



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH
GROUP WORK INTERACTION AMONG NINTH-YEAR
B STUDENTS AT DR. MANUEL AGUSTÍN CABRERA
LOZANO HIGH SCHOOL OF THE CITY OF LOJA
DURING THE 2016 – 2017 SCHOOL YEAR

Thesis as a previous requirement to
obtain the Bachelor's Degree in Science
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Specialization.

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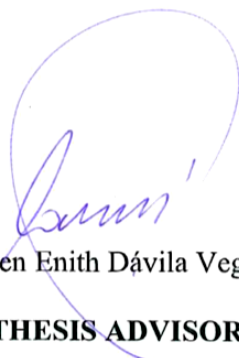
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Loja, January 25th, 2018



Dra. Carmen Enith Dávila Vega. Mg. Sc.

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THE AUTHOR

DEDICATION

I want to dedicate this work with love and affection firstly to God; after to my parents Holger Cueva and Elva Granda for their confidence, good advice, teachings, support, unconditional love and motivation to reach my goals which allowed me to complete this work satisfactorily. I also dedicate it, to my dear brother Gabriel who has always been in my life, helping me in the good and bad moments.

MARCELA EVELYN

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a. TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK
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DURING THE 2016 – 2017 SCHOOL YEAR

b. RESUMEN

El objetivo de la siguiente investigación fue mejorar los actos de habla a través de la interacción grupal. Los métodos: científico, descriptivo, analítico and sintético fueron utilizados para analizar e interpretar los resultados de la investigación. Los instrumentos utilizados para recolectar la información fueron: hojas de observación, pruebas y cuestionarios que se aplicaron a 28 estudiantes de noveno año B de la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. Los resultados mostraron que los estudiantes incrementaron significativamente su rendimiento en el uso de los actos del habla así como, en la comunicación formal e informal. Los estudiantes pueden apropiadamente expresar ideas, pueden pedir disculpas, saludar de acuerdo a la situación, hacer peticiones, obedecer órdenes y utilizar expresiones idiomáticas en situaciones reales. En conclusión, la interacción grupal fue efectiva y exitosa porque motivó a los estudiantes a participar activa y efectivamente en la clase.

ABSTRACT

The objective of the research was to improve speech acts through group work interaction. The scientific, descriptive, analytic and statistic methods were used to analyze and to interpret the results. The instruments used to collect data were: observation sheets, tests, and questionnaires that were applied to 28 students of ninth year B of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. The results showed that students increased significantly their performance in the use of speech acts as well as formal and informal communication. Students can appropriately express ideas, ask for apologies, greet according to the situation, make requests, follow commands and use idiomatic expressions in real situations. In conclusion, the group work interaction was effective and successful because it motivated students to participate actively and effectively in the class.

c. INTRODUCTION

Inside of English language learning speech acts are essential for getting an efficiency linguistic performance the target language. Speech acts are an important marker of the communicative competence because they represent key moments of linguistic and non-verbal expression when the speaker's intention must be communicated properly within a cultural context. However, some students have problems using idioms, commands, request, greetings and apologies, which means that there are limitations of communication to get a good interaction with others.

At "Dr. Manuel Agustín Cabrera Lozano" High school most of students of ninth-year B face difficulties in the five aspects of speech acts, one of them is that they can not make request politely. Further, they do not know how to use the greetings according to the situation whether it formal or informal. Also, students are not able to follow a command in a correct way. Similarly, they have difficult to understand clearly the meaning and use the idiomatic expressions. Finally, they do not know to how use spoken expressions for apologizing. These problems that the students show are the causes that were taken into account to search how does the group work interaction improve speech acts?. This is because group work interaction encourages the development of critical thinking to practice the speech acts (John Searle, 1979).

The specific objectives established to carry out this work were: The first is to research the theoretical and methodological references about the group work

interaction as a cooperative learning strategy and its application on the speech acts. The second is to diagnose the issues that limit the development of the speech acts. The third is to design an intervention plan based on the group work interaction as a cooperative learning strategy in order to improve the speech acts. The fourth is to apply the most suitable techniques of the group work as a cooperative strategy in order to improve the speech acts. And the last is to validate the results obtained after the application of group work interaction to develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.

During the research work different methods were used: The scientific method facilitated the study of the group work as a cooperative learning strategy to improve the speech acts of the English Foreign Language, and it served to develop the phases in the observations before and during the intervention. This method also helped during the prediction of the possible solutions and to make relevant prediction of the analysis of the data. The descriptive method enabled to describe the different stages of the study and the kind of resources, and explain and analyze the object of the investigation. The statistical method was useful to collect and analyze all the answers, which were represented in graphics to indicate the percentages and results and then give a quantitative and qualitative analysis and interpretation to the theoretical reference and drew up the respective conclusions. The analytical/ synthetic method, was used to analyze all the information found through the observation checklist, questionnaires and the pre and posttest.

The present work contains some parts. At the beginning there is the abstract, it

contains the general objective of the research work, the description of the principal methods, techniques and material used, the main results obtained and conclusions. Then, comes the introduction, which contains contextualization of the problem, central problems and sub problems, the reason why the theme was chosen, the specific objectives of the study, the methodology used and finally the content of the thesis. After that, there is the literature review, which contains detailed information about the two variables speech acts and group work interaction.

The material and methods section contains the different techniques, materials, instruments that were used and the population who participated in this research. Afterwards there are the results that include tables, figures and logical analysis. Next, there is the discussion, which includes a general analysis about the results obtained and finally there are the conclusions and recommendations about the research work, which demonstrate the main achievements and give some suggestions for future works.

d. LITERATURE REVIEW

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 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 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) established 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 Searle's version, but this present research work is more focused on the second one, considering its useful contribution to emphasize the proper problems of this investigation.

Austin's version

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

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

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

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

Searle's version

Searle categorized a better reliably Austin's version of illocutionary acts. Consequently, he distinguished five functions of Illocutionary speech 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.
- **Commissives:** 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/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 warn 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).

- **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.)

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 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

Examples:

Making apologies:

- I do apologize for...
- I must apologize for...
- I'd like to apologize for...
- I am so sorry for...

Accepting apologies:

- * It doesn't matter.
- * Don't worry about it.
- * Don't mention it.
- * That's OK.

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 perceive 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.

Indirect speech acts: idioms

Idioms

According to Verlag (2014) mentioned that idioms is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear.

Lui (2012) 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. "Idioms make English a colorful and dynamic language and most of the time, they express something better than 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 finger-licking good.

The communicative intention of speech acts can be deduced by hearers according to the speaker's intention. Let's analyze this example, "You were grinding your own axe" reports the same event as, "You were trying to gain personal profit" but, according to Sraessler, 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.

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 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:

Idioms 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.

Classroom Culture and their speech acts

According to Lee (2006) Understanding the students’ behavior is a must, especially by a teacher. When interacting with the students, she or he likely chooses the words that may give contribution to their teaching. As suggested by Coulmas (1994: 216) that the language can be a medium to link individual with society. The language use offers the largest range of features and the most easily

adoptable ones for identification. To understand the students' identity, the teacher needs to understand the students' culture, their habit, their learning styles, etc, so that she can suit the words she wants to use with the students' culture. This possibly makes the classroom activities enjoyable for the students.

There are some characteristics of culture described by Nunan and Choi (2010) summarized from different opinions. They include the system of shared idea, activities, and belief. In classroom activities, those characteristics of culture can be reflected by the teacher and the students through the interaction. When they share their ideas, question, give comment, and show their opinion about one topic being discussed, their culture can be identified. Otherwise, their speech acts can be identified by observing the cultural context in which the utterances are delivered.

Use of idioms

Idioms are not only used, they are used a lot. Almost every English person uses several idioms in the course of a conversation. Sometimes an idiom is used as a short way of expressing a more complicated idea. For example if you call something a parson's egg this is a quick way of saying that there are good parts and bad parts to something, but overall it is not satisfactory (IDI, 2016).

The importance of Speech Acts

According to Cohen (2006) Speech acts are an important marker of the communicative competence of our students because they represent key moments of linguistic and non-verbal expression when the speaker's intention must be communicated properly within a cultural context. Since in many scholarly and classroom contexts, the terms speech acts are used interchangeably.

Teaching speech acts

According to Aamri (2014) mentioned that empirical studies have found that although speakers across cultures universally share similar speech acts, they "verbalize and conceptualize" them differently for the same speech situation when they come from dissimilar cultural backgrounds and employ discrete communication styles. In other words, the same speech act could be found in two cultures but used for different speech situations.

In addition, teaching of speech acts is implemented through various procedures and activities, like; explicit instruction of the basic speech acts such as requests, apologizing, invitations, greetings, etc. Role play activities used both as means and goal of teaching/learning. And, teaching proverbs in order to introduce the target culture beliefs, values, lifestyle and customs, etc.

Teaching of speech acts is implemented through various procedures and activities. Some of them are given below:

- Playing videotaped materials focusing on various elements of sociolinguistic competence with native speakers of the language.
- Holding discussions on a range of topics with a purpose of teaching learning and practicing the competence.
- Presentations by students on topics of their interest with the purpose of teaching speech acts such as agreeing/disagreeing politely, congratulating, etc: and techniques for building speech coherence and cohesion.
- Explicit instruction of the basic speech acts such as requests, apologizing, invitations, greetings, etc.
- Role play activities used both as means and goal of teaching/learning.

- Teaching proverbs in order to introduce the target culture beliefs, values, lifestyle and customs.

Drills: Abbott (1981) admits drills as artificial techniques that require learners paying almost no attention to the meaning, he insists on the need to start with techniques involving repetitions, predictability and memorizing which are features that authentic conversations lack.

Dialogues: Littlewood (1981) agrees to some extent, stating that every technique has its role in teaching language fluency and understanding. He also focuses on the amount of control and creativity that certain techniques provide, when memorized dialogues and contextualized dialogues are much more controlled by teacher than for example cued dialogues or role-playing and improvisation.

Role-plays: Revell (1981), defines the role-play as a technique which pictures the communicative situation as very similar to a real life situation when the participants get social roles, some basic information about the persons and their intentions. Their goal is to communicate appropriately referring to a language form and understanding the situation. Role-plays include activities such as: games, production of gestures, mime, cued or partially cued dialogues.

Group Work Interaction

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

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

As Árnadóttir (2014) reported group work interaction can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Also, It is a good way to engage students to be more active and responsible for their own education. In addition, often the group work interaction is not really group work interaction as students simply do not know how work together or be responsible to a group interaction. The original idea of the Communicative Approach was to increase students' participation.

Reported by Heap (1986), as cited in Philips (2001) group work interaction is a strategy for improving the quality of life of people in a very broad range of situations. The use of groups often increases the quality and the relevance of help, because group members help themselves and other members by sharing information and feelings, comparing attitudes and experiences and developing relationships with each other.

As Coughed and Orne (1998) reported in Phillips (2001) group work interaction is its capacity to bring about change. Group interaction membership is seen to encourage participants to disclose aspects of their own lives and behavior and to give feedback to others on how their families, employers or neighbors.

According to Burke (2011), affirmed than learning through working in groups motivate meaningful discussion among members and allow a better

comprehension of the contents with more opportunities for interaction, for practicing in the negotiation of meanings. Also, the students are exposed to new ideas and information, to different perspectives and approaches. The students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group work.

When to use group work interaction?

Auckland University of Technology (2001) reported that Group work interaction should be considered when one or more of the following criteria are met:

- Some goals of the course are best achieved through students working in groups
- The task can only be carried out by a group (e.g. where students work as a management team, or are required to assign roles to group members)
- The task is too large or complex for one person
- Resource limitations require group work interaction (limited equipment, limited number of 'real' clients).

Effective group work interaction

Positive interdependence

Technology B. C. (2010) argued that group work interaction is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they "sink or swim together". There are various methods of instilling this atmosphere within a group. They involve highly structured activities in which each student is asked to take on one of a few specific roles.

Individual accountability

It should be clear that each member of a learning group is responsible for achieving all of the learning outcomes associated with an assignment. Students are made aware in advance of a group activity that their learning will be individually assessed or evaluated. This can be accomplished through the use of random oral questioning or quizzes and formal exams. If the overall group work is evaluated (often it is not), then this might only account for a small part of a student's grade.

Face-to-face interaction

Students in a learning group promote each other's productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of sharing resources such as information handouts, worksheets, tools and equipment, etc.

It has several benefits that help groups work interaction to have more effectively results when they work together, also, taking into account that they have to follow diverse steps or rules to improve a group work interaction.

Group work interaction in schools

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

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

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

The structure of group work interaction

Successful group work interaction activities require a highly structured task. Make this task clear to students by writing specific instructions on the board or on a worksheet. Include in your instructions (Shannon McCurdy, 2016):

- The learning objective. Why are the students doing this? What will they gain from it? How does it tie into the rest of the course?
- The specific task: “Decide,” “List,” “Prioritize,” “Solve,” “Choose
- Structure the task to promote interdependence for creating a group product. Create an activity for which it is truly advantageous for students to work together.
- The expected product: for example, reporting back to the class; handing in a sheet of paper; distributing a list of questions to the class.
- The time allotment. Set a time limit.
- The method of reporting out; that is, of sharing group results with the class.
- Closure, which is critical to the learning process. Students need to feel that the group-work interaction activity added to their knowledge, skills, abilities, etc. Summary remarks from teachers can weave in the comments, products, and ideas of the students in their small groups is also an effective way to close a group-work interaction activity.

Role of the teacher in the group work interaction in the classroom

There are three main activities that teacher have to manage simultaneously (London deanery, 2012):

- Manage the group, the activities and the learning. In many small group teaching situations, the role of the teacher is facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas.

Benefits of group work interaction

Good group work interaction has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.
- It encourages the development of critical thinking skills.
- It requires the establishment of an environment of support, trust and cooperative learning can be nurtured.
- It promotes student learning and achievement.
- Students have the opportunity to learn from and to teach each other.
- Deep rather than surface approaches to learning are encouraged.
- It facilitates greater transfer of previous knowledge and learning.
- The focus is on student centered approach to teaching and learning.
- Students are involved in their own learning.
- Learning outcomes are improved.
- Large numbers of students can be catered for and work on task simultaneously.

- Interaction and cooperation on a micro scale is facilitated thus decreasing a sense of isolation felt by some.
- Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups.
- Teaching, learning and assessment options are increased.
- Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff and students.
- Students get the chance to work on large projects larger in scope or complexity than individual tasks.
- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways.
- Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.
- It can save time and requires a shared workload.
- Alternative ideas and points of view can be generated.
- It makes the Unit of Study challenging, interesting, motivating, engaging, and fun for everyone!

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

Advantages: There are five advantages to working group interaction:

- Students gain a better understanding of themselves. Group work interaction allows people to gain a more accurate picture of how others see them. The

feedback that they receive may help them better evaluate their interpersonal behavior.

- Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats.
- Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
- Groups stimulate creativity.

Disadvantages: Although working group interaction has its advantages, there are also times when problems arise. According to Beebe and Masterson (2003) list four disadvantages:

- There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

- An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
- Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member

Possible problems and pitfalls associated with group work

According to University of Technology Sydney (2001) reported that as with any form of teaching, there are a number of potential problems that may arise. Appropriate use of group work interaction, careful planning, support and monitoring will reduce the likelihood of these problems adversely affecting student learning. The University of Technology Sydney identified the following concerns, typical of the difficulties encountered with group work interaction:

- Poor internal group dynamics
- Exclusion or marginalization of individual group members
- Assessment of group work interaction where there is no acknowledgement of differences in individual contributions.
- Inappropriate tasks or assessment criteria for the subject or the range of students
- Less than desired levels of academic support or intervention

- Excessive amounts of group work interaction where compared with individual work in a course or program.

In addition, extending these last two points, if students believe they are in competition for good grades (particularly if the assessment is normative), student collaboration may be undermined. Where all members receive an identical grade regardless of contribution, the emotional climate in the group is likely to be affected by the knowledge that an individual's grade depends on the performance of others in the group or the group as a whole.

Facilitating Group Work Interaction

The majority of people may be quiet during a meeting, whereas others may be very vocal. A spirit of trust and cooperation develops when every person has an equal opportunity to participate.

Early in the group's development, a facilitator can assist in the successful interaction of members. Group facilitation is a complex skill of empowering and enabling a group of individuals to complete a task or generate ideas. A facilitator takes responsibility for communicating guidelines and boundaries. A facilitator can provide structure for group work activity, establish time limits, maintain group order, ensure that everyone is heard, encourage creativity, answer questions, and collect reports as needed (Terry, 2015).

What is a group?

According to Delamater (2006), Group is a small collection of individuals who are interacting with one another in some kind of promotively interdependent manner and who work together to achieve a common set of goals. Similarly, a group exists when people define themselves in terms of defining attributes of self-inclusive social category.

Group work

Group work is a very powerful learning approach, which can be hugely beneficial to students when used effectively. It can be used separately from, or in conjunction with, assessment of group working e.g. individual contribution to a group (where each individual is assessed), or group work e.g. a group presentation (where the presentation as a product of the group work is assessed) (Sheffield Hallam University, 2011).

Types of groups. There are different types of groups, in that case it includes two types, the primary and secondary groups. According to Smith (2008), he established the distinction between both primary and secondary groups.

- **Primary groups:** Primary groups are also the key means of socialization in society, the main place where attitudes, values and orientations are developed and sustained.
- **Secondary groups:** Secondary groups are those in which members are rarely, if ever, all in direct contact. They are often large and usually formally organized.

Group Work Based on Teaching Strategies

Teaching Strategies

It increases student commitment and understanding of material. There are many teaching strategies that people can use to teach. For example, in this part there are eight examples will be explained each one of them (SERC's , 2014).

Indoor labs this teaching strategy inspires cooperation in small groups and participation in doing science. This resource gives tips for making individuals responsible during group work, making contributions, and structuring lab time.

In other words, it strategy helps the teacher has better results from the students because the students find it fun to learn among them.

Field labs are attractive to students because they can experience the science that they have been taught in the classroom. This resource has information on safety and how to choose field locations on your school grounds.

Moreover, field labs can help to learn students in a funny way because they find it attractive and interesting to increase their knowledge.

Process of science means taking the aspects of how science is conducted and making these ideas explicit for students, allowing them to discover how scientific knowledge is added.

Process oriented guided inquiry learning, in this approach, groups of students work together through data and questions to discover a scientific concept, they can use speech acts like a tool to develop their knowledge.

In this part, the students have a different way to learn something through data and questions to discover scientific concepts and they can involve the speech acts to develop their knowledge.

Guided discovery problems lead students through a progression of questions with supporting diagrams from simple to complex to build student's understanding of a concept as they discover it themselves.

Campus based learning it projects can provide hands-on, real-world projects that can be accomplished without a field trip budget or transportation by using buildings and grounds as teaching tools.

Teaching with data, it can be observations, raw data, or processed data and can be collected by or presented to students. Several examples of how data can be used and sources for finding data to present to students are included.

Teaching students to write quantitatively, this resource teaches students how to use and interpret data in their writing. Assignments are presented that utilize a variety of formats ranging from formal essays to informal reports and posters. Into that they can use some speech acts, working in groups to improve their writing.

However, all of these strategies in teaching in a cooperative learning are so important because each one has a great benefit for the teacher and students, most of them are so attractive and interesting for the students, and these strategies are a new way to teach in a funny way and obtain an excellent result from the strategy to learners.

Group Work Methods

Group work is a way of getting students to work together to solve a problem or learn new information. By using group work, educators teach students how to learn from one another's ideas. Since scientists do not work in isolation, using group work in a structured way can teach students skills in collaboration and responsibility, similar to skills scientists must have.

Cooperative learning involves structuring classes around small groups that work together so that each group member's success is dependent on the group's success.

Jigsaws, here teams of students prepare individually one part of a related assignment. Teams regroup and peers then teach each other about their prepared portion of the learning.

Gallery walks, questions are posted at places around the room. Teams of students rotate around the classroom, composing answers to questions while reflecting upon the answers given by other groups.

Furthermore, all of its methods are important for teacher as well as students because its methods help students to learn and acquire knowledge in a different way, they can link together it with the different types of speech acts and taking into account if they want an effective result they have to work cooperatively sharing information among them to obtain effective results.

According to Verner (2016) affirmed that group work is just a natural part of language class. But group work is more than just a convenient activity for a language classroom. In fact, students receive many benefits from working in groups as they study English and pursue language fluency.

Benefits of group work for students:

Students talk: Putting ESL students in groups gets them speaking up and practicing the language that they are trying to learn. Students can minimize the intimidation by including group work from the very start of the classes.

Students help each other: whether it is in the work place or the classroom, collaboration is part of the process. Students can answer language specific questions or clarify confusing points of English in ways that ESL students can understand.

Students challenge each other: Studies show that speakers modify their speech to be more like the people to whom they are talking. That means less accomplished students will become better speakers just by talking to others more advanced than them, without help and without pressure.

Students encourage each other: One way encouragement comes is when lower level students see the accomplishments of higher level students.

Students grow closer to each other: They will share personal opinions and life goals. They will talk about what they have experienced and what they want most out of life all in the name of learning a language. When they do, they become friends. These relationships are important for international students.

Students use language creatively: Creative use of language makes communication possible even when speakers may not know the perfect grammar for what they are trying to say.

Students develop cultural sensitivity: Some ESL students have never known a person from another culture, and the English class will be an opportunity to know people from all over the world (Verner, 2016).

e. MATERIALS AND METHODS

Materials

To develop this research was necessary to count on three kinds of resources; human materials and technical. The human resources were the 28 ninth-year “B” 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. Besides, the materials resources 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 work was founded on the Action research design proposed by Burns (2010), who establishes 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 “B” 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 scientific method facilitated the study of the group work as a cooperative learning strategy to improve the speech acts in English Foreign Language. It helped the researcher to develop the phases in the observations before and during the intervention. In addition, this method assisted during the prediction of the possible solution through gathering data to make relevant predictions and 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.

The statistic method allowed to make the quantitative statistical analysis of the data received from the tests and the qualitative analysis of the data received from the questionnaires. Furthermore, it facilitated the tabulation of the information into tables and graphs.

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.

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 pre-tests 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 post-test to measure the improvement achieved by the students at the end of the intervention plan.

Questionnaire

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

Observation sheet

This observation sheet 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 28 ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School, 18 girls and 10 boys. They were between thirteen and fourteen years old. The students received 5 hours of English per week with a certificate teacher.

f. RESULTS

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

The first objective was achieved with the theoretical and methodological references about the group work interaction and speech acts. The theoretical references were the base to design the intervention plan, the instruments, to support the analysis of the data collected, and to establish the recommendations.

The second objective was accomplished through the pre-test results, which are shown below in Table 1, and allowed to diagnose the students' knowledge about speech acts.

The third objective was achieved with the design of the intervention plan, which included eight lessons and group work activities to develop the speech acts. It was carried out during two months.

The fourth objective was reached through the application of Group Work Interaction activities and with the results gathered from the pre and post questionnaires that are shown in Tables 2 to 6.

Finally, the fifth objective was verified with the results of the post test that are shown in table 7, which helped to confirm the effectiveness of the strategy applied.

Pre-test Results

Objective two of the research work.

To diagnose the issues that limit the development of speech acts among students of ninth-year B at “Dr. Manuel Agustín Cabrera Lozano during” the 2016 – 2017 school year.

a. Table 1

Pre-Test Scores of 9th B Year students in Speech acts

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
UEDMACL9B01	0.4	2	1	2	1.6	7
UEDMACL9B02	0.4	1	0.5	1	2	4.9
UEDMACL9B03	0.8	2	1.5	1	1.2	6.5
UEDMACL9B04	0.8	0.5	1	0.5	1.6	4.4
UEDMACL9B05	0.4	2	0.5	1	1.2	5.1
UEDMACL9B06	0.4	0.5	0	0.5	2	3.4
UEDMACL9B07	0.8	2	1	1.5	2	7.3
UEDMACL9B08	1.2	0.5	0	0	1.2	2.9
UEDMACL9B09	0	1	1.5	2	1.6	6.1
UEDMACL9B10	0.4	1	1	1.5	2	5.9
UEDMACL9B11	0	0	1	1.5	2	4.5
UEDMACL9B12	0	1	0.5	0.5	1.2	3.2
UEDMACL9B13	0.8	0	1	2	1.2	5
UEDMACL9B14	0	2	1	0	2	5
UEDMACL9B15	0.4	1	2	0.5	0.8	4.7
UEDMACL9B16	0	1	2	2	1.6	6.6
UEDMACL9B17	0.8	0.5	0	2	1.2	4.5
UEDMACL9B18	1.2	2	1	2	2	8.2
UEDMACL9B19	0.8	0.5	0.5	1	1.6	4.4
UEDMACL9B20	1	0.5	0.5	1	2	5
UEDMACL9B21	0.4	0.4	0	0.4	2	3.2
UEDMACL9B22	1.2	2	1	1	0	5.2
UEDMACL9B23	0.4	2	2	2	1.6	8
UEDMACL9B24	0.8	2	1.5	2	1.6	7.9
UEDMACL9B25	0.8	1	1	1	1.6	5.4
UEDMACL9B26	0.4	0.5	0.5	0.5	1.6	3.5
UEDMACL9B27	0.8	0.5	0	0.5	2	3.8
UEDMACL9B28	2	2	1.5	1	0.4	6.9
MEAN	0.62	1.1	0.89	1.14	1.53	5.28

Note. UEMACL= Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”; 01= Student's code; I= Idioms; C= commands; R= requests; G= Greetings; A= Apologies.

b. Interpretation and Analysis

As it is shown in Table 1, the students got a below average demonstrated through the mean of 5.28/10 (see grading scales page 147). The highest score mean was 1.53/2 in apologies, which means that students are able to recognize expressions for apologizing in an appropriate context for any fault or an offense. In contrast, the lowest score mean was obtained for idioms 0.62/2. This score demonstrated that students had problems to identify the correct meaning of the idioms to complete a sentence in a whole context. Therefore, it is evident that students had limitations in the use of speech acts when they communicate either in a formal or informal way. As The Center for Advanced Research on Language Acquisition (2015) conceptualizes a speech act as a sentence or a saying which has an important function in communication within a real life interaction and requires not only knowledge of the language but also appropriate use of that language within a given culture.

Comparison of the Pre and Post-Questionnaire Results

Objective four: To apply the most suitable activities of the group work interaction in order to develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 - 2017 school year.

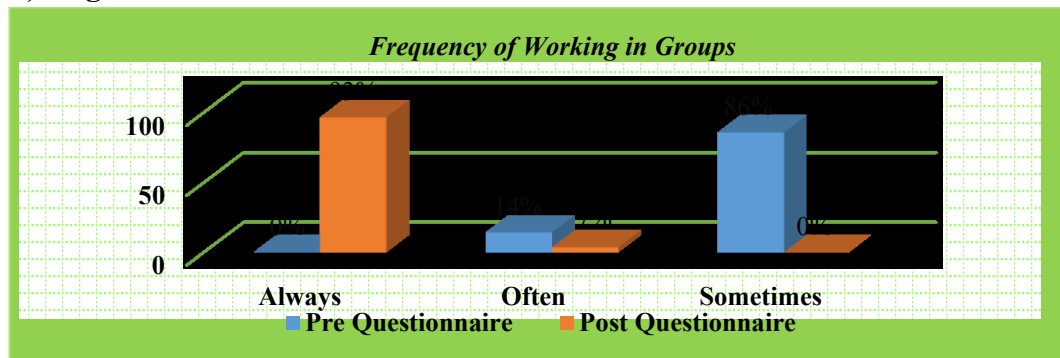
Question 1: How often do you Work in Groups?

a) Table 2

Frequency of working in groups

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	26	93
Often	4	14	2	7
Sometimes	24	86	0	0
Never	0	0	0	0
TOTAL	28	100	28	100

b) Figure 1



c) Interpretation and analysis

The results displayed in Table 2 shows that 86% of students agreed that they sometimes worked in groups. This data demonstrated that the group work strategy was not used frequently and students were not having enough opportunities to interact each other. On the other hand and, after the intervention plan, 93% of students mentioned that all activities were always developed through group work interaction. Therefore, the frequency that students worked in groups increased considerably during the intervention plan. Group work also allowed them to have better opportunities to train and develop speech acts through dynamic activities. Here, students were able to focus on the same learning goal and contribute with their ideas, arguments, and opinions. As Árnadóttir (2014) expresses group work

interaction can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Also, It is a good way to engage students to be more active and responsible for their own education.

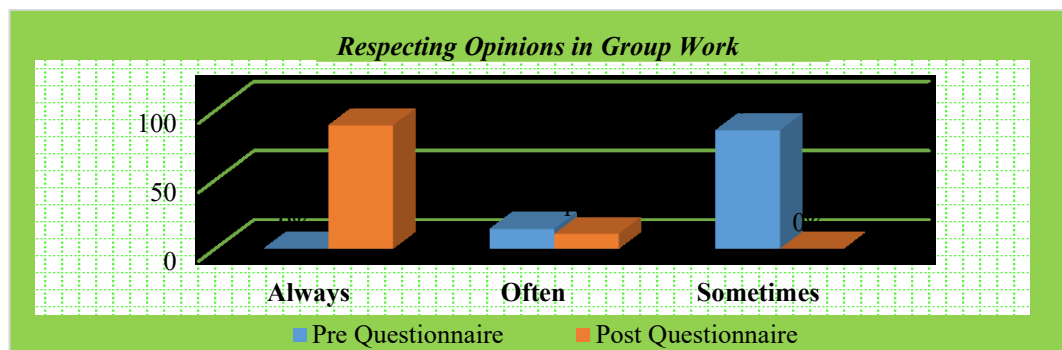
Question 2: How often do your classmates respect your opinions when you are working in a group?

a) Table 3

Respecting Opinions in Group Work

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	0	0	25	89
Often	4	14	3	11
Sometimes	24	86	0	0
Never	0	0	0	0
TOTAL	28	100	28	100

b) Figure 2



c) Interpretation and analysis

The data presented in Table 3, visualizes that the majority of students (86%) answered that their opinions were sometimes respected when they work in groups. This demonstrated that students did not feel comfortable enough working in groups because of their not appropriate behavior among them. On the other hand, after the intervention plan 89% of students expressed that their opinions were always respected when they work in groups. It indicates that students changed

their attitude when they work together. This is because students were exposed to group work activities, improving some human values like respecting each other's opinions and enhancing the relationship between them; Group work also created a good environment to learn. As Farmer (1991) said "that productive group work increases and deepens opportunities to learn content and develop language and therefore has the potential to build equitable classrooms and equality of participation." Therefore, students are the fundamental part of group work interaction, respecting each other's opinions and creating good environment themselves.

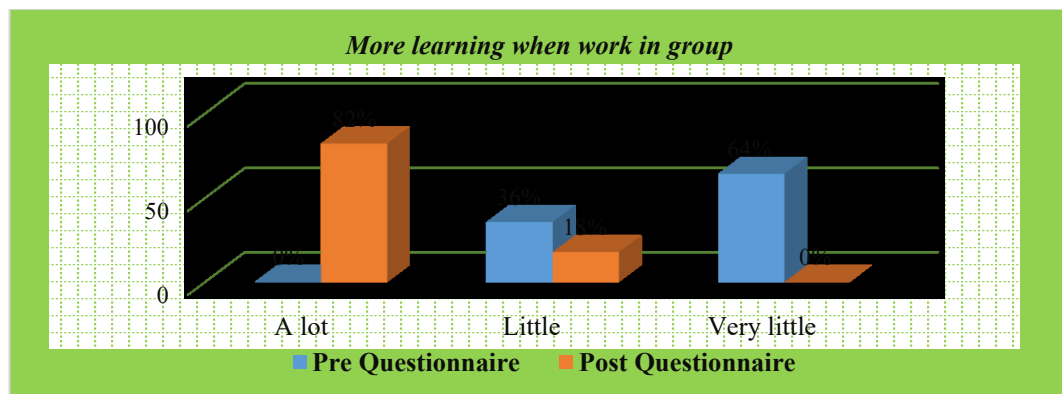
Question 3: How much do you learn when you work in group?

a) Table 4

More learning with the group work

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	0	0	23	82
Little	10	36	5	18
Very little	18	64	0	0
Nothing	0	0	0	0
TOTAL	28	100	28	100

b) Figure 3



c) Interpretation and analysis

The data showed in Table 4 demonstrated that before the intervention plan 64% of students responded that they learned very little when they worked in groups. It means that in the group only the one student is leader who takes all the decisions and the responsibilities of the group. In addition, only he/she develops the task and it does not allow their group classmates to participate actively and sharing their ideas. This way, they are not learning and are not having a good relationship as a group. Subsequently of the intervention plan, 82% of students change their opinion and they said that the activities developed in groups during the class helped them to increase their learning a lot. This is because students had the opportunity to share ideas and interact between them. In addition, Group work let students to improve their learning skills and understand better. As Árnadóttir (2014) reported group work interaction can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Also, It is a good way to engage students to be more active and responsible for their own education.

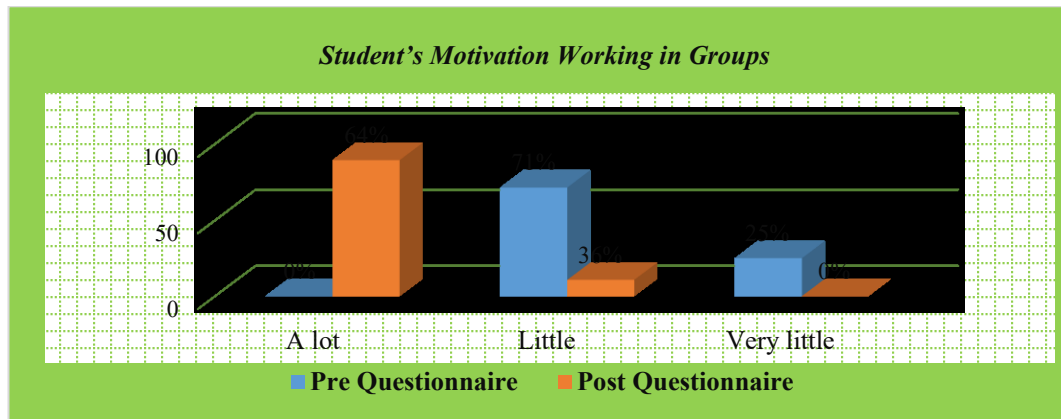
Question 4: How motivated do you feel when you work in group?

a) Table 5

Student's Motivation Working in Groups

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	0	0	25	64
Little	20	71	3	36
Very little	7	25	0	0
Nothing	1	4	0	0
TOTAL	28	100	28	100

b) Figure 4



c) Interpretation and analysis

The results in Table 5 indicated that more than half of the students (71%) mentioned that they felt motivated little at the moment of working in groups. This is because the group work activities did not give students the opportunity to practice the language and to interact creatively between members of the group. In addition, they do not have a good motivation to develop the tasks. After the intervention plan, almost the majority of students (64%) remarked that they felt highly motivated. It denotes that group work motivates students to express and share their knowledge and accepting classmates' their points of view. Therefore,

students were interested in the subject, participating actively in the class. (Brookfield & Preskill, S. (1999) reported that group work is an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

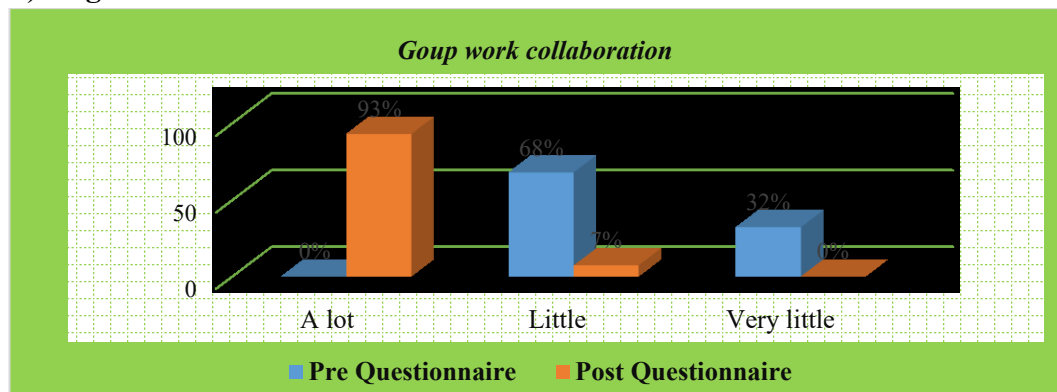
Question 5: How much does each member of the group work collaborate in the task?

a) Table 6

Group Work Collaboration

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	0	0	26	93
Little	19	68	2	7
Very little	9	32	0	0
Nothing	0	0	0	0
TOTAL	28	100	28	100

b) Figure 5



c) Interpretation and analysis

According to the results shown in Table 6, 68% of students affirmed that the members of the group collaborated little in the tasks. It demonstrates that students are not conscious that to work in groups help them to enhance their social skills. After the intervention plan, 93% of students changed their opinions, and remarked

that the members of the group collaborate a lot. This means group work made students develop appropriately their collaborative skills. As SERC's (2014) says group work is a way of getting students to work together to solve a problem or learn new information. By using group work, educators teach students how to learn from one another's ideas. Since scientists do not work in isolation, using group work in a structured way can teach students skills in collaboration and responsibility, similar to skills scientists must have.

Post test results

Objective five of the research work

To validate the results obtained after the application of group work interaction to develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.

a. Table 7

Post-Test Scores of 9th B Year students in Speech acts

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
UEDMACL9B01	2	2	2	2	2	10
UEDMACL9B02	2	2	1	2	1.5	8.5
UEDMACL9B03	2	2	2	2	2	10
UEDMACL9B04	2	2	2	2	2	10
UEDMACL9B05	2	2	0.5	2	1.6	8.1
UEDMACL9B06	2	2	2	2	2	10
UEDMACL9B07	2	1	1	2	2	8
UEDMACL9B08	2	2	0.5	2	2	8.5
UEDMACL9B09	2	2	2	2	2	10
UEDMACL9B10	2	2	2	2	2	10
UEDMACL9B11	2	2	1.5	2	2	9.5
UEDMACL9B12	2	2	2	2	1.6	9.6
UEDMACL9B13	2	2	2	2	2	10
UEDMACL9B14	2	2	1	2	2	9
UEDMACL9B15	2	2	2	2	2	10
UEDMACL9B16	2	2	2	2	2	10
UEDMACL9B17	2	2	2	2	2	10
UEDMACL9B18	2	2	1	2	1.5	8.5
UEDMACL9B19	2	2	0.7	2	1.5	8.2
UEDMACL9B20	2	2	2	2	2	10
UEDMACL9B21	2	2	2	2	2	10
UEDMACL9B22	2	2	2	2	2	10
UEDMACL9B23	2	2	2	2	2	10
UEDMACL9B24	2	2	2	2	2	10
UEDMACL9B25	2	2	2	2	2	10
UEDMACL9B26	2	2	2	2	2	10
UEDMACL9B27	2	2	2	2	2	10
UEDMACL9B28	2	2	1	2	2	9
MEAN	2	1.96	1.65	2	1.92	9.53

Note. UEMACL= Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”; 001= Student's code; I= Idioms; C= commands; R= requests; G= Greetings; A= Apologies.

b. Interpretation and analysis

Table 7 shows satisfactory results, which confirm that after the intervention plan, students had a significant improvement in the use of speech acts, demonstrated through the mean score of 9.53/10, which proves students obtained an excellent level (see grading scale on page 147). Thus, the most meaningful progress that students got was in idioms, whose score increased from 0.62/2 to

2/2. This implies that students were able to understand clearly the meaning of idioms in context. Similarly, students demonstrated their knowledge in using to say sorry and to apologize. Likewise, students can follow orders without any problem. Also, they know how to greet someone appropriately and politely when the situation requires. On the other hand, students increased their mean score in requests that was 1.65/2. This shows that students can use requests when it is required. Although it is an acceptable score, students still face difficulties asking for permission. Therefore, it is evident that students overcame their problems in the performance of the five speech acts and now they are able to comprehend the speaker's intentions to communicate. Group work interaction helped to improve students' knowledge and develop their communication skills.

Mizne (1997) Speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed.

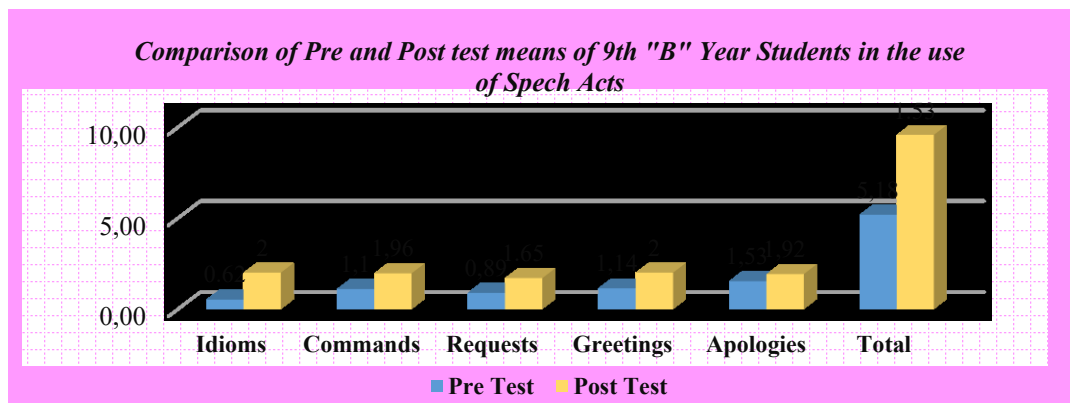
Comparing Pre and Post-Test Means

a. Table 8:

Comparison of Pre and Post Test Means of 9th "B" Year Students in the use of Speech Acts.

Indicators	Pre Test	Post Test
Idioms	0.62	2
Commands	1.1	1.96
Requests	0.89	1.65
Greetings	1.14	2
Apologies	1.53	1.92
Mean	5.28	9.53

b. Figure 7



c. Interpretation and analysis

The findings in Table 8 show that students improved meaningfully in all the aspects, evidenced by the increase of mean scores from 5.28/10 to 9.53/10. This result demonstrated that the use of group work as a strategy encouraged students to reach an excellent level. Thus, in understanding the meaning of idioms, in apologizing, in following instructions, in identifying requests in a conversation, and in completing dialogues using formal or informal greetings according to the context. Taking into account that these aspects were successfully accomplished in the test the proposal of group work had a positive impact on the improvement and the development of students' speech acts.

g. DISCUSSION

Based on the findings of the research work, the application of group work interaction to improve the speech acts among ninth-year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of Loja city during the academic period 2016-2017 year, had a significant impact on students' learning. This positive result was established by testing students previously and after the interaction plan. In the pretest, the students obtained the mean of 5.28/10 and in the posttest was 9.53/10. These results showed the relevant advance that students obtained in their performance using speech acts, which agree with Burke (2011) who says that learning through working in groups motivate meaningful discussion among members and allow a better comprehension of the contents with more opportunities for interaction, for practicing in the negotiation of meanings. Also, the students are exposed to new ideas and information, to different perspectives and approaches. The students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group work.

In this research, five aspects were considered: Idioms, requests, commands, greetings, and apologies. The pretest showed that most of the students had difficulties in identifying modal verbs to make polite requests, in understanding the figurative 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 intervention the findings indicated that the problems

mentioned before were positively overcome. As a conclusion, students through the use of group work interaction got an excellent performance. Furthermore, Group Work Interaction made students practice speech acts in a dynamic way. Their performance and communicative language competence improved. They learned to collaborate with their peers. Also, they built a great relationship with their teacher and partners during the learning process.

At the beginning of the intervention plan, students did not show a good appreciation about working in groups. In addition, they had not a good relationship between them, and not had enough opportunities to interact each other. During the application of the intervention plan, students did not like to be interspersed. Afterwards, the students' attitude in front of group work interaction improved, and they started to be more cooperative because they had many opportunities to participate in class, to share information, ideas and opinions. At the end of the intervention, students enjoyed working in groups so that, they improved their performance in the use of the speech acts and, their communication in class was efficient each other.

Additionally, this research had some strengths and limitations during the intervention plan. Some strengths in the implementation were that the researcher had planned everything in advanced, the number of students was suitable for the development of each activity, students collaborated enthusiastically to accomplish the task, and the time used for each lesson was adequate to develop the group work activities. On the other hand, some limitations were that: the size of the classroom was uncomfortable to stay there, and the students did not have the

English book to work in the classroom. Another limitation observed was that students did not like to work in groups, they just preferred work alone.

The application of the Group Work Interaction contributed to develop speech acts among students. It provided students 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, collaborate with partners, and share experiences for better decision making. So, their participation and cooperation improved remarkably in class. Students' improvement in performing the speech acts was excellent.

h. CONCLUSIONS

- Students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano high school faced difficulties that limited the development of speech acts. These aspects involved that students faced trouble in giving instructions, following commands, recognizing formal and informal greetings, using requests and identifying the meaning of idioms.
- The use of Group Work Interaction as a strategy in the classroom minimized the students' limitations in the use of speech acts and promoted their participation, and collaboration. Group Work Interaction helped students have a positive and efficient progress while working in class, supporting each other. This way, students expressed their communicative intentions appropriately among the members of the group.
- Group work interaction developed students' speech acts successfully. Their attitudes and behavior improved during the English class periods. Similarly, the students' interest in communicating by using speech acts, and the opportunities to share and support each other increased. Also, Group Work Interaction motivated students to participate actively and effectively in the class.

i. RECOMMENDATIONS

- Teachers should diagnose the issues that limit the learning of the students' speech act to look for some effective activities to satisfy each student' needs. Also, they must incorporate dynamic activities in their lesson plans, providing students opportunities to practice speech acts in conversations and with the teacher. Likewise, teachers should monitor students' work in groups to determine the student's progress in their communication.
- Teachers would use group work interaction activities that contribute to the students' learning, which concern with placing mat, that allows students to take responsibilities for one topic in the group and doing think-pair-share to introduce a new topic though prediction. These activities encourage students to communicate clearly in the English language.
- Teachers must apply group work interaction in the classroom to help students to differentiate useful expressions to establish a meaningful communication among the members, to motivate students to learn idioms with enthusiasm, to be participative and collaborative and to increase their interest in studying the English language.

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k. ANNEXES



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

THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH
GROUP WORK INTERACTION AMONG NINTH-YEAR B
STUDENTS AT DR. MANUEL AGUSTÍN CABRERA
LOZANO HIGH SCHOOL OF THE CITY OF LOJA DURING
THE 2016 – 2017 SCHOOL YEAR

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

AUTHOR:

MARCELA EVELYN CUEVA GRANDA

LOJA – ECUADOR

2016

a. THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK
INTERACTION AMONG NINTH-YEAR B STUDENTS AT DR. MANUEL
AGUSTÍN CABRERA LOZANO HIGH SCHOOL OF THE CITY OF LOJA
DURING THE 2016 - 2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Dr. Manuel Agustín Cabrera Lozano High School during the academic year 2016-2017. In 1971 the university council of the national university of Loja approves the creation of the school attached to the faculty of philosophy, letters and science education. The purpose was to serve as a practice center of the professionals of the middle level that form in the academic unit college.

The Ministry of Education and Culture, accepting the request of the authorities of back then, it authorities the functioning of the first year of the basic cycle, from the school year 1971-1972, by Resolution No. 95 of 29 January 1972; it is created in the 1977 Extension school in Barrio Motupe, parroquia El Valle. Now the current building is located at John F. Kennedy C-22-7 between Abraham Lincoln and Avn. Manuel Benjamín Carrión.

The Dr. Manuel Agustín Cabrera Lozano High School is a public, secular and mixed, work in session afternoon, with 957 students. Its current staff is comprised of the director, Lic. Neli Luzuriaga Marin, and 49 teachers who strive each day for the future of the students.

Current situation of the research 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. One of the goals of the Ecuadorian Curriculum for English as Foreign Language for Educación General Básica and Bachillerato

(2016) is “to develop learner’s understanding of the world – of other cultures and their own- and to communicate their understanding and views to other through English.” In addition, students upon their graduation in third of Bachillerato are expected to reach at least the level B1 according to the Common European Framework of Reference o (CEFR). Therefore, students of tenth year B are expected to reach the A.1.1 level of CEFR.

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 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 B 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 elements, it is essential to research the following problem:

HOW DOES THE GROUP WORK INTERACTION DEVELOP THE SPEECH ACTS AMONG NINTH-YEAR B STUDENTS AT DR. MANUEL AGUSTÍN CABRERA LOZANO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 YEAR?

Delimitation of the research

Timing

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

Location

The present project will be applied at Dr. Manuel Agustín Cabrera Lozano High School, which is a public school located in the city of Loja at John F. Kennedy C-22-7 between Abraham Lincoln y Avn. Manuel Benjamín Carrión.

Participants

The participants of this research work are the tenth-year students at Dr. Manuel Agustín Cabrera Lozano High School who are all about thirteen to fourteen years old; they are 28 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 development the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year?
- What are the issues that limit the development of the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year?
- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year?
- Which group work interaction are implemented to development speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year?
- How does group work interaction increase the development of the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano School during the 2016 – 2017 school year?

c. JUSTIFICATION

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

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

This research work is relevant because, it helps learners to development speech acts through group work interaction, where it allows learners exchange ideas, opinions, and also helps learners to acquire some ways to have a meaningful communication among them. Additionally, group work interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Group work interaction helps shy students who don't speak up in a class to feel more comfortable when they get to participate in groups.

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

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

d. OBJECTIVES

General

- To develop the speech acts through the group work interaction among ninth-year students B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.

Specific

- To research the theoretical and methodological references about the group work interaction as a cooperative learning strategy and its application on the speech acts.
- To diagnose the issues that limit the development of the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.
- To design an intervention plan based on the group work interaction as a cooperative learning strategy in order to improve the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.
- To apply the most suitable techniques of the group work as a cooperative strategy in order to improve the speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.

- To validate the results obtained after the application of group work interaction to develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano High School during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

COMMUNICATIVE APPROACH

According to Flowerdew & Miller (2005) “The communicative approach is based on the premise that what we do in the classroom should have some real-life communicative value. Real-life listening is integrated into such an approach.” Littlewood (1981) states that communicative ability is nothing new to language teaching because it is also the goal of other approaches, such as situational or audio-lingual approaches. The communicative approach brings the “implications” of communication to language teaching. These implications have to do with a wider perspective on language learning. The communicative approach looks at what people do with language and how they respond to what they hear.

On the other hand, communicative approach a variety of language, in terms of input and output, is encouraged. So, it is not only important to learn the linguistic forms but also to understand their potential communicative functions and social meanings. That is to say, the learners should be able to relate the linguistic forms to appropriate non-linguistic knowledge in order to interpret the specific functional meaning intended by the speaker.

Littlewood (1981) “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these units into a more fully communicative view (p.68).

According to studies Álvarez Mosquera, et al (2012) accepted that “the communicative approach is the most appropriate instructional model within second/foreign language teaching practices, whose goal is to foster learners’ communicative competence.”

Álvarez Mosquera, et al. (2012) mentioned that this particular approach emphasizes the idea that learners should communicate efficiently in different domains. Hence, it is so important to increase learners’ competence in the four language skills, (listening, speaking, reading, and writing). Thereby, they can achieve certain knowledge, which enables them to communicate efficiently in different modes. Also, this approach is adequate development of both language teaching materials and instructional activities.

Communicative language teaching

Brumfit (19884, p. 32) states that communicative language teaching is focused on development of language functions such as agreeing, offering, requesting and promotion of students’ ability to produce them and use them appropriately so that they can communicate in real life situations.

According to Hymes (in Rodgers and Richards, 1991, p.159) the goal of communicative language teaching is the learner’s communicative competence, which is closely related to culture and communication. The speaker is communicatively competent if he/she is able to use means of language which are formally correct, appropriate in relation with the cultural and social context.

COMMUNICATIVE LANGUAGE COMPETENCE

Council of Europe (2001) reported that communicative language competence of three main components that show how each area contributes to communicative competence, these are; linguistics, sociolinguistics and pragmatic. Each of these includes knowledge and skills and know-how. It contain lexical, phonological, syntactical knowledge, skills as dimensions of language, free of sociolinguistic value of its variations and the pragmatic functions.

Evidently, this component not only refers to the range and quality of knowledge, but also to cognitive organization and the way this knowledge is stored also to its accessibility and availability.

Knowledge could be conscious and readily expressible or not. Its organization and accessibility will vary depending on the varieties of their own competence and cultural characteristics of the community in which the individual has been socialized and place of learning.

Linguistic competences

According, Council of Europe, (2001) explained that linguistic competence refers to the ability to use the language code or system itself and all its component parts, independently of the sociolinguistic value and pragmatic functions. This component is distinguished from linguistic performance, which is the way a language system is used in communication and to its possibility. Knowledge might be conscious and expressible.

Sociolinguistic competences

It refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between

generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

Pragmatic competences

They are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

Schmidt & Richards (1983) showed that communicative competence has four areas of knowledge such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. This is a theory related systems knowledge and skills (dealing with such factors as volition and personality). The purpose of this section is to sketch briefly the contents and boundaries of each of these four areas of competence.

In the same way, Communicative language competence is a term in linguistics which refers to a language user's grammatical knowledge and skills and the like, as well as social knowledge about how and when to use utterances appropriately.

Grammatical competence

This type of competence remains concerned with mastery of the language code (verbal or non-verbal) itself, as vocabulary, word formation, sentence formation,

pronunciation, spelling and linguistic semantics. Such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances; as such, grammatical competence will be an important concern for any second language programme (Schmidt & Richards, 1983).

Sociolinguistic competence

As Canale & Swain (1980) cited in Schmidt & Richards (1983) said that sociolinguistic competence included both sociocultural rules of use and rules of discourse; It refers to the learner's ability to use language appropriately in different sociolinguistic contexts, depending on contextual factors such as status of participants of interaction.

Discourse competence

(Schmidt & Richards, 1983) Exposed that it is used to refer to two related, but distinct abilities, or how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. By genre is meant the type of text: for example, oral and written narrative, an argumentative essay, a scientific report, a business letter, and a set of instructions each represent a different genre.

On the other hand, according to Schmidt & Richards (1983) explained that to understand Discourse there are two main aspect:

- Cohesion, which refers to how we link ideas linguistically.

For example: we use pronouns to refer to what or who has been mentioned previously, e.g., he, it, one, none, that, this. Another example includes the use of

an auxiliary verb as a substitute for the main verb, e.g., 'Do you work here?'
'Yes, I do.'

- Coherence, which refers to how we link the meanings of sentences or utterances in written or spoken texts.

A: It's hot in here.

B: I'll open a window.

(Schmidt & Richards, 1983) Explained that strategic competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: a.) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the areas of communicative competence; and b.) Enhance the effectiveness of communication (e.g. deliberately slow and soft speech for theoretical effect). For example, when one does not remember a given grammatical form, one compensatory strategy that can be used is paraphrase.

Communicative competence and task classification

According to Mustadi (2012) identified that the communicative competencies have been based on the current theory of teaching and learning, while tasks have been identified through needs analysis in which they are classified into four communicative competencies and ten task types by grouping together those tasks that share common characteristics. The task types are also identified through the observation and field notes during the teaching and learning process, questionnaires, and interviews.

In addition, there are two strategies in implementing the competency and task in the teaching and learning process.

(Mustadi, 2012) The first is the “Teaching-Learning Cycles” that can be drawn from the observation of the teaching and learning process of those competencies and tasks.

The second is “Muranoi’s Interaction Enhancement” which is implemented in some competencies and tasks. The steps are rehearsal phases, performance phases, and debriefing phases.

Communicative competence and task

(Mustadi, 2012) In English language teaching a task is defined as an activity, susceptible to brief or extended pedagogic intervention, which requires learners to use language with an emphasis on the meaning to attain an objective.

A language learning task should meet the following criteria:

- a) The primary focus of a task is meaning.
- b) Task should have a goal.
- c) Task should be evaluated in terms of its outcome, and
- d) Task should have a real world relationship.

SOCIOLINGUISTIC COMPETENCE

Council of Europe (2001) as cited in the Ecuadorian curriculum guidelines (2013) established that linguistic competences is the capacity to use language in a variety correction of certain social situations is such a central part of linguistic competence as the ability to produce grammatically correct sentences. Knowledge might be aware and expressible.

In fact when referring sociolinguistic competence, Canale & Swain (1980) identified that of relationship of several socio-cultures an own language appears and practiced by all. In the world there are different languages practiced by people who relies heavily on culture, of the information communicated and in addition to the constant practice of language, culturally several tones of voice may use the same language but this vocalization is adapted to the margins of society. The acceptance of the language can be appreciated by all who can interpret the spoken.

In addition, Canale & Swain (1980) related that cultural knowledge, cultural sensitivity is essential. It also includes a willingness to engage in an active negotiation of meaning along with a willingness to suspend judgment and take into consideration the possibility of cultural differences in conventions of use. Together these features might be subsumed under the term “cultural flexibility” or “cultural awareness”

According with Jagatic & Mihaljevic (2007) said that the large amount of variance in cultural rules of speaking is the factor that makes so hard to acquire the linguistic competence, that is to say what the rules of speaking in a culture are correct but for another culture these rules may be inadequate, even though the situation in which it is said is the same.

Example: The learner is often unaware of these differences, and uses the rules of speaking of his or her native culture when communicating in the foreign language.

Cross-cultural Communication

Ann Mizne (1997) explained that one of the challenges in acquiring sociolinguistic competence is accounting for the multitude of differences of

language use among cultures. Successful cross-cultural communication is an amazing feat when one considers all the potential areas where the cultures involved differ in language use.

“An example of an important feature of language that can lead to misunderstandings between cultures relates to different cultures' estimates of face. Face is defined as (the negotiated public image, mutually granted each other by participants in a communicative event).”

As Scollon & Scollon (1995, p. 35) cited in Ann Mizne (1997) said that People use face as a strategy to accomplish a social goal, since how the speech participants negotiate their public images determines the relationship between the speakers. One type of face strategies is involvement strategies.

Communicative fluency

Communicative fluency is more significant and the implicit-explicit dichotomy also plays a crucial role in understanding this aspect of communication. In the literature of the psychology of language learning, fluency is usually discussed under the broader concept of "automaticity/automatization", and the promotion of fluency is usually subsumed under "skill learning theory". Thus, from a psychological point of view the relevant issue to explore is how L2 skills can be automatized (Krashen, 1982).

In addition Krashen (1982) related that skill learning theory holds that the automatization of any skill, including language skills, requires implicit - or procedural – knowledge, also that communicative competence relies on implicit (acquired) knowledge.

Therefore, Krashen (1982) mentioned that the development of any skill (driving, knitting, playing tennis, etc.) needs to start with some initial explicit - or declarative - input, which in turn becomes gradually automatized through repetition.

Social Conventions

According to Andrei (2009) social conventions is a much-needed reappraisal of the nature of the rules that regulate virtually every aspect of human conduct.

Example:

- Shake hands when you meet someone (other countries social conventions might be to bow, etc).
- Say "bless you" when someone sneezes (some find it polite, others find it offensive).
- What is accepted and expected by the society you live in.

Sociolinguistic item

Sociolinguist is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used.

Further, It analyzes how groups differ between this that are separated by certain social variables, e.g., ethnicity, religion, economic status, gender, level of education, etc., and how creation and adherence to these rules is used to categorize individuals in social class or socio-economic classes. As the usage of a language varies from place to place (dialect), language usage varies among social classes, and it is these socio-groups that sociolinguistics studies.

The study of language variation is concerned with social constraints determining language in its contextual environment. Richard Hudson (cited in Cambridge Textbooks in Linguistics, 2010).

Sensitivity of differences in Dialect or Variety

Ronald Wardhaugh (cited in Blackwell Textbooks in Linguistics, 2006) established that the term dialect can also be used to describe differences in speech associated with various social groups or classes. There are social dialects as well as regional ones. An immediate problem is that of defining social group or social class, giving proper weight to the various factors that can be used to determine social position, e.g., occupation, place of residence, education, 'new' versus 'old' money, income, racial or ethnic origin, cultural background, caste, religion, and so on. Such factors as these do appear to be related fairly directly to how people speak.

Bachman (2003) said that In each language there are variations in the use forms that may be associate with language users in different geographical regions or who belong to different social groups. "The regional and social varieties, or dialects, can be characterized by different conventions, and the appropriateness of their use will vary, depending on the features of the language use context." (p.67)

Degree of formality

Ross (2013) explained that while the odd grammar or vocabulary mistake can easily be forgiven, an error in the degree of formality chosen is rarely forgivable, and must therefore be avoided at all costs. What is appropriate for interactions

with friends or family is not acceptable when attending business meetings and conferences, holding polite conversations with strangers or dealing with a client or person in authority.

Speech Acts

Mizne (1997) claimed that speech act is an statement that serves a function in communication. Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances. However it includes real-life interactions and requires not only knowledge of the language but also appropriate use of that language within a given culture.

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

Assertives

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

Directives

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

Commissives

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

Expressive

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

Declarations

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

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

Invite

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

Require

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

Apologies

Apologies are universal in the general human need to express regret over offensive acts they have accompanied human communication from the oldest times up to the present, with the potential number of addressees ranging from one

to innumerable. Examples; I'm sorry. / It was my fault. / I'll replace it. / It will never happen again. or It was an accident.

Request

According Searle (1969) explain that a request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events. Therefore, by initiating a request, the speaker believes that the hearer is able to perform an action.

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

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

Speech Act of Commands

Reffering to ASHER, KUSUDO, & DE LA TORRE (1974) said that a command is a kind of decision "that something is to be so, as distinct from a judgment that it is so. Also, commands as illocutionary acts are the speech acts that impose some obligation on the hearer. Commands are used when ordering, or telling someone to do something.

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

TEACHING SOCIOLINGUISTIC COMPETENCE

Mizne (1997) mentioned that teaching sociolinguistic competence, lets to teachers to help students to promote and acquire knowledge about the rules of a second language, giving to students an understanding of culture by focusing on the experience of living in that culture and understanding that culture's daily life behavior, and combining the culture's values and world view.

Additionally Mizne (1997) said that know about the culture of the language is a very important aspect in the sociolinguistic competence for that reason is vitally to help students to get knowledge about the culture of a foreign language. The general goal is to help the students understand their own culture so that they can later compare it with the target language culture. However is so hard to teach culture for that teacher has to find methods, techniques and strategies in order to student comprehend about that important aspect.

Ways of Improving Students Sociolinguistics Competence

According to Muniandy, Krishnan Sekharan, & Ahmad (2010) related that the lack of cooperation between different cultures affects society. There are many ways that cultures come to understand their different dialects, for example students can perform certain speech acts in formal and informal settings, learning individual "ways of speaking" as stories, joke-telling, etc. In learning English, the

student has to learn how to use and interpret the sociolinguistic rules of English in various contexts. To achieve this, the learner must develop an awareness of areas in which the sociolinguistic system of his own culture differs from those of other cultures.

How is sociolinguistics competence related to foreign language teaching?

Coupland & Jaworski (1997) analyzed that sociolinguistic competence enables an individual to manage and produce knowledge. Beside of that, They believes that it does not matter how well a person knows a language's grammar, if he or she does not know how it must be used for successful communication, or how people use it in their native environment.

In additional, one disadvantage between language learners and native speakers become evident when learners have only been presented with artificial, outdated situations that offer limited or null information on how the language is used at the time it is being learned.

Grammar makes language work, but it does not provide all the meanings deposited in concepts that exists in different contexts due to different styles, degrees of formality, and language varieties (Hudson, 1988).

Language is social, people form society, and it is within this system where language becomes riches, undergoes evolution and contributes to the creation of knowledge. Thus, while it might seem a rather optimistic thought, aiming a language appropriately should eventually contemplate the idea of willing to participate in the creation of new understandings within the social core of the culture where the language is spoken (Hudson, 1988).

As Hudson (1988) cited in Coupland & Jaworski (1997) reported that grammar makes language work, but it does not provide all the meanings deposited in concepts that exists in different contexts due to different styles, degrees of formality, and language varieties.

Language learners encounter fragments of knowledge at all times: every time that they learn how to state a hypothesis, a possibility and to refute a statement, for example, they are being active participants in the consolidation of the shared knowledge in the classroom. Thus, language and the act of learning a foreign language will cause learners to question their convictions and already learned information; the extent to which they use their own language correctly, and will also enable them to visualize how they can use the language they are using and their mother tongue to communicate new ideas (Mugford, 2005).

Consolidated sociolinguistic competence will serve as the foundation for learners to be able to change as language evolves. While it is not easy to visualize how a language's grammar has such a strong impact on the learning of new information, one can simply see how tenses affect the information and data we acquire, which, in other words, explains how real, true information can be erroneously conveyed, hence hindering one's quality of knowledge (Mugford, 2005).

What are the key elements a teacher should keep in mind in a foreign language class?

The materials specifically generated to teach a foreign language can superficially help the teaching-learning process to explore relevant and significant

language use beyond the way native speakers utilize it. Likewise, it has been argued that while direct exposure and immersion in the target language can further enhance learners' skills, it is also the quality of information being addressed what will help construct different learning scenarios where grammar structures, subject-specific terms and a wide range of structures be used in order to communicate ideas that matter (Mugford, 2005).

In other words, Mugford (2005) explained that as a simple stage for students still have to test the language skills and the information they have acquired in the real world, in their own significant context, and with the people who are relevant to them. The focus, it is important to note, is that students own their language, their skills and the information they acquire and it is only them who will witness how effective their learning has been.

COMPLICATIONS PRESENTED IN TEACHING SOCIOLINGUISTIC COMPETENCE

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

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

Another problem with teaching culture is the sensitivity of the topic. In an ESL classroom where students may represent a huge variation in cultural backgrounds,

the potential for a teacher to inadvertently offend someone when discussing cultural differences is a valid concern. Many teachers may feel nervous about discussing such a sensitive topic as cultural values in the classroom due to this fear of the risk of unintentionally offending students.

COOPERATIVE LEARNING

Gillies & Boyle (2007) claimed that cooperative learning involves students working together in small groups to accomplish shared goals.

Moreover, cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

FORMAL COOPERATIVE LEARNING

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

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

Managed group

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

Managed team

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

Process group

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

SEMI-FORMAL GROUP

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

Goal group

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

Learning group

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

Problem-solving group

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

Family

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

INFORMAL COOPERATIVE LEARNING

Guillies & Michael (2007) proposed that informal cooperative learning involves students working in small groups for a few minutes to help students process what has been taught, to think about a particular question, to assist the teacher to identify and address any misunderstandings about the content.

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

Friendship

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

Interest

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

BASE GROUPS

Reported by Furnham (2005) base groups are long-term, heterogeneous cooperative learning groups with stable membership. Members' primary

responsibilities are to; provide one another with support, encouragement, and assistance in completing assignments; hold one another accountable for striving to learn; and ensure that all members are making good academic progress. Typically, cooperative base groups are heterogeneous in membership, especially in terms of achievement, motivation and task orientation.

As Fredericks (2005) reported cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn, thus creating an atmosphere of achievement. The success of cooperative learning is based on three factors:

Group goals

Cooperative learning teams work to earn recognition for the improvement of each member of a group.

Individual accountability

Each member of a team is assessed individually. Teammates work together, but the learning gains of individuals form the basis of a team score .Equal opportunities for success.

Team recognition

It's most appropriate to recognize and celebrate the efforts of the team as a whole. It's equally important to celebrate the efforts of the team to assist individual members in learning a specific body of knowledge.

Positive interdependence

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the other to complete the task. It is a feeling of “one for all and all for one”.

Individual accountability

This means that each member of the group is accountable for completing his or her part of the work. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

Further, cooperative learning helps students to maintain a relationship to work together in order to help among them and get their common goals.

Benefits of Cooperative and Collaborative Learning

According to Johnson (2011) mentioned some benefits have been described for CL. A good way for organizing the benefits of CL, are to put them in categories. The list below is based on their works. This paper summarizes them into four major categories of; social, psychological, academic and assessment, as in following:

Social benefits;

- CL helps to develop a social support system for learners;
- CL leads to build diversity understanding among students and staff;
- CL establishes a positive atmosphere for modelling and practicing cooperation, and;
- CL develops learning communities.

Psychological benefits;

- Student-centered instruction increases students' self-esteem;
- Cooperation reduces anxiety, and;
- CL develops positive attitudes towards teachers.

Academic benefits;

- CL Promotes critical thinking skills
- Involves students actively in the learning process
- Classroom results are improved
- Models appropriate student problem solving techniques
- Large lectures can be personalized
- CL is especially helpful in motivating students in specific curriculum
- Alternate student and teacher assessment techniques;
- Collaborative teaching techniques utilize a variety of assessments

As Walmsley & Muniz (2003) affirmed that student achievement in cooperative learning environments is higher. The effects of cooperative learning on student achievement are very impressive. Students achieve in a cooperative learning setting for many reasons. In those settings, students see a variety of cognitive tasks, and peers provide support and assistance to one another. When students interact cooperatively, they like to explain their strategies to one another in their own words.

Positive interdependence

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the other to complete the task. It is a feeling of “one for all and all for one”.

Individual accountability

This means that each member of the group is accountable for completing his or her part of the work. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

Additionally cooperative learning helps students to maintain a relationship to work together in order to help among them and get their common goals

VARIATION OF COOPERATIVE LEARNING

Farmer (1991) said that cooperative learning maintains some features, such as a balance of academic and social task and a balance of group and individual accountability, the structure can vary in its implementation. Some in which cooperative learning can vary are:

Buzz session

The teacher summarizes or outlines the ideas, defines tasks and roles for the groups, sets the time limit, and leads the group to work.

Snowballing

It provides interaction among students. The class is divided into pairs to discuss a topic. The pair reaches consensus. Then join another quarter. Eventually, the entire class becomes one group, with one consensus response.

Learning together

Students are placed in groups where team building is emphasized and students learn together while completing worksheets.

Student teams-achievement divisions

Students are placed in groups in order to work within their teams to master a

lesson presented by the teacher.

Teams-Games-Tournament

Students are placed in groups which compete in academic games with members of other teams and contribute points to their team scores group Investigation.

Student team learning

It is based on the idea that students work together to learn something. Team is rewarded if everyone is prepared to do the work if asked to perform individually.

Numbered head together

The teacher divides the class into groups, then the teacher asks a question and the student group put their heads together to come up with an answers.

Furthermore, variation of cooperative learning lets learners to work cooperatively, sharing some aspects among them, so in this way they can get their common objectives, also it makes teachers organize the students in order to work in a comfortable environment, and in this way, they can get significant knowledge.

COOPERATIVE LEARNING TO TEACH A SECOND LANGUAGE

As Motley (1988) claimed in Árnadóttir (2014) cooperative learning not only affords students the opportunity to use the language but it also allows them to discover it, the vocabulary and the grammar, for themselves, and they learn how to manipulate the language to serve their purposes.

When incorporating cooperative learning into the language classroom it is necessary for teachers to take time to prepare themselves and their students to

prepare learner to work cooperatively. Communicating with peers students will not only gain fluency and communicative skills but will also gain knowledge of the grammar and syntax of the target language.

Deci and Ryan (1985) claimed in Árnadóttir (2014) that all people need to feel a sense of relatedness, competence and autonomy. Cooperative learning approaches are capable of meeting all these needs; working with and depending upon fellow classmates will give students a sense of relatedness, being responsible to others and working to accomplish a certain goal will enhance their feeling of competence and working individually on a subtopic, making choices and decisions will provide students with autonomy.

TYPES OF GROUPS

Sforsyth (2012) explained that there are two main types of groups that teachers use when having their students work cooperatively.

Heterogeneous

This means grouping students of different ability levels together, also be expanded to include grouping together students of different ages and races.

Homogenous

It means grouping together students that are similar. The teacher places students together that scored similarly in the tasks, then look which students have low scored and teacher group those students together so he can work more closely with them. Teacher might see who scored high and obviously needs no extra help, group them together and have them work on something different.

COOPERATIVE LEARNING METHODOLOGY

As Johnson stated in Árnadóttir (2014) five elements need to be present in order for cooperative learning to be successful: positive interdependence, individual accountability, social skills, face-to-face interaction and group processing.

Positive interdependence

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

Individual accountability

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

Social and small-group skills

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

Face-to-face interaction

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

Group processing

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

COOPERATIVE LEARNING ASSIGNMENTS

As Savage & Armstrong reported in Árnadóttir (2014) assignments need to be appropriate for each class or group of students. When group work is introduced it would not be appropriate to give students a complicated project with many components. Teachers must be careful when handing out assignments. Instructions must be clear and concise; if students do not fully understand the task one cannot expect them to be able to perform the task to the best of their ability.

TYPES OF INSTRUCTIONAL GROUPS ARE USED BY TEACHERS

Ward (1987) proposed that teachers place different configurations of students in classroom instructional groups, assign the groups different sorts of learning

goals and tasks, evaluate student performance in different ways and maintain group membership for different periods of time. Several types of groups result more effective teachers use more than one type of group.

Learning cycle groups

Students with similar learning needs are brought together for a short time. Students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group. Students who have mastered the specific content and skills engage in enrichment activities.

Cooperative groups

Cooperative groups require students with diverse ability and characteristics to work together and learn from one another to accomplish assigned learning goals or tasks.

Group investigation

A small group of four to six diverse students is assigned a topic of study. Different students are assigned subparts of the work to be done. Completion of assigned tasks requires each student's work to be combined with that of other students to produce a group effort. Students may be assigned to play different roles in the group process. The group's collective product is evaluated. Each student's performance is judged based on this evaluation and, in addition, may include an individual score for the subtask completed by the student.

Long-term ability groups

Students are assigned to groups based on academic ability. Changes in group assignments occur only when a student's academic performance changes. Instruction may be provided in a "pull-out" situation in which students are taught by a different teacher from the one who teaches the class. Group instruction may take place in a setting outside the regular classroom. Students are evaluated individually.

ROLES IN THE COOPERATIVE LEARNING

STUDENTS ROLES

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

Organize: provides the group with the overall process structure

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

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

Questioner: generates questions and involves all students

Assessor: evaluates the progress of each work session

Encourager: models and reinforces appropriate social skills

Summarizer: Restates the team's conclusions or answers.

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

Timekeeper: keeps group on task and on time

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

Elaborator: relates the discussion with prior concepts and knowledge.

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

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

TEACHER'S ROLES

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

- The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.
- The second role is to act as an independent participant within the learning-teaching group.

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

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

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

ADVANTAGES OF WORKING COOPERATIVELY

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

Improvements in learning have been shown through:

- Greater productivity.
- Higher process gain.
- Greater transfer of learning from one situation to another.
- More time on task.
- Greater problem-solving.

Improvements in interpersonal relationship have been shown through:

- Promoting the development of caring and committed relationships.
- Establishing and maintaining friendship between peers.
- A greater sense of belonging and mutual support.
- Improved morale.

Improvements in psychological health and social competence have included:

- Higher self-esteem.
- Improved self-worth.
- Increased self-confidence.
- Greater independence.
- Supporting sharing of problems.

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

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

COMPLICATIONS IN COOPERATIVE LEARNING

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

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

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

Another possible problem that can arise during Cooperative Learning is when members of a group do not get along with each other. This can easily happen because if groups have been formed according to cooperative learning guidelines then the group is made up of very different personalities.

WHAT IS A GROUP

Phillips (2001) said that group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling or thoughts, and who work together to achieve a common set of goals.

Smith (2005) reported that groups are a fundamental part of social life. They can be very small – just two people – or very large. A group is defined as two or more individuals who are connected to one another by social relationships. They can be highly rewarding to their members and to society as a whole, but there are also significant problems and dangers with them. All this makes them an essential focus for research, exploration and action.

Additionally, group is when there are two or more individuals who meet interdependently, with the awareness that each belongs for the purpose of achieving mutually set goals.

TYPES OF GROUPS

Crowell (2003) mentioned different types of groups:

A social group

It consists of two or more people who regularly interact and share a sense of unity and common identity. In other words, it's a group of people who see each other frequently and consider themselves a part of the group. Except in rare cases, we all typically belong to many different types of social groups.

Primary groups

They are those that are close-knit. They are typically small scale, include intimate relationships, and are usually long lasting. The members of primary groups feel a strong personal identity with the group.

Secondary groups

Are large clusters of people who have a mutually shared purpose, often aiming to complete task. These groups are typically found at work and school. Although group members may have some similar interests, the purpose of the group is about the task instead of the relationships.

GROUP WORK

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

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

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

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

Reported by Heap (1986), as cited in Phillips (2001) group work is a strategy for improving the quality of life of people in a very broad range of situations. The use of groups often increases the quality and the relevance of help, because group members help themselves and other members by sharing information and feelings, comparing attitudes and experiences and developing relationships with each other.

As Coughed and Orne (1998) reported in Phillips (2001) group work is its capacity to bring about change. Group membership is seen to encourage participants to disclose aspects of their own lives and behavior and to give feedback to others on how their families, employers or neighbors.

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

GROUP WORK IN THE SCHOOL

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

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

Farmer (1991) said that group work is a strategy for addressing common classroom work. Also, it provides greater access to the learning task to more students in classrooms with a wide range of academic skills and linguistic proficiency. Productive group work increases and deepens opportunities to learn content and develop language and thus has the potential to build equitable classrooms.

TEACHING STUDENTS

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

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

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

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

Also, group work can be an effective method to motivate students, encourage

active learning, and develop key critical-thinking, communication, and decision-making skills.

BENEFITS OF GROUP WORK

Good group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.
- It encourages the development of critical thinking skills.
- It promotes student learning and achievement.
- Students have the opportunity to learn from and to teach each other.
- The focus is on student centred approach to teaching and learning.
- Students are involved in their own learning.
- Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups.
- Teaching, learning and assessment options are increased.
- Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff.
- Students get the chance to work on large projects
- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways.
- Alternative ideas and points of view can be generated.
- Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

As a conclusion group work is significant, simply assigning group work is no guarantee that these goals will be achieved, it improve the language for that teacher must implement this strategy in order to develop sociolinguistic competence in the learners, so that they can work in a better way.

As a conclusion work cooperatively lets people to have better result to get the goals that each person has, because if we work together, all of us are going to give different opinions to solve a problem and it can be solve easier than when we do it alone. Also, students can see how different perspectives, constructive deliberation, questioning, and critical analysis can result in better solutions and performance.

Furthermore, group work helps students learn how to work with people outside their circle of friends, including those who have different backgrounds and experiences. They can even learn how to work with those who disagree with them, and others they might not “like” or want as friends. Besides that cooperative groups promote a stronger belief that one is liked and accepted by other students. Finally, Students learn to cooperate with others promoting greater contact, trust, acceptance and support among students of different races, social classes, achievement levels and sexes.

f. METHODOLOGY

Design of 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 development 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 basic writing skills in the English Foreign Language amongst ninth-year B students at Dr. Manuel Agustín Cabrera Lozano high school during the 2016-2017 school year.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of group work in which the students have showed some problems experimenting the moment to express the speech acts as a foreign language due to the lack of implementation of cooperative learning strategies such as the use of group work interaction.

Methods, techniques and instruments

Methods

In this research work the researcher will use different methods which will help her 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 got in 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 action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments 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 designed in this research project. The activities applied with the group work strategies help the researcher to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the participants (ninth-year B students at Dr. Manuel Agustín Cabrera Lozano high school) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the group work 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 to 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 during a natural environment as lived by the ninth-year B students at Dr. Manuel Agustín Cabrera Lozano high school during their English classes. There will be two types of observation as detailed below.

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

Observation sheet: 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 B students at

Dr. Manuel Agustín Cabrera Lozano high school 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) 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 B students at Dr. Manuel Agustín Cabrera Lozano High School, they are 28 students 18 girls and 10 boys. Who are between thirteen and fourteen years old. The students receive 5 hours of English per week with a certificate teacher.

Intervention Plan

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 permit teachers to make their instruction more relevant to learners making use of speech acts. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students are performing these tasks, the teacher listens and documents background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught (Herrera, Holmes, & Kavimandan, 2012).

Connection

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the

relationship between teacher-student where the teacher organizes groups to get benefits of collaborative peer. Even though, there is time for individual work and whole-group instruction, pairs and small groups. Learners have experiences for interpreting the curriculum and applying learning to real world issues (Kavimandan, Herrera, & Holmes, 2011).

Affirmation

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

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

INTERVENTION PLAN

Week 1

RESEARCH PROBLEM	<i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i>
GOALS	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To use greetings and describe and the personalities of their family members by using some adjectives.
KEY VOCABULARY	Mother, father, cousin, nephew, uncle, grandfather, grandmother, fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> • 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. <p>Connection</p> <ul style="list-style-type: none"> • Teacher ask 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. • Student work in pairs and discuss these kinds of personalities <i>shy</i> and <i>outgoing</i>. How each person personality behave? How each person personality get fun? and share their opinions with the whole

	<p>class.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Teacher ask 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	<p>Visual aids: Flash cards. Student's notebook Student's textbook</p>
DATA COLLECTION SOURCES	<p>Data source 1: Pretest – Pre questionnaire. Data source 2: students' speaking samples.</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor.</p>
TIME	<p>Week one</p>

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

Daytona Beach: Project CENTRAL.

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

Week 2

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To express likes and dislikes about free time activities by using like, love and prefer as verbs of preferences.
<p>KEY VOCABULARY</p>	<p>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.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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. <p>Connection</p> <ul style="list-style-type: none"> • 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 to their own

	<p>information and role play it.</p> <p>Affirming</p> <ul style="list-style-type: none"> • 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	<p>Audio aids Cards Pelmanism game Work sheet Student's book</p>
DATA COLLECTION SOURCES	<p>Data source 1: Students 'written reports. Data source 2: Sub-test on speech acts.</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor.</p>
TIME	<p>Week two</p>

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Week 3

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To introduce themselves by using words related to professions through dialogues. • To give specific information and introduce an opposite idea by using connectors and/ but.
<p>KEY VOCABULARY</p>	<p>Strict, public figure, practice pole vaulting, work out, quiet, sensitive, manager, volunteer, contributor, singer, interviews, sporty.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher brings flashcards of famous people for students and to 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 you show and point to the pictures, have them guess those activities on the board. <p>Connection</p> <ul style="list-style-type: none"> • Students listen and look at some pictures of famous people and some routines in free time. Then, do choral and individual repetitions while associating the image with the sound and the word. Finally, students check the activities they like to do. <p>Affirming</p> <ul style="list-style-type: none"> • 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 this.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week three

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Week 4

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To describe people’s personalities using idioms in informal conversations.
<p>KEY VOCABULARY</p>	<p>Early bird, night owl, busy bee, couch potato</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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 or small groups and gives them several minutes to discuss the possible meaning of the 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. <p>Connection</p> <ul style="list-style-type: none"> • 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.

	<p>Affirming</p> <ul style="list-style-type: none"> • Teacher gives to students a worksheet where they complete sentences with the correct idiom. • Students write sentences using the idioms in a correct context.
CLASSROOM RESOURCES	<p>Visual aids: Cards. Audio aids Student's notebook Student's textbook</p>
DATA COLLECTION SOURCES	<p>Data source 1: sub-test on speech acts</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor.</p>
TIME	<p>Week four</p>

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.
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Week 5

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Describe the family members and personalities.
<p>KEY VOCABULARY</p>	<p>Fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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. <p>Connection</p> <ul style="list-style-type: none"> • 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.

	<p>Affirming</p> <ul style="list-style-type: none"> • 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.
CLASSROOM RESOURCES	Audio aids Cards Student's book
DATA COLLECTION SOURCES	Data source 3: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week five

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

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Week 6

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To express ideas and opinions about customs and celebrations around the word.
<p>KEY VOCABULARY</p>	<p>I am feasting my eyes on, out of this world, the place is packed, hope you are doing well, take place, try this one, here.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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. <p>Connection</p> <ul style="list-style-type: none"> • Students listen and pay attention to understand the speakers, then fill in the blanks with the verbs according to they hear. Finally, students check the answers with the teacher. <p>Affirming</p> <ul style="list-style-type: none"> • 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	Data source 1: Data source 2:
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week six

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

Daytona Beach: Project CENTRAL.

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

Week 7

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Predict the content of a text by using pictures. • Identify the parts of a letter by using the expressions use in the introduction, body and ending of a letter.
<p>KEY VOCABULARY</p>	<p>Introduction, body, ending, take place, hope you're doing well, please say hello to, and talk you soon.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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 letter or note to another person, character, political figure, etc. telling him/her something they know or think about the focus of the upcoming lesson. <p>Connection</p> <ul style="list-style-type: none"> • Students give or say some examples about cultures that they know and in groups of two persons they have to draw images or use their imagination to show to the class the culture what they a going to explain. • Students read the example of the letter that is on the book, then they have to recognize what are the parts of the letter and what is the use of the expressions, what the expressions mean. Finally students get in pairs and complete a letter using the expressions correctly in the introduction,

	<p>body and paragraph.</p> <ul style="list-style-type: none"> • In groups of three, students have to think an example of a letter using the correct structure and some expressions commonly use to write letters then the letters of the groups are exchange to other group. Finally, each group check if the letter has the structure and the expressions correctly. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher gives students some pieces of paper where the letter 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 a whole class. • Orally students have to say the expressions use in the introduction, body and ending of a letter.
CLASSROOM RESOURCES	<p>Visual aids: Flash cards. Student's notebook Student's textbook</p>
DATA COLLECTION SOURCES	<p>Data source 1: Data source 2: Data source 3: Sub-test on speech acts.</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor.</p>
TIME	<p>Week seven</p>

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

Daytona Beach: Project CENTRAL.

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

Week 8

<p>RESEARCH PROBLEM</p>	<p><i>How does group work interaction develop speech acts among ninth-year B students at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?</i></p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To identify and use idioms in formal conversations.
<p>KEY VOCABULARY</p>	<p>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.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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. <p>Connection</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • In groups of three, students have to think an example of a conversation using some idioms, after that the conversations of each group are exchange to other 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. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher gives students some cards where the idioms phrase 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 check it in a whole class. • Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	<p>Guess the Idioms, Spin the bottle, Hangman. Visual aids: Flash cards, charts and cards. Student's notebook Student's textbook</p>
DATA COLLECTION SOURCES	<p>Data source 1: Posttest/Post-Questionnaire Data source 2: Students reading samples (Idioms) weekly</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor.</p>
TIME	<p>Week eight</p>

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

Daytona Beach: Project CENTRAL.

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

Organization and management of the research

Resources

Human

- The researcher
- The 9th year B students of Basic Education
- The teacher
- The thesis advisor

Material

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

Technical

- Computer
- Projector
- Printer
- Internet

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$10
Print of reports	\$20
Print of the project	\$20
Print of the final report and thesis	\$20
Unexpected expenses	\$10
Total	\$80

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

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Annex 1: Observation sheet



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 ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

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

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Ninth-year B 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 (Rubric)



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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)



Sit down
 Look at the board



Raise your hand
 Be quiet



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) Hello (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 an expression (0. 4)
 - e) Apology (0. 4)

Annex 4: Pre and Post Questionnaire and Scoring Guide (Rubric)



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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 you classmates respect your opinions when you are working in groups?

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

3. Do you learn more when you work in a group than when you work individually?

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

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

- a. A lot ()
- b. Little ()
- c. Very little ()
- d. Nothing ()

5. How much does each member of the group work 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 B students at Dr. Manuel Agustín Cabrera Lozano high school of the city of Loja during the 2016-2017 school year

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How does group work interaction develop speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016 – 2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about group work interaction are adequate for improving speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? • What are the issues that limit the development of speech acts among students of ninth year B at Dr. Manuel Agustín Cabrera Lozano during the 	<p>General</p> <ul style="list-style-type: none"> • To improve speech acts through group work interaction among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about group work its application on speech acts. • To diagnose the issues that limit the development of speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. • To design an intervention 	<p>Dependent variable Speech acts:</p> <ul style="list-style-type: none"> • Apology • Request • Commands • Idioms • Greetings <p>Independent variable Group work interaction</p> <ul style="list-style-type: none"> • Principles of Cooperative Learning - Collaboration - Cooperation as a value - Simultaneous interaction • Strategies of cooperative learning - Motivation 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<p>2016 – 2017 school year?</p> <ul style="list-style-type: none"> • What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? • Which group work interaction strategies are implemented to improve speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? • How effective was the application of group work interaction to develop speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? 	<p>plan based on the group work interaction in order to improve speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable strategies of group work interaction in order to improve speech acts among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. • To validate the results obtained group work interaction had among students of ninth-year B at Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. 		<p>and questionnaires</p> <ul style="list-style-type: none"> • Observing and monitoring students' performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
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Annexes 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

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