our eyes on (0,4)
   e) The place is packed (0,4)

2. **Match the picture with the correct command expression. (2 points)**
   a) Look at the board (0,5)
   b) Be quiet (0,5)
   c) Raise your hand (0,5)
   d) Sit down (0,5)

3. **Read the conversation and underline four requests. (2 points)**
   a) Can I speak to Mr. Garcia, please? (0,5)
   b) May I know who is calling, please? (0,5)
   c) Could you lend me some money, please? (0,5)
   d) Can you send someone to collect the money? (0,5)

4. **Complete the conversations using formal or informal greetings and farewells according with the context. (2 points)**
   a) Good morning (0. 5)
   b) Good morning (0. 5)
   c) See you tomorrow (0. 5)
   d) Good bye (0. 5)

5. **Underline the expressions that show an apology. (2 points)**
   a) Incorrect. It is an invitation (0. 4)
   b) Apologize (0. 4)
   c) Apology (0. 4)
   d) Incorrect. It is a question (0. 4)
   e) Apology (0. 4)

Annex 4: Pre and Post Questionnaire

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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code: …………………………………………………………………..

Date: …………………...…………………………………………………………

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

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

2. **How often do your classmates respect your opinions when you are working in a group?**

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

3. **What way of working in class do learn more with?**

   a. Working in groups   (   )
   b. Individually   (   )

4. **Do you agree that working in groups motivates you to think creatively to solve problems together?**

   a. Total agree   (   )
   b. Agree   (   )
   c. Disagree   (   )
   d. Total disagree   (   )

5. **How much does each member of the group work collaborates 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 improvement of speech acts through group work interaction among ninth–year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 improve the speech acts among ninth-year students "A" at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year? **Specific** ▪ What theoretical and methodological references about the group work interaction are adequate for improving the speech	**General** ▪ To improve the speech acts through group work interaction among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. **Specific** ▪ To research the theoretical and methodological references about the group work interaction and its application on improving	**Dependent variable** ▪ Meaning of speech acts. ▪ Kinds of speech acts (apology, request, commands, idioms and greetings) **Independent variable** ▪ Cooperative learning and student's interaction. ▪ Benefits of working in groups. ▪ Activities to promote group work in the classroom.	**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	▪ Observation sheet ▪ Pre and Posttest ▪ Pre and Post Questionnaire ▪ Field Notes

acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?	of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.		▪ Designing an intervention plan **Intervention and observation**	
▪ What are the issues that limit the improvement of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?	▪ To diagnose the issues that limit the improvement of the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.		▪ Administering test and questionnaires. ▪ Observing and monitoring students´ performance according to the intervention plan.	
▪ What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on improving the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?	▪ To design an intervention plan based on the group work interaction in order to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.		▪ Presentation of research findings. ▪ Reflecting, analyzing and answering the proposed inquires. ▪ Organizing the final report.	
▪ Which group work interaction activities are	▪ To apply the most suitable activities of the group work interaction in order to			

implemented to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year? ▪ How effective was the application of group work interaction to improve speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?	improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. ▪ To validate the results obtained after the application of group work interaction to improve the speech acts among ninth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.			

Annex 6. Grading Scales

The speech acts

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

Group work as a cooperative learning strategy

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

INDEX