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ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH YEAR STUDENTS AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL YEAR

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CERTIFICATION

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

CERTIFIES:

The present research work entitled **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH YEAR STUDENTS AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR** under the responsibility of the undergraduate student: **NIDIA MARIANA ESPINOSA ORDÓÑEZ** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, August 24th, 2017

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THE AUTHOR

DEDICATION

I want to dedicate this thesis to my parents, Víctor Espinosa and Mariana Ordóñez, and to my siblings who were the main support during the development of my research and have always been with me in the good and bad times of my life.

Also, I dedicate this thesis work to my professors and best friends with affection and love for their help in the course of my career.

Finally, I dedicate this work to all people who helped me develop this research work.

NIDIA ESPINOSA

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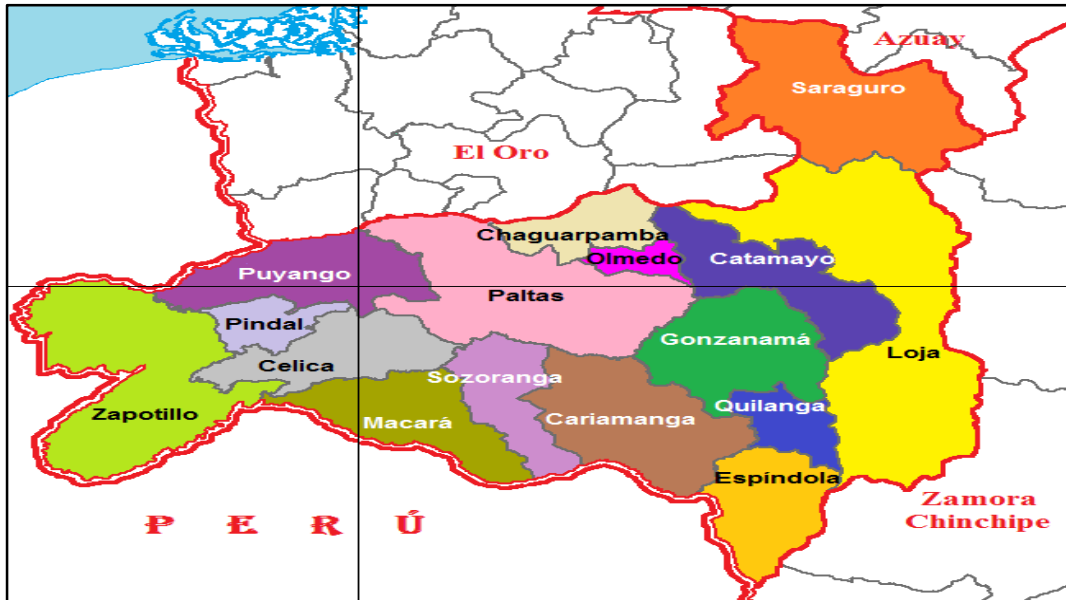
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THESIS OUTLINE

a. TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH YEAR STUDENTS AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL YEAR

b. RESUMEN

El objetivo del siguiente trabajo de investigación fue desarrollar los actos del habla a través de la interacción de trabajo en grupo en los estudiantes de noveno año en el Colegio de Bachillerato Pío Jaramillo Alvarado, sección vespertina de la ciudad de Loja durante el año escolar 2016 – 2017. Los métodos aplicados en la investigación fueron; el método científico, descriptivo, analítico-sintético y estadístico, que permitieron describir, analizar y discutir los datos logrados para llegar a las conclusiones. Dos pruebas y dos cuestionarios fueron aplicados a veintiún estudiantes. Los resultados mostraron que luego de la aplicación del plan de intervención los estudiantes ganaron un mejor entendimiento acerca de los actos del habla, mejorando sus habilidades de comunicación incrementando su colaboración e interacción entre ellos. En conclusión, la interacción de trabajo en grupo fue eficaz.

ABSTRACT

The aim of this research was to develop speech acts through group work interaction among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 - 2017 school year. The methods applied during this research work were the scientific, descriptive, analytic-synthetic, and statistical, which enabled to describe, analyze and discuss the data to draw conclusions. Two tests and two questionnaires were applied to twenty-one students. The results showed that after the intervention plan students gained a better understanding about speech acts, improved their communication skills increasing their collaboration and interaction among them. In conclusion, the group work interaction was effective.

c. INTRODUCTION

Speech acts are important expressions that are useful for communication. They allow people to communicate messages clearly, easily and more effectively than other forms of communication. Speech acts help people to have a good interaction when they talk with others. People can make requests, ask questions, give orders, make promises, give thanks, and offer apologies to make a suitable use of the language inside a given culture. Consequently, when people learn a language the use of speech acts is imperative to communicate with each other, becoming one of the main issues that students face in a real-life interaction.

At the Colegio de Bachillerato Pío Jaramillo Alvarado afternoon session, the ninth year students faced difficulties in using speech acts to communicate with other people in the English language. The first difficulty was that students could not clearly understand the meaning of idioms in context. Equally, students were not able to follow a command. Likewise, students could not make a request in a politely way, neither how to use requests for asking for permission or making requests. In addition, they had difficulties in greeting someone in an appropriate way according to the situation that they face. Finally, students could not use expressions to apologize when it was needed.

The problems mentioned above stated the reasons to research how group work interaction develops speech acts. Group work interaction allows students to communicate with someone else and to practice speech acts in a better way.

The specific objectives established to carry out this research were: to research the theoretical and methodological references about the group work interaction and its application on speech acts; to diagnose the issues that limit the development of speech acts; to design an intervention plan based on the group work interaction as a cooperative learning strategy in order to develop speech acts; to apply the most suitable activities of the group work interaction in order to develop speech acts; and, to validate the results obtained after the application of group work interaction to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session.

During this research work, the following methods were applied: the first one was the analytic/synthetic method, which was used to analyze all the information obtained through the applied instruments that facilitated the interpretation and logical analysis of the data. The second method was the statistical, which was used to collect, analyze and represent the data graphically, but also to give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw the respective conclusions. The third one was the scientific method, which was the theoretical base to support and reinforce the research. It also helped develop the phases in the observations before and during the intervention. Similarly, this method assisted during the prediction of the possible solution, but it also assisted with gathering data to make relevant predictions and the analysis of it. Finally, the descriptive method allowed the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The present work contains eight parts. At the beginning, there is the Abstract that contains the general objective of the research work, the description of methods, techniques, procedures and population, the main outcomes obtained, and the conclusions. Then, the Introduction, which contains the contextualization of the problem, central problem, the reasons 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 includes detailed information about the two variables, speech acts and group work interaction. The Materials and Methods section contains the design of the research, different techniques, materials, instruments that were used and the population who participated in this research. Then, the Results section contains the analysis and interpretation of the information obtained in the research. They are presented in the form of tables and graphs. Next, 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

Speech Acts

Speech acts are an important and integral part of day to day life in all languages. In language acquisition, the need to teach speech acts in a target language has been demonstrated in studies conducted in the field of interlanguage pragmatics which indicate that the performance of speech acts may differ considerably from culture to culture, thus creating communication difficulties in cross-cultural encounters (Martínez-Flor & Usó-Juan, 2010).

According to Bach (1979), 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. In addition, as an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being voiced.

Speech acts refer to the moments in which statements occur in the communicative act within a given context. Also, speech acts are group of utterances with a single interactional function (Yirmanny, 2010).

Speech acts are understood to include effects of utterances on the structure of the discourse situation at all levels of interaction, including, for example, conventional moves (Evans, 1985).

Based on the information that the Center for Advanced Research on Language Acquisition (2015), a speech act is an utterance that serves a function in communication. People perform speech acts when they offer an apology, greeting,

request, complaint, invitation, compliment, or refusal. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I missed the bus." Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture.

Here are some examples of speech acts that, people use or hear every day:

Greeting: "Hi, Eric. How are things going?"

Request: "Could you pass me the mashed potatoes, please?"

Complaint: "I've already been waiting three weeks for the computer, and I was told it would be delivered within a week."

Invitation: "We're having some people over Saturday evening and wanted to know if you'd like to join us."

Compliment: "Hey, I really like your tie!"

Refusal: "Oh, I'd love to see that movie with you but this Friday just isn't going to work."

Speech acts are difficult to perform in a second language because learners may not know the idiomatic expressions or cultural norms in the second language or they may transfer their first language rules and conventions into the second language, assuming that such rules are universal. Because the natural tendency for language learners is to fall back on what they know to be appropriate in their first language, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages. Something that works in English might not transfer in meaning when translated into

the second language (Center for Advanced Research on Language Acquisition, 2015).

Type of Speech Acts

The authors, Bach Kent and Michael Hamish (1979), borrow the terms 'constative' and 'commissive' from Austin and 'directive' from Searle. They adopt the term 'acknowledgment', over Austin's 'behabitive' and Searle's 'expressive', for apologies, greetings, congratulations etc., which express an attitude regarding the hearer that is occasioned by some event that is thereby being acknowledged, often in satisfaction of a social expectation. Here are some examples of each type:

- **Constatives:** affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, stipulating.

- **Directives:** advising, admonishing (warn about doing), asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning.

- **Commissives** (promise or threat): agreeing, guarantee, inviting, offering, promising, swearing (obscene words), and volunteering.

- **Acknowledgments:** apologizing, condoling, congratulating, greeting, thanking, accepting.

For the present research work, the following types of speech acts proposed by Bach Kent and Michael Hamish (1979) were considered.

Directive Speech Acts: Commanding and Requesting

Commands

Commands are used when ordering or telling someone to do something. This is often referred to as the "imperative" form of the verb. Spanish has both a formal and an informal style of speech. This distinction applies to commands. Informal, or familiar, speech is used among friends, coworkers, relatives, or when addressing a child. Formal speech is generally used to be polite or to express respect. For that reason, the formal commands are often referred to as polite commands (Study Spanish, 2017).

Typical commands are performed with imperative sentences, with the intention to make the hearer do something with some force, and result in the imposition of certain obligations on the hearer. Nevertheless, commands that bind the hearer are not necessarily accompanied by imperative sentences or by any intention of making the hearer do something. Such commands are sometimes issued future tense declarative sentences (e.g., "you will leave this house"), and they are sometimes issued with the intention of being breached.

Furthermore**,** there are a number of ways of making commands sound more polite. We can add 'please' at the end of what we say, or we can use a question form to make a command sound more like a request, or we can use I'd like you to + infinitive or I'd be grateful if you'd + infinitive, without 'to.' In addition, people can use different kind of commands according to the situation, because people

cannot use the same command with everybody because there are people who have to be treated in a different way, but always with the same respect for each one (Sakakibara, 2016).

Requests

It 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 (Searle 1969). 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.

According to Chris McCarthy (2013), there are many different ways of making polite requests in English. If people don't want to sound rude when speaking English, then they need to know how to make a request in a polite way. Requests in English are usually made in the form of questions. For example:

Asking to do things – Asking for permission

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

Asking others to do things – making requests

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

Acknowledgment Speech acts: Apologizing and Greetings

Apologies

An apology is a statement that has two key elements, the first is to show remorse over actions and the second is to acknowledge the hurt that actions have caused to someone else. People need to learn how to apologize since after all, no one is perfect, everybody makes mistakes, and everybody has the capacity to hurt someone through behaviors and actions, whether these are intentional or not (Scher & Darley, 1997).

Steven S. and John D. present four steps that people can use to make an apology. These are: express remorse, admit responsibility, make amends and promise that it will not happen again.

Express remorse is the first step with which every apology needs to start, they have two magic words: "I'm sorry," or "I apologize." This is essential, because these

words express remorse over actions. These words need to be sincere and authentic, and people have to be honest with themselves and with the other person about why you want to apologize. **Admit responsibility** is the second step through which people need to empathize with the person wronged, and demonstrate that understand how they made feel to the other person. In the third step, people **make amends** by taking action to make the situation right. Also, people have to be proportionate in what to offer because they can be tempted to give more than what is appropriate. Finally, in the fourth step, they **promise that it will not happen again**. This is important because you can tell the other person that they are going to change their behavior, this helps people to rebuild trust and repair the relationship.

Greetings

Greetings are important and frequent in everyday social interactions all over the world. Appropriate greeting behavior is crucial for the establishment and maintenance of interpersonal relationships. As a significant aspect of the politeness phenomenon, greetings have been studied in disciplines such as sociology, anthropology, sociolinguistics and discourse analysis, yet there has been no systematic investigation of their use across different languages from both pragmatic and sociolinguistic perspectives (Wei, 2010).

Examples of greetings:

Formal possible greetings	Formal possible responses
▪ Hello, Mrs Hand. It's nice to see you again.	▪ What a pleasant surprise! How are you? It's been a while.

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

Source: (Learn English Network, 2016).

Indirective Speech Acts: Idioms

Idioms

An idiom is a group of words which when used together, has a different meaning from the one which the individual words have. People use idioms to express something that other words do not express as clearly or as cleverly. People often use an image or symbol to describe something as clearly as possible, and thus make their point as effectively as possible. However, idioms tend to be informal and are best used in spoken rather than written English (Linguarama, 2000).

Idioms are an expression whose meaning is not predictable from the usual meanings of its constituent elements, such as 'kick the bucket' or 'hang one's head', or from the general grammatical rules of a language, like 'the table round' for 'the round table', and that is not a constituent of a larger expression of like characteristics (Dictionary.com, 2005).

There are many definitions related to idioms, for example: idiom is not originally an English word, it is one of the many that have come into the language from Greek. Idiom means "one of a kind" and indicates that a phrase is being used with a special meaning that can be very different to the literal meaning. Idioms are a problem for language learners because they have to be learned individually, they are often ungrammatical, and English people often assume that their listeners know the idiom, and make a joke or a pun about it. Learning idioms is fun, but it also depends on how the teacher presents them, because there are learners who have many problems with learning idioms because in many cases, it is so difficult to give an exact definition of an idiom. For that reason, the teacher has to know how to teach them. Furthermore, learners need to recognize an idiom, know where idioms come from and try to use it in a correct way according to the social situation (The Best Children Books, 2016).

Use of idioms

Idioms are not just used, they are used a lot. Almost every native English speaker uses several idioms over 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 (Idioms, 2016).

Idioms come from

Idioms often come from the jargon of a technical language used by a group of specialists. For example, soldiers have given us **overshoot** for going past the target and a **last ditch effort** for a final try before giving up. Sportsmen have given many

idioms, such as **being on a sticky wicket** from cricket, which means being in a difficult situation. Similarly, other idioms are more logical – if a tanned person is scared, the blood goes from his face, which is why a coward is called **yellow**', and it is not hard to understand why a person in a bad mood is like **a bear with a sore head** (Idioms, 2016).

Group Work Interaction

Group work interaction refers to the dynamics of the team and the way individuals in the group interact with one another (SKYbrary, 2016). Group interaction means students have opportunities to collaborate with each other on a challenging task in pairs or groups. According to VanTassel-Baska, J., & Brown, E. F. (2007), groups should be organized based on students' documented level of learning within the subject area.

These experiences enable students to acquire and enhance their social and leadership skills, learn to consider the perspectives of others and become more empathic. Such experiences should include collaboration, self-analysis and critique from others. According to Vygotsky (1978), interaction with others who think differently or in more sophisticated ways is a key feature of a developmentally powerful learning activity. It enables students to broaden their repertoire of skills through the gradual internalization of mental operations learned from peers and others with greater expertise and experience.

Effective Group Work Interaction

Positive interdependence

Group work 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 (Effective Use Of Group Work, 2010).

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 (Effective Use Of Group Work, 2010).

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 shared resources such as information handouts, worksheets, tools and equipment, etc.

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

Benefits of Group Work Interaction.

There are many benefits of group work proposed by the University of Sydney of Educational and Social Work.

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

- It encourages the development of critical thinking skills.

- It requires the establishment of an environment of support, trust and cooperation, where 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 a greater transfer of previous knowledge and learning.

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

- Students are involved in their own learning.

- It enhances social skills and interactions.

- Learning outcomes are improved.

- Large numbers of students can be catered towards and they can 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 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 participating in unique ways may provide a new perspective.

- It can save time and requires a shared workload.

- Alternative ideas and points of view can be generated.

- It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures and approaches, and who are different places.

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

- It makes the unit of study challenging, interesting, motivating, engaging and fun for everyone!

According to Beebe and Masterson (2003), there are advantages and disadvantages to working in a group. By understanding the benefits and potential

pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success (Burke, 2011).

Advantages: There are five advantages to working in a group:

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

- Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one."

- 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.

- Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

Disadvantages: Although working in groups has its advantages, there are also times when problems arise. According to Burke Alison (2011) and Beebe and Masterson (2003), there are 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.

- 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 groups face. 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 to assign specific tasks or responsibilities to each member

- 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.

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 (Vivacqua,

Marques, Ferreira, and de Souza 2008). 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).

Definition of Group

A group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals (BusinessDictionary , 2017).

Group Work

Group work is a very influential learning approach, which can be extremely beneficial to students when they use it effectively. It can be use separately from, or in combination 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).

According to Webb & Master George (2003), cited by Forslund Frykedal & Hammar Chiriac (2012), group work is a teaching strategy that promotes academic achievement and socialization. By interacting with others students learn to inquire, share ideas, clarify differences and construct new understandings. Students in this way learn to use language to explain issues, which in turn helps them construct new ways of thinking.

Group work is an effective method that the teacher can use in class to have an effective environment and work effectively because the students can share the information amongst themselves and build a great work for them and for the other classmates. Also, it depends on the kind of group that the teacher forms and also the manager of each group who guides the others to have the best result at the end.

Types of Groups

There are different types of groups, in this case it includes two types, the primary and secondary groups. The distinction between both primary and secondary groups are established according to Smith (2008).

- **Primary groups.** Primary groups are 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 Base on Teaching Strategies

Teaching Strategies

Teaching strategies increase 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 which will be explained below (Science Education Resource Center, 2014).

Indoor labs are a teaching strategy that 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, this strategy helps the teacher to have better results from the students because the students find it fun to learn amongst themselves.

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 students to learn in a fun way because they find it attractive and interesting to increase their knowledge.

The 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.

The process oriented guided inquiry learning is an approach where groups of students work together through data and questions to discover a scientific concept. They can use speech acts as 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 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 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 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 this, they can used some speech acts, working in groups to improve their writing.

All of these strategies in teaching in a cooperative learning environment are so important because each one has a great benefit for the teacher and students. Most of them are also attractive and interesting for the students, and these strategies are a fun new way to teach and obtains an excellent results.

Group Work Methods

As Science Education Resource Center (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 that 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 are where teams of students individually prepare one part of a related assignment. Teams regroup and peers then teach each other about their prepared portion of the learning.

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

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

Motivation

According to Fredricks, Blumrnfeld, & Paris (2004), Maerh & Meyer (2004), cited by Ormrod (2014) motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities.

Ways to Motivate Students

Praise students in ways big and small, recognize work in class, display good work in the classroom and send positive notes home to parents, hold weekly awards in your classroom, organize academic pep rallies to honor the honor roll, and even sponsor a Teacher Shoutout section in the student newspaper to acknowledge students' hard work.

Expect excellence, set high, yet realistic expectations. Make sure to voice these expectations. Set short terms goals and celebrate when they are achieved.

Spread excitement like a virus, show enthusiasm in the subject and use appropriate, concrete and understandable examples to help students grasp it.

Assign classroom jobs, with students, create a list of jobs for the week. Using the criteria of their choosing, let students earn the opportunity to pick their classroom jobs for the next week. These jobs can cater to their interests and skills.

Open-format Fridays, teachers can also translate this student empowerment into an incentive program. Students who attended class all week, completed all assignments and obeyed all classroom rules can vote on Friday's activities (lecture, discussion, watching a video, class jeopardy, acting out a scene from a play or history).

Reward positive behavior outside the classroom, tie service opportunities, cultural experiences, and extracurricular activities into the curriculum for extra credit or as alternative options on assignments. Have students doing Habitat for Humanity calculate the angle of the freshly cut board, count the nails in each stair and multiply the number of stairs to find the total number of nails; write an essay about their experience volunteering or their how they felt during basketball tryouts; or any other creative option they can come up with (Condron, 2017).

e. MATERIALS AND METHODS

Materials

In this research work, three kinds of materials were used. The human resources that participated in the development of this research were twenty one students of ninth year of Basic Education, the researcher who applied the intervention plan, the teacher who helped monitor students' work and the thesis advisor who helped carry out the intervention plan by giving suitable suggestions. The material resources used were: books, notebook, sheets of paper, copies, flashcards, Mp3 player and charts. The technical resources were a computer to type all the information and the projector to present the videos, pictures and charts. The printer was beneficial to print the worksheets that students needed to work on and the internet to search for useful information.

Design of the research

The present research work was designed based on the action research proposed by Burns (2010). It involves finding immediate solutions in the teaching learning environments. 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 undertake by undergraduate and postgraduate students' with the aim of developing their strategies, practices and knowledge of the surroundings within which they practice. Thus, this research work had the aim of developing speech acts through group work interaction. The processes for doing the research were planning, acting, observing and reflecting on aspects of the problematic

situation, analyzing and reflecting on the results after applying group work interaction to develop speech acts. Based on this design, the researcher was able to act on the problems that the students faced in a certain period of time.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

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

The Statistical method allowed the researcher 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 Scientific method facilitated the study of group work interaction to develop speech acts in English Foreign Language. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution. It further assisted with gathering data to make relevant predictions and analyze them.

The Descriptive method enabled the researcher to describe the different stages of the study and the kinds of resources used by the researcher. It served to explain and analyze the object of the investigation.

Techniques and instruments

In order to gather information, the following instrument were used:

Tests

Two kinds of tests were used. A pre-test which contained five questions was given to students in order to measure the performance of speech acts at the beginning of the intervention plan. At the end of the intervention plan, the same pre-test was used as a post-test to verify if the students had improved in the performance of speech acts.

Observation

Through the observation sheet, the researcher observed the students' performance during the lesson. It was also used to determine what had happened in the class, and then analyzed and reflected upon for when the plan ends.

Questionnaires

A questionnaire with five multiple choice questions was applied at the beginning of the intervention to obtain information from students about the use of group work interaction. The same questionnaire was used as a post-questionnaire, which was applied to collect students' positive or negative changes after the application of the intervention plan.

Field diary notes

The researcher used a dairy to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation or a particular situation that happened.

Population

The students of ninth year of Basic Education were who participated in the development of this research. The participants were twenty one students, twelve boys and nine girls. They were between thirteen to fourteen years old. But over the course of the intervention plan, one student left the school and the researcher finished with twenty students. The students received five hours of English per week.

f. RESULTS

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

The first objective was obtained through the theoretical references to speech acts and group work interaction, which helped to design the intervention plan, design the instruments and support the results, analysis and interpretation of the results.

The second objective was accomplished with the pre-test results that are shown in Table 1 and allowed the researcher to diagnose the students' limitations in speech acts.

The third objective was achieved through the design of the intervention plan, which included eight lessons that were executed over two months with ninth year of Basic Education. Each lesson contained a variety of activities that were: presenting videos, using flash cards, charts, and completing worksheets according to the topic.

The fourth objective was accomplished through the application of group work interaction and the results gathered from questionnaires, which are presented in Tables 2 to 6.

The fifth objective was achieved through the post-test findings shown in Table 7, which helped to validate the application of the group work interaction and its effect on students' achievement.

Pre-Test Results

Objective two: To diagnose the issues that limit the development of speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.

a. **Table 1**

Pre-Test Score of Ninth Year Students of Basic in Speech Acts

Students' code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
CBPJA9O1	2	2	0.5	0.5	2	7
CBPJA9O2	0.4	2	1	1	1.2	5.6
CBPJA9O3	0	1.5	1	1	1.2	4.7
CBPJA9O4	1.2	0	0.5	0.5	1.6	3.8
CBPJA9O5	1.2	2	0.5	0.5	2	6.2
CBPJA9O6	0.4	1	0	0.5	1.2	3.1
CBPJA9O7	0.8	0.5	1	1	1.2	4.5
CBPJA9O8	0.4	2	0.5	0.5	1.6	5
CBPJA9O9	0.4	1	0.5	0	1.2	3.1
CBPJA9O10	0.4	0.5	1	1	2	4.9
CBPJA9O11	0	1	0	0.5	1.2	2.7
CBPJA9O12	0.8	2	0	0.5	1.2	4.5
CBPJA9O13	0.4	2	1.5	0.5	2	6.4
CBPJA9O14	0.4	2	1	0.5	0.4	4.3
CBPJA9O15	0.4	1	1	0.5	1.6	4.5
CBPJA9O16	0	0	0	1	0.4	1.4
CBPJA9O17	0.4	0.5	1.5	0.5	1.6	4.5
CBPJA9O18	0.4	2	1.5	0.5	2	6.4
CBPJA9O19	0.8	0.5	0	0.5	0.8	2.6
CBPJA9O20	1.6	2	1	1	2	7.6
CBPJA9O21	0.8	2	1	0.5	1.6	5.9
MEAN	0.6	1.3	0.7	0.6	1.4	4.7

Note. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado; 90= students' year and code; I= Idioms; C= Commands; R= Requests; G= Greeting; A= Apology.

b. Interpretation and Analysis

As it can be seen in Table 1, the mean score obtained from students was 4.7/10. This result shows that students had problems in the five aspects of speech acts. However, the highest mean score, 1.4/2, was obtained for apologies which indicates

that students could offer apologies more easily. On the other hand, the lowest mean score gathered was for idioms and greetings at 0.6/2. This result shows that students had difficulties in recognizing the meaning of idioms and in identifying formal and informal greetings. It indicates that students faced limitations in two out of the five aspects of speech acts. The first one, when they looked for the meaning of an idiom and the second one, at the moment of using greetings in formal or informal conversations. As the Center for Advanced Research on Language Acquisition (2015) states that speech acts are difficult to perform in a second language because learners may not know the idiomatic expressions or cultural norms in the second language or they may transfer their first language rules and conventions into the second language, assuming that such rules are universal, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages.

Comparison of the Pre-Post Test Questionnaires Results

Objective four: To apply the most suitable activities of the group work interaction in order to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.
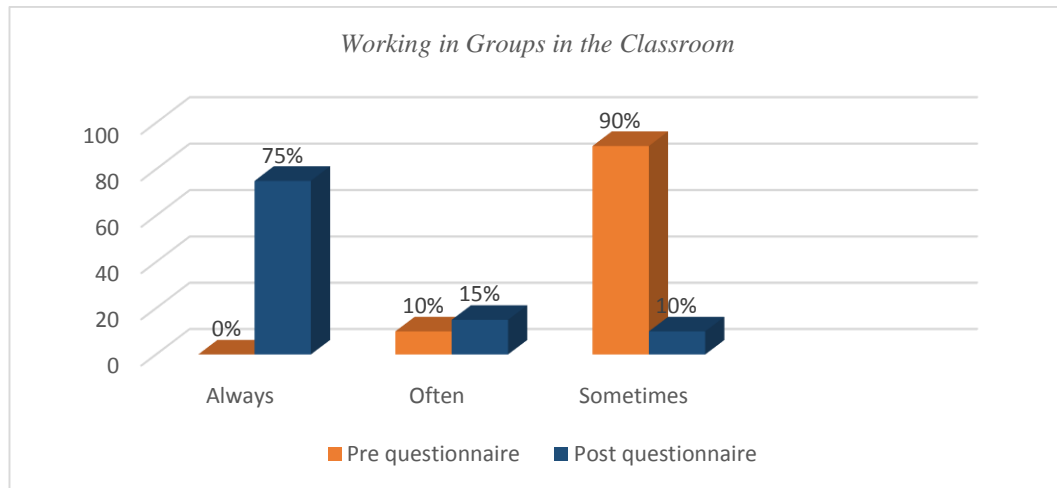
Question 1: How often do you work in groups in the classroom?

a. Table 2

Working in Groups in the Classroom

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	0	0	15	75
Often	2	10	3	15
Sometimes	19	90	2	10
Total	21	100	20	100

34

b. Figure 1

Working in Groups in the Classroom

c. Interpretation and Analysis

The data presented from this question indicates that most students (90%) answered that they sometimes worked in groups before the intervention plan in English classes, which demonstrates that students could not improve nor develop their speech acts to communicate amongst themselves in the class. But after applying the intervention plan, many students (75%) answered that working always in groups in the classroom helped them to develop their communication skills, to learn, to socialize and to share information. As Webb & Master George (2013) say, group work is a teaching strategy that promotes academic achievement and socialization. By interacting with others, students learn to acquire, share ideas, clarify differences and construct new understandings. In this way, students learn to use language to explain issues, which in turn helps them construct new ways of thinking (Forslund Frykedal & Hammar Chiriac, 2012).
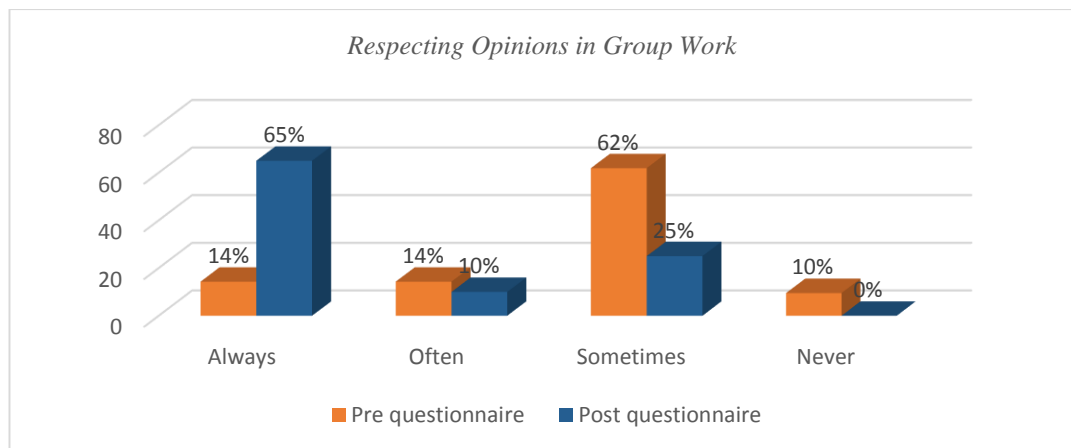
Question 2: How often do your classmates respect your opinions when you work in groups?

a. Table 3

Respecting Opinions in Group Work

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	3	14	13	65
Often	3	14	2	10
Sometimes	13	62	5	25
Never	2	10	0	0
Total	21	100	20	100

b. Figure 2

c. Interpretation and Analysis

The data presented in Table 3 stated that before the intervention plan more than half of the students (62%) answered that their classmates sometimes respect others' opinions when they work in groups. It shows that students had a lack of understanding of the differing opinions and they believed that only one opinion could be the correct. But after the application of the intervention plan, more than half of the students (65%) answered that their classmates always respected their opinions when working in groups, which helped them to have the same opportunity to participate inside the group, and to develop and practice their speech acts skills.

As Effective Use of Group Work (2010) says, group work is more productive when the participants perceive that they need each other to accomplish the assigned task. 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.
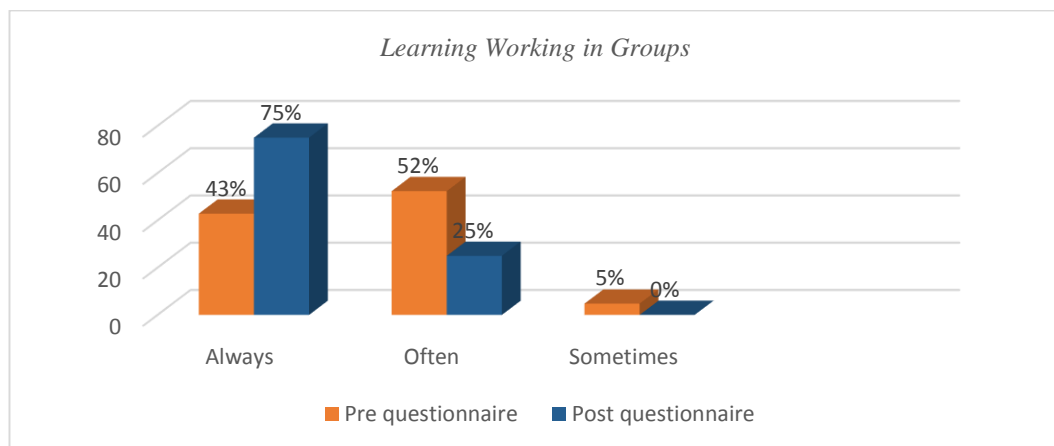
Question 3: How much do you learn when you work in groups?

a. Table 4

Learning Working in Groups

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	9	43	15	75
Often	11	52	5	25
Sometimes	1	5	0	0
Total	21	100	20	100

b. Figure 3

c. Interpretation and Analysis

The data shown in Table 4 demonstrates that before the intervention plan half of the students (52%) replied that they often learned when they worked in groups in the classroom. It indicates that they had some problems when working in groups

and also that they did not pay attention in the classroom. But after applying the intervention plan, many students (75%) answered that they always learned when working in groups. This means that students developed their learning skills working in groups, gained a better understanding and interacted with their classmates. As Sheffield Hallam University (2011) says, group work is a very powerful learning approach, which can be very beneficial to students when used effectively.
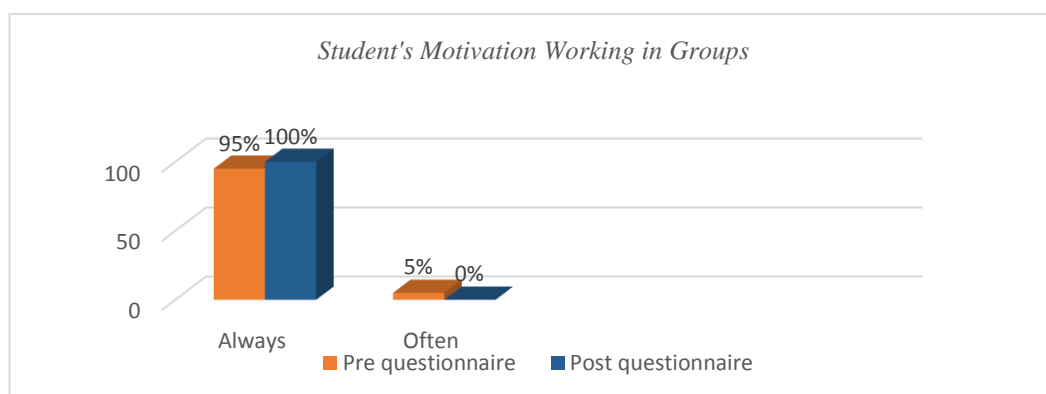
Question 4: How motivated do you feel when you work in groups?

a. Table 5

Student's Motivation Working in Groups

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	20	95	20	100
Often	1	5	0	0
Total	21	100	20	100

b. Figure 4

c. Interpretation and Analysis

The data presented in Table 5 indicates that almost all of the students (95%) answered that they always felt motivated while working in class. This means that the group work activities gave students the opportunity to practice the language and

to interact. But after applying the intervention plan, all students (100%) responded that they felt motivated working in groups in the classroom. This means that the group work activities made them felt interested in the subject, participated actively in the class and interacted with their classmates frequently. According to Fredricks, Blumenfeld, & Paris (2004, Maehr & Meyer (2004) and Reeve (2006), cited by Ormrod (2014), motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities.

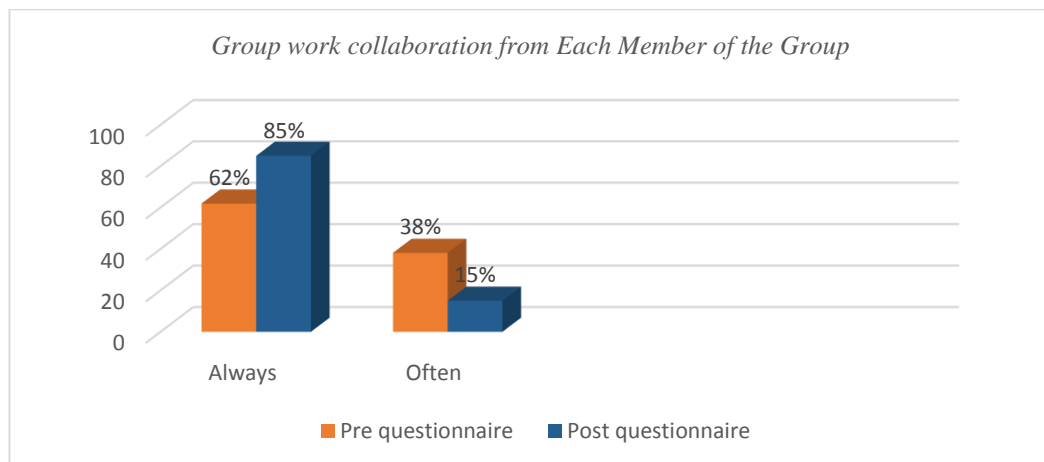**Question 5:** How much does each member of the group work collaborate in the task?

a. **Table 6**

Group Work Collaboration from Each Member of the Group

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	13	62	17	85
Often	8	38	3	15
Total	21	100	20	100

b. **Figure 5**

Group work collaboration from Each Member of the Group

c. Interpretation and Analysis

In Table 6, the data collected shows that more than half of the students (62%) answered that each member of the group continually collaborates when working in groups in class. It seems that students were conscious that working in groups helped them to enhance their social skills. After the intervention plan, students' participation and collaboration increased to 85% which demonstrates that this strategy was more used. This means group work made students improve and develop appropriate collaborative and cooperative skills. As Science Education Resource Center (2014) says, group work is a way of getting students to work together to solve a problem or learn new information.

Post Test Results

Objective five: To validate the results obtained after the application of group work interaction to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during de 2016 − 2017 school year.

a. Table 7

Post-Test Scores of Ninth Year Students of Basic in Speech Acts

Students' code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
CBPJA9O1	2	2	2	2	2	10
CBPJA9O2	0	2	2	1	2	7
CBPJA9O3	0.4	2	2	2	2	8.4
CBPJA9O4	0.8	2	2	2	2	8.3
CBPJA9O5	0.8	2	2	0.5	2	7.3
CBPJA9O6	0.8	2	0	1.5	2	6.3
CBPJA9O7	2	2	2	1	2	9
CBPJA9O8	1.2	2	2	2	1.2	8.4
CBPJA9O9	2	2	2	2	2	10
CBPJA9O10	0.4	2	2	2	2	8.4
CBPJA9O11	0.4	2	2	0.5	2	6.9
CBPJA9O12	2	2	2	2	2	10
CBPJA9O13	0.8	2	2	2	1.2	8
CBPJA9O14	2	2	2	0.5	2	8,5
CBPJA9O15	1.2	1.5	2	2	1.6	8.3
CBPJA9O16	2	2	0	0.5	2	6.5
CBPJA9O17	2	2	2	2	2	10
CBPJA9O18	2	2	2	1.5	1.6	9.1
CBPJA9O19	1.2	2	2	2	2	9.2
CBPJA9O20	2	2	2	2	2	10
MEAN	1.3	2.0	1.6	1.6	1.9	8.5

Note. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado; 90= students' year and code; I= Idioms; C= Commands; R= Requests; G= Greeting; A= Apology.

b. Interpretation and Analysis

As it can be seen in Table 7, the outcomes show that the students' mean score was 8.5/10, which means that students got an average level (see grading scale, pag. 153) in the development of speech acts. But the most important increase students gained was in commands, where they achieved 2/2, and in apologies, which was 1.9/2. It indicates that students can offer apologies and use them when they needed. In greetings and in requests, students achieved the score of 1.6/2 in both indicators. This shows that students can identify and recognize formal and informal greetings

and use requests when it is required, although they still have trouble in these aspects. On the other hand, even though students increased their scores in idioms, where they obtained 1.3/2, they still had difficulty in identifying the meaning of an idiom according to the context. In conclusion, the group work strategy was effective. It helped to improve students' knowledge and develop their communication skills. Students were able to overcome the previous results, which determined that students developed speech acts satisfactorily. According to Bach (1979), 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. In addition, as an act of communication, a speech act succeeds if the audience identifies it, in accordance with the speaker's intention, with the attitude being voiced.
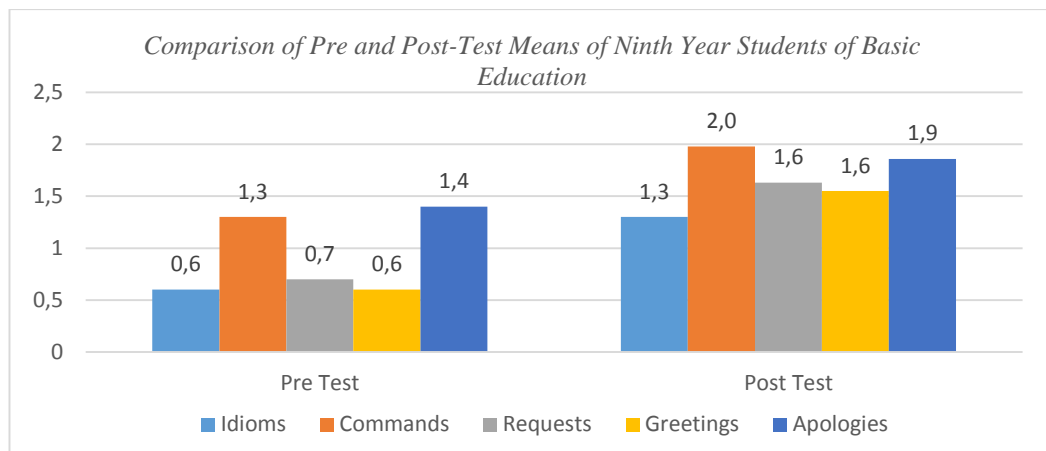
Comparing Pre and Post-Test Means

a. Table 8

Comparison of Pre- and Post-Test Means of Ninth Year Students of Basic Education.

	Pre Test	Post Test
IDIOMS	**0.6**	**1.3**
COMMANDS	**1.3**	**2.0**
REQUESTS	**0.7**	**1.6**
GREETINGS	**0.6**	**1.6**
APOLOGIES	**1.4**	**1.9**

b. Figure 6

Comparison of Pre and Post-Test Means of Ninth Year Students of Basic Education

c. Interpretation and Analysis

After the application of the intervention plan, it can be stated that the application of group work interaction had an important impact in the development of speech acts during the classes. On one hand, in idioms students increased their scores from 0.6/2 to 1.3/2. In commands, students achieved the highest growth from 1.3/2 to 2/2. In requests, they increased the mean score from 0.7/2 to 1.6/2. In greetings, learners improved their score from 0.6/2 to 1.6/2, and finally, in apologies scholars increased their score from 1.4/2 to 1.9/2. The results demonstrated that the use of group work interaction in class motivated students to interact among themselves, share experiences, ideas, information, work actively in groups, be more participative and have good relationships with each other.

g. DISCUSSION

The application of group work interaction among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of city of Loja during the 2016 - 2017 school year, had a significant impact in the development of speech acts enhancing students' behavior and attitudes. This impact was presented in the pre- and post-test results where the students increased their scores from 4.7 to 8.5, which means that the group work interaction helped students to develop speech acts in a satisfactory way. The researcher's dairy and observation sheets, also revealed, the positive effect that the group work interaction caused on students in the course of the classes. As Webb & Master George (2013) say that group work is a teaching strategy that promotes academic achievement and socialization. By interacting with others, students learn to acquire, to share ideas, to clarify differences and to construct new understandings.

The aspects students were tested within speech acts were idioms, commands, requests, greetings and apologies. Through the results of the pre and posttest and pre and post questionnaire, it was noticeable the development and improvement that students got. This demonstrates that the group work interaction is effective to develop the students' communication skills.

At the beginning of the intervention plan, students felt fine and motivated to learn more. They learned to collaborate among them and to work more actively in groups. During the intervention, students started to be more cooperative because they had many opportunities to participate in the class, to share information, ideas,

feelings and opinions. At the end of the intervention plan, the students' self-confidence increased. They developed their knowledge about speech acts which made students start communicating more easily in the group work and in the classroom.

In the course of the intervention, there were some strengths like these; the teacher had an excellent collaboration, the material she used helped students to understand better the classes. The number of the students was convenient, they were twenty one, and the size of the classroom was perfect. On the other hand, the weaknesses presented were: one student dropped out the school during the intervention and the researcher finished with 20. Since the class was at the first hour, students usually arrived late and most of the time they missed it.

The application of group work interaction contributed to the development of speech acts among ninth year students. It helped students to interact among themselves, completing tasks, sharing experiences and information, and giving opinions. In conclusion leaners felt really engaged and motivated. They worked actively in groups with all the activities planned, developing their knowledge about speech acts. They also increased their communication skills by motivating them to speak without fear and with more facility

h. CONCLUSIONS

- Students of ninth year of the Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session faced difficulties in the use of speech acts. These aspects involved that students had problems in giving instructions, in following commands, in offering apologies, in using formal and informal greetings, in asking for requests and in identifying the meaning of idioms while they interact among themselves during the English classes.

- The application of the most suitable activities of group work interaction, minimized the students' limitations regarding their performance in speech acts. These activities helped students develop their communication skills, socialize and share information. It also promoted the participation inside the group gaining a better understanding about speech acts. They also felt motivated to collaborate and participate in class.

- The use of group work interaction was effective because students got an average level in the use of communication skills. It helped to improve the students' knowledge about speech acts and increased their collaboration and interaction among them participating satisfactorily during the class periods.

i. RECOMMENDATIONS

- Teachers should apply diagnostic tests and activities that help to measure the students' learning. Also, they should design a lesson plan bases on students' needs including activities that help students to enhance the interaction among themselves and overcome their difficulties while they communicate each other.

- The English teachers should include group work interaction in their classes by developing activities as creating, investigating, criticizing and playing games. These activities increase the students' personal motivation and in cognitive, emotional and behavioral way in the class. This way, students learn to be more confident among them, and they start showing more security in their participation in class. Group work interaction improves students and teachers relationship and help students to overcome their weaknesses.

- Teachers should evaluate the application of any activity, method, strategy or technique performed in the classroom, in order to validate if it was effective or not, if it was helpful for the teacher or not. Group work interaction is a good strategy to be used in the English classes, working together as team students become more creative and cooperative inside the classroom.

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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 STUDENTS AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION 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.

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a. THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG NINTH YEAR STUDENTS AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year. This prestigious and traditional high school was created by Otto Arosemena Gómez on December 9th, 1966 whose creation mandate has been retained in the Executive Order N° 42, published in the official register N° 17, at this time the school was called Patrono.

In 1967, Dr. Eduardo Andrade founded a night school created exclusively for women that could not attend classes for diverse reasons in the morning, not only he managed the institution, but also, taught there, so that he worked hardly to accomplish his goals of creating a morning, afternoon and night sessions.

In 1978, the creation of the afternoon session was achieved and in the year 1994 the morning section too. Nowadays, this institution is called Colegio de Bachillerato Pío Jaramillo Alvarado; it is located in Bolívar street between Catacocha and Lourdes streets. In addition, there are 130 teachers covering different subjects, and around 2100 students including the three sessions.

Current situation of the research problem

One of the goals of the Education Curriculum for English as Foreign Language for Educación General Básica and Bachillerato (2016) is "to develop learner's understanding of the word -of other cultures and their own- and to communicate their understanding and views to other through English". In addition, students upon their graduations in third of Bachillerato are expected to reach at least the B1 according to the Common European Framework of Reference o (CEFR). Therefore, the ninth year students are expected to reach the A1 level of CEFR.

However, ninth year students currently do not show understanding of their own context and the appropriate ways to communicate using English as a foreign language. The researcher realized through a non-participant observation that students cannot express an apology or permission when they have to. This is due to their lack of knowledge about the speech acts which is a must to achieve the goal of the National Curriculum aforementioned. Students' learning is focused more on producing accurate structures to promote meaningful communication. Nevertheless, it is important to put these accurate structures into a meaningful context in which the culture and the society include their own social rules.

In response that students cannot use some expressions and phrases according their level, this research project proposes to investigate several options for making ninth year students aware of the importance of speech acts which will allow them to communicate better using some polices for apologizing, requesting, greeting, making command and using idioms. Group work interaction provides a positive interaction for every group member to contribute in a more positive and productive

manner, where members gather to discuss and share vital information, receive training and produce joint materials or products, which students can reinforce speech acts and can help them to acquire better understanding of the content. Students also can have a cooperative learning through group work interaction, where they perceive that a better performance by individuals produces a better performance by the entire group.

Research problem

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

HOW DOES THE GROUP WORK INTERACTION DEVELOP THE SPEECH ACTS AMONG NINTH YEAR STUDENTS AT COLEGIO DE BACHILLERATO PIO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

The present project will be carried out at Colegio de Bachillerato Pío Jaramillo Alvarado, which is a public school located in the city of Loja at Bolivar street between Lourdes and Catacocha streets.

Participants

The participants of this research work are the ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session who are all about thirteen to fourteen years old; they are twenty three students, eighteen girls and five boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about the group work interaction are adequate for developing the speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year?

- What are the issues that limit the development of the speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year?

- Which group work interaction activities are implemented to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year?

- How effective was the application of group work interaction activities to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year?

c. JUSTIFICATION

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

There a lot of problems that exist when students greet, apologize, make requests, use idioms or express something in different culture that is why this project looks for the way to improve these issues that difficult 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 will help learners to improve speech acts through group work interaction, where it will allow learners exchange ideas, opinions, and also helps learners to acquire some ways to have a meaningful communication among them. Additionally group work interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Group work interaction will help shy students who do not speak up in a class to feel more comfortable when they get to participate in groups.

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

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

d. OBJECTIVES

General

- To develop speech acts through the group work interaction among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.

Specifics

- To research the theoretical and methodological references about the group work interaction and its application on speech acts.

- To diagnose the issues that limit the development of the speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 develop the speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.

- To apply the most suitable activities of the group work interaction in order to develop the speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.

e. THEORETICAL FRAMEWORK

Knowing how speakers of a language use it to communicate with someone else in a way that will not bother one another, evidence that the speaker has sociolinguistic competence. It is the ability to use correct grammar, pronunciation and vocabulary in a language to produce expressions appropriate to the social situation in which they are spoken. The social meaning of the best of linguistics verities, as well, it includes discourse rules for determine the cohesion and coherence of groups of speech. Another thing is that, sociolinguistic competence is multi-layered. Student issues are explicitly or implicitly by the lack of integrating speech acts, sociocultural rules, formal context, degree of imposition, and degree of formality and so on. Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. One of the challenges in acquiring the sociolinguistic competence is accounting for the crowd of differences of language use among cultures.

The lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life as is also stressed by Kramsch.

The knowledge about sociolinguistic values of linguistic forms is constructed on the basis of the social context and cultural environments where language is naturally used (Mede & Dikilitaş, 2015).

Communicative approach

Based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (Smith M. , 2008).

In recent years, some authors have combined an emphasis on lexis with the communicative approach to suggest a lexical approach to language learning and teaching.

Communicative approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, as an alternative of studying the language. The syllabus is based on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.).

In contrast, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an observer role (ESL, s.f.).

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas: Words and rules, appropriacy, cohesion and coherence and, use of communication strategies.

Example: The aim of communicative language teaching and the communicative approach is communicative competence.

In the classroom: testing communicative competence is challenging. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarizing, which combines listening and writing competencies (BBC, s.f.).

The Common European Framework show us a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. around Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communicate with another person and what knowledge and skills they have to develop so as to be able to act effectively in front of someone else. The report of CEFR also covers the cultural context in which language is set. In contrast, the Framework also defines that levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (CEF, 1996).

Into the CEFR there are four main categories such as general competences, communicative competence, language activities and domains, it categories can be divided into subcategories to specify more about each one.

General Competence. Consists in particular of their knowledge, skills and existential competence and also their ability to learn. Into that there is a declarative knowledge that is understood as knowledge resulting from experience (realistic knowledge) and from more formal learning (academic knowledge). All human communication depends on a shared knowledge around the world.

Communicative Language Competence

It can be considered as comprising several components as linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.

- **Linguistic competences**.

Include lexical (particular lexeme and would not exist as Knowkedge if the lexeme was not known), phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. A lexical knowledge base on a repository of computational information about concepts intended to be generally useful in many application areas including computational linguistics, artificial intelligence, and information science.

This component is considered from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organization and the way this knowledge is stored (in which the speaker places a lexical item) and to its accessibility (activation, recall

and availability). Knowledge may be conscious and readily expressible or may not (once again in relation to mastery of a phonetic system).

Its organization and accessibility will vary from one individual to another and vary also within the same individual for a plurilingual person depending on the varieties inherent in his or her plurilingual competence.

It can also be held that the cognitive organization of vocabulary and the storing of expressions, etc. depend on, amongst other things, on the cultural features of the community or communities in which the individual has been socialized and where his or her learning has occurred.

- **Phonological knowledge.**

It is the area of oral language that relates to the ability to think about the sounds in a word rather than just the meaning of the word. It is an understanding of the structure of spoken language that it is made up of words, and words consist of syllables, rhymes, and sounds (Adams, 1998).

- **Sociolinguistic competences.**

It refers 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.**

Pragmatic competences 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 (CEF, 1996).

Communicative competence according to Strohner and Rickheit (2008) comprises not only the ability to produce messages in a way that their intents can be inferred by others and that their interpersonal goals can be accomplished, but also the ability to receive messages conveyed by others. Therefore, an important part of cognitive processes involved in communicative competence deal with inferring the speaker's intentions (Strohner & Rickheit, 2008).

The ability of people to reach their goals in social life depends to a large extent on their communicative competence. The notion of communicative competence was introduced by Dell Hymes in the 1960s to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating (Rickheit, Strohner, & Vorwerg, 2008).

The term communicative competence is a little difficult to give an exactly definition, because there are a lot of authors that represent it in different ways, in that case both authors Strohne & Rickheit (2008) and Bagarić V (2007) said that

communicative competence is the ability to produce and understand a message by using the exactly words to understand what you want to say and also the ability to communicate with other in an easier way.

In explaining the notion of communication, they focus on three aspects of communication: communication as information processing, as interaction, and as situational adaptation. In order to explicate the concept of communicative competence, they first look at its behavioral basis composed of many communicative skills, whereby the relation between competence and skill has to be clarified. The two most important criteria of communicative competence, effectiveness and appropriateness, are described, and the processes of communication are discussed (Rickheit, Strohner, & Vorwerg, 2008).

Holly L. Storkel focusses on learning sounds and words in very young children. To begin to produce first words, the child must create three types of representation: phonological, lexical, and semantic representation. The phonological representation determines production accuracy and is partially developed through babble. The lexical representation corresponds to the sound sequence of a word as a whole unit and is accessed to produce or recognize a word. The semantic representation corresponds to the meaning of the word. Storkel points out that these three types of representation must be linked to one another so that language production and comprehension can occur (Rickheit, Strohner, & Vorwerg, 2008).

It is however, important to note the information that each author give us, to understand better all about the concept and the models of communicative

competence and the implications that it shows, also is so important how we can related a concept with other concept, as all of them have a great similarities, but in some cases there are a little differences, to know about the models help to understand better the communicative competence and the use of it into the research. This information can involve in the diary life to understand in a good way the functions of how to give and receive a message correctly using a correct grammatical process.

Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. As a result of it, he understood that communicative competence is the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence (Bagarić & Mihaljević Djigunović, 2007).

In contrast to Bagarić V (2007), argued that Widdowson defines the communicative competence like the capacity or ability to use the language to communicate messages and can receive it too, creating a proper meaning in a language doing that the performance or real language use, is the most important point to communicate something to someone.

The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes, is that of Canale &

Swain (1980) as reported in Celce-Murcia, Ddrnyei & Thurrel (1995). This model posited four components of communicative competence each one with their respective definition that we can see below in the next explanation:

- Grammatical competence. - The knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).

- Sociolinguistic competence. - The mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).

- Discourse competence. - The ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).

- Strategic competence. - The knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

Following the model of Bagarić & Mihaljević Djigunović (2007), we can see that they show us the different kinds of models argued by others authors, in that case three models specified in the next paragraphs.

According to Canale and Swain, grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

Among with Hymes's belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the correct comprehension and language use in different sociolinguistic and sociocultural contexts.

In the model of Canale and Swain, strategic competence is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication (Bagarić & Mihaljević Djigunović, 2007).

As we have seen, relative to these authors, is easier to understand better the information about the four models of the communicative competence, as in that we have the definition of each model in where talk us about the grammatical, sociolinguistics and strategic competence and the used of each of it and the effectiveness that it has in the communication.

Sociolinguistic Competence

According to Mizne (1997) sociolinguistic competence is the ability to produce many utterances appropriately to communicate with someone else according to the social situation in which are spoken. To teach sociolinguistic competence in the English as a Second Language, it requires adjusting grammatical forms to be suitable to scenery in which the communication takes place.

Canale, Michael, Swain, Merrill (1981) argued that, sociolinguistic competence includes sociocultural rules for determining the social meaning and suitability of a particular statement or utterance, including discourse rules for determining the cohesion and coherence of groups of utterance.

An important factor for incompetence in the language is that the speaker does not know which utterances are appropriate in the social situations at the moment when he or she is speaking because one of the factors that makes sociolinguistic competence so hard to acquire is the large amount of variance in cultural rules of speaking; in other words, what is appropriate to say in one culture may be absolutely unsuitable in another culture, even though the situation in which it is said is the same. 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 (Mizne, 1997).

Lyie Bachman's (1990) claimed that sociolinguistic competence includes aspects, which deal with factors such as politeness, formality, metaphor, registers, and culturally related aspects of language, and Broersma (2001) stated that the process of learning sociolinguistic competence is challenging even in one's first language. He also suggested that evidence of this can be found in the popularity of "Miss Manners" columns, also, another thing that he claims if we all had perfect sociolinguistic competence, we wouldn't need advice about the correct way to send wedding invitations or give a dinner party as having a good sociolinguistic competence means knowing how to give each person what he or she deserves, which means that we have to know when to be quiet, and when to talk, when to give

commendations to others, and when to say sorry (K, Krishnan, Krishnan, Ahmad, & Mohamed Noor, 2010).

Sociolinguistic competence involves the interaction of both language and society, sociolinguistics has contributed to help foreign language teaching achieve a greater understanding of the nature of language, as well as its manifestations, along with the understanding of the nature of society.

According to Hurdson (1988), argued in other terms sociolinguistics, competence and performance could be defined as follows: Competence is the knowledge of a language grammar as well as the factors behind it (connotation, levels of formality, style, and register, among others). Performance is the actual use of the sociolinguistic knowledge one possesses when interacting in society (Mugford, 1999).

Sociocultural Rules

There are some problems in the sociocultural rules; grammar and lexical meanings of words alone cannot give persons the ability to express their meaning in a foreign or second language but these are not the unique factors or problems because there are some other factors that must play a role in language learning.

Culture must be one of these factors, as it is cultural differences in language use that created the problem for the speakers, in other words, means that each culture has a different language or different meaning to use words to communicate with someone else, is for that reason that speakers have many problems at the moment to communicate with a person from another culture. In contrast, one can observe

how there are speakers that unknowingly has broken America rules, these rules of speaking can change as one moves from culture to culture; hence, the cultural context plays a vital role in correct expression of meaning.

Exists many environmental factors that affect language including cultural factors compose a large part of the non-grammatical aspects of language that a language learner must learn in order to become proficient in a language (K, Krishnan, Krishnan, Ahmad, & Mohamed Noor, 2010).

Speech Acts

It includes that people not only used the knowledge of a language but also the real-life interactions to make a suitable use of that language inside a given culture. Furthermore, speech act is an utterance that fulfills a function in communication. We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act might have just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry to be late, I missed the bus"

To learners who do not know the idiomatic expressions or cultural norms/rules in SL (second language) have difficult to perform in SL or EFL, so they may transfer their first language rules and conventions into the second language, assuming that such rules are universal. Because the natural tendency for language learners is to fall back on what they know to be appropriate in their first language, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages.

Something that works in English might not transfer in meaning when translated into the second language.

According to O´Brien Elizabeth (2016) Idiomatic expressions are types or informal English that have a meaning different from the meaning of the words in the expression, for example, Rise and Shine! In that phrase the meaning is wake up and be happy, in that is where learners have difficult to understand the SL or EFL (Elizabeth, 2016).

Second language attitude refers to acquirers' orientations toward speakers of the Target language, as well as personality factors. Second language acquisition, is learning a second language after a first language is already established. Many times this happens when a child who speaks a language other than English goes to school for the first time. Children have an easier time learning a second language, but anyone can do it at any age. To learn a second language it takes a lot of practice, because if a person who is learning a second language does not practice, it person does not learn anything, because the learning depends on the learner (American Speech, 2016).

American guests might think this to be impolite or inappropriate and choose to compliment the host on the wonderful food and festive atmosphere, or thank the host for inviting them, unaware of the social conventions involved in performing (Carla, 2015).

According to Carla (2015), inside the speech acts there are some types that explains below:

- Constatives: affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, stipulating.

- Directives: advising, admonishing (warn about doing), asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning.

- Commissives (promise or threat): agreeing, guarantee, inviting, offering, promising, swearing (obscene words), and volunteering.

- Acknowledgments: apologizing, condoling, congratulating, greeting, thanking, accepting.

King and Silver (1993) suggest several techniques and activities appropriate for foreign language classrooms that promote speech act awareness and proficiency. They principally highlight the use of audiotape authentic conversations for input. Further, they encourage teachers to conduct discussions on personal experiences related to production speech acts in real life, reading and analysis of dialogues aimed at various speech acts, role plays, jigsaw dialogues and they state explicit teaching of speech acts as well. Generally, they urge teachers to focus on providing authentic input and implicit learning that follows through the activities mentioned above (King & Silver, 1993).

Types of Speech Acts

For types of acts that are distinguished by the type of attitude expressed, there is no need to invoke the notion of convention to explain how it can succeed. The act

can succeed if the hearer recognizes the attitude being expressed, such as a belief in the case of a statement and a desire in the case of a request. Any further effect it has on the hearer, such as being believed or being complied with, or just being taken as sincere, is not essential to its being a statement or a request. Thus an utterance can succeed as an act of communication even if the speaker does not possess the attitude he is expressing: communication is one thing, sincerity another.

Communicating is as it were just putting an attitude on the table; sincerity is actually possessing the attitude one is expressing. Correlatively, the hearer can understand the utterance without regarding it as sincere, for example, take it as an apology, as expressing regret for something, without believing that the speaker regrets having done the action in question (Brach, 1994).

Also, we can found a great number of types of speech acts, but now we are going to talk about five speech acts and we are going to explain each one of them.

- **Apology**

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

We all need to learn how to apologize after all, no one is perfect. We all make mistakes, and we all have the capability to hurt people through our behaviors and actions, whether these are intentional or not.

Reasons for apologizing. There are many reasons why you should make a sincere apology when you've hurt someone unnecessarily, or have made a mistake.

First, an apology opens a dialogue between yourself and the other person. Your willingness to admit your mistake can give the other person the opportunity he needs to communicate with you, and start dealing with his feelings. When you apologize, you also acknowledge that you engaged in unacceptable behavior. This helps you rebuild trust and reestablish your relationship with the other person. It also gives you a chance to discuss what is and is not acceptable.

Another thing, when you admit that the situation was your fault, you restore dignity to the person you hurt. This can begin the healing process, and it can ensure that she does not unjustly blame herself for what happened. Last, a sincere apology shows that you're taking responsibility for your actions. This can strengthen your self-confidence, self-respect, and reputation. You are also likely to feel a sense of relief when you come clean about your actions, and it is one of the best ways to restore your integrity in the eyes of others. There are many consequences of not apologizing.

First, you will damage your relationships with colleagues, clients, friends, or family. It can harm your reputation, limit your career opportunities, and lower your effectiveness and, others may not want to work with you. It also negatively affects your team when you do not apologize. No one wants to work for a boss who can't own up to his mistakes, and who does not apologize for them. The animosity, tension, and pain that comes with this can create a toxic work environment.

Most of the time, Apologize is difficult because when you admit that you were wrong, it puts you in a vulnerable position, which can open you up to attack or blame. Some people struggle to show this courage.

Alternatively, you may be so full of shame and embarrassment over your actions that you can't bring yourself to face the other person or you may be following the advice "never apologize, never explain". It is up to you if you want to be this arrogant, but, if you do, do not expect to be seen as a wise or an inspiring leader.

People in general have to know How to Apologize Appropriately. According to Steven S. and John D. present four steps that you can use to make an apology.

Let's look at each step, below.

Step 1: express remorse. Every apology needs to start with two magic words: "I'm sorry," or "I apologize." This is essential, because these words express remorse over your actions. For example, you could say: "I'm sorry that I insult at you yesterday. I feel embarrassed by the way I acted."

Your words need to be sincere and authentic. Be honest with yourself, and with the other person, about why you want to apologize. Never make an apology when you have ulterior motives, or if you see it as a means to an end.

Step 2: admit responsibility. Admit responsibility for your actions or behavior, and acknowledge what you did. In this step you need to empathize with the person you wronged, and demonstrate that you understand how you made her feel.

Don't make assumptions instead, simply try to put yourself in that person's shoes and imagine how she felt. For example: I know that I hurt your feelings yesterday when I insult at you. I'm sure this embarrassed you, especially since everyone else on the team was there. I was wrong to treat you like that.

Step 3: make amends. When you make amends, you take action to make the situation right.

Here are two examples, the first example is; if there's anything that I can do to make this up to you, please just ask, and the following example is; I realize that I was wrong to doubt your ability to chair our staff meeting. I'd like you to lead the team through tomorrow's meeting to demonstrate your skills.

Think carefully about this step. Token gestures or empty promises will do more harm than good. Because you feel guilty, you might also be tempted to give more than what's appropriate so be proportionate in what you offer.

Step 4: promise that it will not happen again. Your last and final step is to explain that you will not repeat the action or behavior. This step is important because you reassure the other person that you are going to change your behavior. This helps you rebuild trust and repair the relationship.

You could say: From now on, I'm going to manage my stress better, so that I do not snap at you and the rest of the team. And, I want you to call me out if I do this again.

Make sure that you honor this commitment in the days or weeks to come if you promise to change your behavior, but do not follow through, others will question your reputation and your trustworthiness (Scher & Darley, 1997).

- **Request**.

It 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 (Searle 1969). 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. For example, Can I borrow your pencil? or the hearer Can you lend me your notes?. Since the researcher must take into account many factors when a 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.

Requests across Languages. In their Cross-Cultural Realization Project (CCSARP), Blum-Kulka, House and Kasper (1989) described various request strategies they observed among speakers from seven different countries (USA, Australia, England, Canada, Denmark, Germany, Israel).

Other researchers have focused on the realization patterns of requests in various languages. Some of these include: British English (Márquez Reiter 2000), French

(Warga 2004), German (Shauer 2006; Warga 2004), Greek and British English (Sifianou 1992), Indonesian (Hassall 2003), Irish English (Barron 2003, 2006), and Polish (Wierbzicka, 2003), among others.

With regard to Spanish, requests have been examined in various regions of the Spanish-speaking world. These include: Colombian Spanish (Delgado 1994; Escamilla et al. 2004; Méndez-Vallejo 2006), Cuban Spanish (Ruiková 1998), Ecuadorian and Peninsular Spanish (Placencia 1998), Mexican Spanish (Félix-Brasdefer 2005), Uruguayan and Peninsular Spanish (Márquez Reiter 2000, 2002), and Venezuelan Spanish (García 1989).

Request strategies are divided into three types according to the level of inference (on the part of the hearer) needed to understand the utterance as a request. The three types of requests include:

- Direct requests
- Conventionally-indirect strategies (CI)
- Non-conventionally indirect (NCI) strategies (hints)

 Direct and conventionally-indirect requests comprise a continuum of different strategies. A list of the strategies that comprise each request type (direct, CI, and NCI) is provided below, followed by examples for each strategy (Brasdefer, 2007).

- **Commands**

In commands we can found different kind of commands that help us to do a permission.

Advice, imagine a case where someone says to another person, I advise you to submit the report by tomorrow. If the deadline is not really tomorrow but a week later, improving the quality of the report over the weekend may be better than submitting a hastily written low quality report tomorrow. If that is the case, the adviser will be blamed later for giving the wrong advice.

In addition, what will be regarded as wrong are the words he uttered rather than the world. Advice may be false, just as assertions may be. Furthermore, the sincerity condition of advice is not want. Indeed, if the speaker advises the hearer to do something because he or she wants the hearer to do so, then the adviser is extremely insincere as an adviser, for an adviser must not offer advice that advances his/her own interest.

The sincerity condition of advice is belief. Therefore, if a person advises someone to do permission, even though the person does not believe that doing permission is the best choice, the person's advice is considered insincere. With these findings in mind, one may conclude that advice is a member of the assertive.

Furthermore, advice is distinctive among the assertive for the characteristic restriction on its propositional contents. The propositional content of advice is confined to some axiological or deontological facts such as what is better for the hearer or what the hearer should do. Contrast this with reports and predictions. Reporting implies employing a kind of assertive, the propositional content of which is confined to past events.

Predicting is a kind of assertive in which the propositional content is confined to future events. Just as Kant considered morals as a categorical imperative, similarities between morals and commands have been widely recognized. As with the statement "do not litter on the sidewalk; pick the cigarette butt up!" moral statements are often issued with imperative sentences and with the intention of making the hearer behave in a certain way. These facts are beyond dispute. In the level of illocutionary acts, however, moral statements are closer to advices, and they are not directives but assertives. Moral statements do not create a new obligation. They only remind the hearer of already existing moral obligations.

The person who is told "do not litter on the sidewalk!" does not become obliged not to litter on the sidewalk by that statement. He/she is obliged not to litter on the sidewalk from the outset. Hare correctly points out that an element of commendation, such as what the hearer should do or what is good for the hearer, is contained in moral statements.

However, it does not follow from this that a moral statement is a kind of command. Commendations or recommendations are closer to assertions than to commands, although "commend" and "command" have the same etymology. Challenge. Similar to "catch me if you can", a challenge is an attempt to make the hearer behave in a certain way by the utterance of an imperative sentence.

Furthermore, the hearer does not respond to the challenge because challenges are a form of command. The speaker who said "catch me if you can" is predicting that the hearer cannot catch the speaker. The hearer responds to this prediction so

as to falsify it. Therefore, a challenge, even if it is performed with an imperative sentence, belongs to the category of assertive. Likewise, rhetorical questions are also assertive, even though they are asked with an interrogative sentence.

Differentiating commands from orders in this way is particular to Searle, and it is not generally accepted. However, for reasons of convenience, I would like to maintain the distinction, and for the purpose of this paper, orders will be regarded as making the hearer do something in virtue of some un-authorized force.

A typical example of an order is when a bank robber shouts "hands up!" while sticking a gun into the victim's back. Orders impose no obligation or responsibility on the hearer. The victim does not become obliged to hold his hands up, although it is inevitable that he/she will do so.

Agreeing with Searle, I believe that threats are a form of commissives the kindred of promises. Grant called a threat an "unwelcome promise" Threats differ from promises in that by issuing a threat, the speaker becomes committed to some future state of affairs that is unfavourable, rather than favourable, to the hearer.

However, in other aspects, threats do not differ from conditional promises. Nevertheless, someone may doubt that a threat binds the speaker. Is the bank robber obliged to do something bad to the victim if the victim has disobeyed? Certainly not. However, this is not because threats are not members of the commissives but because the contents of the commitment of a threat offend morality in most cases. A speech act cannot create obligations that offend morality. In law, a contract of

murder is considered invalid for the same reason. Similar to threats, acts that make the hearer do something by implying that if the hearer disobeys, the speaker will bring about something bad for the hearer are called negative sanctions.

Furthermore, I emphasize that if positive sanctions are commissives, then so are negative sanctions. An order issued by a customer to a clerk of a restaurant or a shop is another example of a positive sanction. "A hamburger, please" can be interpreted as an abbreviation of "please give me a hamburger, and I will pay for it". Generally, a contract is formed when one's offer is accepted by the other. From the perspective of speech acts, an offer can be analyzed as the combination of a request and a promise that is activated only after the request has been accepted. Permission. It is often said that permission is the opposite of prohibition.

Certainly, permission is not prohibition. However, permissions are also illocutionary acts with some positive significance. What kinds of changes do permissions exert on the normative facts? Commands and Searle's Directive Illocutionary Acts The following observation will be helpful in understanding the complexities presented above. If a person prohibits someone from doing permission at one time and later permits the same person to do permission, the normative state is unchanged before and after the sequence of those two illocutionary acts. The latter cancels the effect of the former.

Permission is the opposite of prohibition, not in the sense that negation is the opposite of affirmation, but in the sense that subtraction is the opposite of addition.

In other words, whereas prohibitions create new obligations that did not exist before, permissions remove prior existing obligations.

In fact, Searle correctly describes this contrast. However, he made a serious mistake when formalizing his analysis. This mistake derives from his confusing the relation between the state of being forbidden and the state of being permitted with the relation between the act of forbidding and the act of permitting. If we understand permissions in this way, we find that some other illocutionary acts also resemble permissions (SAKAKIBARA, 2016).

- **Idioms**.

It is an expression whose meaning is not predictable from the usual meanings of its constituent elements, as kick the bucket or hang one's head, or from the general grammatical rules of a language, as the table round for the round table, and that is not a constituent of a larger expression of like characteristics (DIC, 2005).

There are many definitions about or related to Idioms, for example: Idiom is not originally an English word – it is one of the many that have come into the language from Greek. Idiom means one of a kind and indicates that a phrase is being used with a special meaning that can be very different to the literal meaning. Idioms are a problem for language learners because they have to be learned individually, they are often ungrammatical, and English people often assume that their listeners know the idiom, and make a joke or a pun on it.

Use of the 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.

Also, idioms help to make English a more colourful language. If you say 'learning a language is an uphill task', anyone who has walked or ridden a bicycle up a steep hill will immediately understand the effort involved, because idioms sometimes bring a clear mental picture to mind. Say that something is a drop in the ocean and your listener knows at once that this is a very tiny amount indeed.

Idioms come from. It often comes from jargon the technical language used by a group of specialists. For example soldiers have given us overshoot for 'to go past the target' and a 'last ditch effort' for a final try before giving up. Sportsmen have given many idioms, such as being on a sticky wicket from cricket, which means being in a difficult situation.

Today we often just call something 'sticky' because we assume everyone knows the full idiom. Because the British used to be a nation of sailors, many idioms have come from there for example a ship with too many sails in a strong wind would sail erratically, so a drunk person is sometimes said to be three sheets to the wind.

Other idioms are more logical if a tanned person is scared, the blood goes from his face, which is why a coward is called yellow, and it is not hard to understand why a person in a bad mood is like a bear with a sore head.

Recognize an idiom. Idioms are recognizable because the literal meaning might not make sense. If someone says they will turn over a new leaf after getting into

trouble, then we should not ask ourselves why they are taking up gardening but assume that the phrase has an idiomatic meaning to make a start on becoming a better person. So if someone if you hear of a person who tries to pass the buck about being a bull in a china shop because he was catty about the apple of someone's eye, you can assume that very idiomatic language is being used (IDI, 2016).

Teaching idioms with books. Teaching idioms is a lot of fun. Kids get a kick out of learning the backstory of how they came about and the ways different cultures and time periods describe events and people in their environment. The cute and clever children's books in the list below generally fall into two categories:

- Funny literal interpretations of common idioms, for example: the idiom "ants in my pants" is depicted with a kid with ants in his pants. These books are more SILLY than educational.
- Books that focus more on teaching the actual meanings of idioms, especially the origins of the phrase more educational.

 Both are great for teaching idioms in the classroom since even the silly books do devote a portion to explaining the meaning of the idioms (TBCB, 2016).
- **Greetings**.

 Greetings have received in the social sciences, today there is no generalizable definition of them and, therefore, no systematic way for deciding what qualifies as 'greetings' in a particular speech community. Nevertheless, linguists have felt at ease identifying greetings in different languages and providing hypotheses and definitions about what greetings do for or to people.

Malinowski (1923) defined an expression of greeting such as 'How do you do as a special kind of speech that is called phatic communication. For example, types of speech in which ties of union are created by a mere exchange of words. These words do not exchange meanings, instead, they fulfill a social function .Similar to such expressions are; Nice day and You are looking smart today.

Greeting has a set of syntactic, semantic and pragmatic structures that distinguish its usage. Therefore, it is not a speech act of 'welcoming' or 'saluting'. These latter acts have their distinctive uses, structures and functions which are different from the former (Kadhim Jibreen, 2010).

Greetings are important as well as frequent in everyday social interactions all over the world. Appropriate greeting behavior is crucial for the establishment and maintenance of interpersonal relationships. As a significant aspect of politeness phenomenon, greetings have been studied in disciplines such as sociology, anthropology, sociolinguistics and discourse analysis, yet there has been no systematic investigation of their use across different languages from both pragmatic and sociolinguistic perspectives (Wei, 2010).

Degree of formality.

It is a way how we used an informal language to communicate with someone else more personal, but it with an audience that you know a lot, in other words, we have to know which degree of formality use according to the situation, for example, we can use an informal degree with friends, formal degree with teachers or elder

people, semiformal degree with people that we do not know to be respectful or friendly people.

In order to explain each one of these types of formality we have the first, informal degree, in that we talk about reports that are sent are not long, bound documents, they are memos and letters produced, usually, on a specific and limited topic. Most of these reports are designed to provide information to the reader. But also we have to talk about the informal language that we used to communicate with friends using the different manners to communicate with someone else using different gestures or memos to produce a message.

The second one is semiformal degree, talk about reports, a semi-formal report usually involves some investigation, analysis and recommendations. In general, the semi-formal is a document that holds the report information and it is accompanied by a memo or letter addressed to the person who is to receive the report, but if we want to talk about the semiformal language degree is when we send a message to another people but using a semiformal language that is most use when a person is knowing to another or when we are in other culture.

Finally, the third type of degree is the formal degree but in that case in reports, when people use it they use a formal language to communicate something to someone else but without memos or gestures or something that really not be a formal way, it is useful when people travel to another culture and people have to know how communicate with them (LEA, 2016).

To start to learn a language is important take account Formal and Informal Linguistic Environments for learners to have a better learning, both formal and informal linguistic show how the acquisition-learning distinction helps to solve a puzzle in the second language acquisition research literature: a number of studies apparently show that formal learning environments are best for achieving second language proficiency, while other studies appear to show that informal environments are superior. As a conclusion we can say that informal environments are when people promote real language use communication as conducive to acquisition, while the formal environment has the potential for inspiring both acquisition and learning (Stephen, 1981).

Teaching Sociolinguistic Competence

Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately. However, a number of studies highlight the lack of such communicative skills among EFL learners regardless of their proficiency level of linguistic knowledge. More specially, learners may not be able to develop socio-pragmatic knowledge of language as much as grammatical knowledge of the language being learnt. Informed by this critical inconsistency and learning challenge.

The purpose is to explore their perceptions about learners' as well as the non-native EFL teachers' knowledge of sociolinguistic competence along with any difficulty they may face with the integration of this particular competence in their classroom practice. Both native and non-native English teachers were administered

a questionnaire and were asked to submit written reports revealing their perceptions underpinning the knowledge and practice of sociolinguistic competence as part of communicative competence (Mede & Dikilitaş, 2015).

The lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life as is also stressed by Kramsch. In the past, students used to learn English as part of curriculum and mainly for passing the tests to be able to graduate. However, today most of them need to learn another language for using it actively as a result of increasing needs.

This changing need should be carefully analyzed and integrated into the curriculum and classroom practices through the teachers who serve as the agent of change and development. Is for this reason that teachers have to incentive their learner to they can learn more easily a second language, because it depends on how they are learning the new language.

According to Mede and Dikilitaş (2015) claim that exist or there are two basic ways of introducing and teaching sociolinguistic competence. One of them is resorting to cultural models where students are explicitly or implicitly taught cultural elements ingrained in language use and/or integrating speech acts as situations where learners are forced to use language in consideration of socio-pragmatic factors such as social statues of the hearer, the degree of imposition, or the content of the request. Classroom environment may not be an appropriate context where sociolinguistic competence can be developed due to several reasons

unique to any learning experience in an EFL context such as non-authenticity of the content of the materials.

Littlewood (1981) states that the speaker's choice of language depends on two factors. The first one is the overall knowledge of the language and the second one is the social context of the situation in which the conversation takes place. The speaker is made to decide whether to use informal or formal language and then the appropriate strategy in order to complete the communicative purpose of the particular social situation.

When the speaker makes the wrong decision by using inappropriate language he/she may be unintentionally sending the incorrect signals and the result may be a break-down in communication.

The purposes of sociolinguistics are a natural spoken conversation with the pattern which is determined culturally and socially. These determinants include many elements, for example the topic of the conversation, the setting, the relationship between participants and the culture background of individual participants taking a changing turns during participation in a dialogue to applied in switching conversational replicas, the distance of turns in a conversation and who has the floor are formal situations which represent the clear patterned rules of speaking. However, sometimes it is quite tricky matter depending on social status and power of the communicators and other features of cultural appropriateness.

When there are rules, there are obviously some expectations about the direction in which the conversation is going to lead. Because a human assimilates intuitively the process of learning turn taking and conversational politeness from the birth, these social rules vary according to the different cultural backgrounds from which individual communicators come from.

Littlewood (1981) suggests that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic competence. Firstly, the teacher should expose learners to classroom language, for example, language that contracts with routine classrooms matters, in order to use the second language as medium or organizing classroom activities. Secondly, discussions can work as a stimulus for communicative interaction and practicing of turn taking. It offers a wide space for use of different language functions, for example expressing agreement or disagreement, introducing the own opinion, informing, etc.

According to Littlewood (1981), claim that the teacher needs to create such types of situations in which the learner is expected to consider and accordingly choose the appropriate language. Such language should be socially acceptable and functionally effective at the same time. In addition, advise teachers to let learners observe amount of dialogues with social interactions showing appropriate use of the language behavior of participants of the interchange, used language expressions and gestures are the features that need to be focused on two activities in order to promote sociolinguistic competence in the classroom of lower secondary school

were conducted, described and analyzed in the term of their efficiency (Nevařil, 2014).

Cooperative Learning

It 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, for instance, each member of a team is responsible not only for learning what is taught but also for helping coworkers learn, thus creating an environment of success. Students work through the assignment until all group members successfully understand and complete it.

Importance of cooperative learning. Cooperative learning is important because most of the learning that children do in schools are very inactive; they are expected to sit back, listen, assimilate, and remember. Also, cooperative learning actively involves the student in his or her learning process by creating an opportunity for teaching and learning to occur between peers. It results in positive peer pressure on all individuals to achieve group goals. Furthermore, it supports each individual to confirm that those of varying ability can achieve these goals.

On the other hand, in an education system that typically promotes individualism and independence, the experience of cooperative learning presents the understanding that one needs to depend on and have connections with others to succeed.

Finally, one of the most important uses of cooperative learning is to teach social and interpersonal skills. Particularly in working with students with behavior problems, cooperative learning teams provide a safe, intimate atmosphere where

social skills are exhibited by other group members. It is a place where students can practice new skills (Smith K. , 2016).

In cooperative learning can find that it contains two kinds of cooperative learning; Informal Cooperative Learning and Formal Cooperative Learning which are defined little about each (Gillies & Boyle, 2007).

Informal cooperative learning. It 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 help the teacher to identify and manage any misunderstandings about the content, etc.

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

Also, the researcher found some advantages of a small group instruction that the teacher can use to improve the class activities while he/she is working in group or individual activity, but also, it found the disadvantages of cooperative learning, both, advantages and disadvantages had written below.

Advantages of Small Group Instruction

- Emphasis on the diversity of instruction rather than uniformity.
- More time for peer learning and teacher assistance.
- Greater flexibility for teachers to adjust learning objectives.
- Repetition for low achievers.

- Students orally rehearse material, explain it to others, discover solutions, debate and discuss procedural issues.

- Opportunities to promote higher order thinking skills.

- Motivates students to learn information.

- Opportunities to develop social and communication skills

Taking into account all of these advantages can have a successful group where students are comfortable with themselves and with the classmates, however, if teachers can form a good group they have to see for a group size that depends on "Team"; T = Time limits, E = Experience working in groups, A = Age, M = Materials and equipment available.

Disadvantages of Cooperative Learning

- A burden is making the students responsible for each other's learning apart from themselves.

- One study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task.

- Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.

- The goal of scaffolding is for students to become independent and able to think by themselves, without the help of others.

- High stakes create increased chances for conflict and therefore need for conflict resolution skills.

- It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.

- Higher ability students may not experience the stimulation or challenge that they would with other higher ability students.

- Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group (TBT, 2016).

Key Elements of Cooperative Learning

There are five key elements of cooperative learning which are Positive interdependence, Individual accountability, Promotive interaction, Interpersonal and small-group skills, and, Group processing that are going to explain more about each.

- **Positive interdependence.**

It exists when students perceive that they are connected to other members in the group in such a way that they cannot succeed unless they all do and they must coordinate their efforts with each other in order to complete the task.

- **Individual accountability.**

It involves each student:

Being responsible for part of the task;

Reporting to the group on their progress;

Reporting on the group's progress to the whole class.

Being rewarded on the basis of all group members completing their tasks or goals.

- **Promotive interaction.**

It involves individuals encouraging and facilitating each other's efforts to complete the task and achieve the group's goals. Promotive interaction involves students:

Providing each other with efficient and effective help and assistance, exchanging needed resources;

Providing each other with feedback in order to improve their continuing performance on tasks;

Challenging each other's conclusions;

Advocating efforts to achieve mutual goals;

Influencing each other's efforts to achieve mutual goals;

Having faith and trust in each other;

Being motivated to strive for mutual benefits, and,

Feeling less anxiety and stress.

- **Interpersonal and Small-group Skills.**

In interpersonal skills we are going to find four interpersonal group skills to have a success group as:

Actively listening

Stating ideas freely

Accepting responsibility

Providing constructive criticism.

But, on the other hand in a small-group skills there are five group work skills to develop the understanding of students working in groups.

Taking turns

Sharing tasks

Democratic decision making

Perspective taking

Clarifying differences

- **Group processing.**

It is reflecting on a group's session for example:

Describing what members' actions were helpful and unhelpful and Making decisions about what actions to continue or change.

First of all, we are going to explain what is group mean, after that the group work and finally the group work interaction and some definitions that it includes taking into account the speech acts.

Definition of Group

It is a set of two or more persons who are associated to one another by social relationship, this definition has the merit of bringing together three elements: the number of individuals involved, connection, and relationship.

According to DETYA (2000) argued that group work or cooperative learning is a method of instruction that gets students to work together in groups (UNSW, 2016).

Groups include families, classrooms, workplaces, get-togethers, bar scenes, gamers, net-chatters, legislatures, sports, and so on. Also, we spend much of our lives in groups, sharing with someone else. There are many useful perspectives on the psychology and sociology of groups, and many experiences that an individual or group can go through something about groups, but usually it is on a level people do not think about, and sometimes persons are just repeating habitual patterns.

People can learn from having some conscious experience with groups. Furthermore, anyone can learn to pay attention to the dynamics in a group to help us understand how people behave in the group and possibly what we can do to help their people selves and the group itself work better, and to help them understand other groups.

A group of people working in the same room, or even on a common project, does not necessarily invoke the group process. If the group is facilitated in a totally autocratic manner, there may be little opportunity for interaction relating to the work; if there is fractioning within the group, the process may never evolve. In simple terms, the group process leads to a spirit of communication, cooperation, coordination and commonly understood procedures. If this is present within a group of people, then their performance will be enhanced by their mutual support both practical and social (Valqui Vidal, 2015).

Group Work

It is a very influential learning approach, which can be extremely beneficial to students when they used it effectively. It can be used individually from, or in combination with, assessment of group working, for example, individual

contribution to a group, where each student is evaluated, or group work as a group presentation where the presentation as a product of the group work is evaluated (SHU, 2011).

According to Webb & Master George (2003), Group work is a teaching strategy that promotes academic achievement and socialization. By interacting with others students learn to inquire, share ideas, clarify differences and construct new understandings. Students in that way learn to use language to explain issues, which in turn helps them construct new ways of thinking. According to Gillies (2007) claimed that students are also more encouraged to succeed when working in groups as opposed to working individually (Forslund Frykedal & Hammar Chiriac, 2012).

Group work can be an effective method to motivate students, inspire active learning, and develop key critical-thinking, communication, and decision-making skills. Working together in groups can be a great experience or one filled with stress and anxiety. The objective of facilitating optimistic group interaction is for every group member to contribute in a more positive and productive manner, however an effective group work needs members to focus on the process rather than the product.

Types of Groups

There are various ways of classifying groups, for example in terms of their purpose or structure, but two sets of categories have recollected their effectiveness for both practitioners and researchers. They involve the distinctions between: Primary and secondary groups and Planned and emergent groups.

Primary and secondary groups.

According to Smith (2008), he established the distinction between primary groups and nucleated groups.

Primary groups. Primary groups are clusters of people like families or close friendship circles where there is close, face-to-face and intimate interaction. There is also often a high level of interdependence between members. 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. Trades unions and membership organizations such as the National Trust are examples of these. They are an important place for socialization, but secondary to primary groups (Smith M. k., 2008).

Brown (1994) argued that this distinction remains helpful especially when thinking about what environments are significant when considering socialization, for instance, the process of learning about how to become members of society through internalizing social norms and values; and by learning through performing our different social roles. The distinction helps to explain the limited impact of schooling in important areas of social life, for example, teachers rarely work in direct way with primary groups and of some of the potential of informal educators and social pedagogues who tend to work with both secondary and primary groups sometimes with families, often with close friendship circles.

Effective group work

Positive interdependence in group work 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 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 shared resources such as information handouts, worksheets, tools and equipment, and so on (EFF, 2010).

Benefits of group work

It has a great potential for the following reasons:

- Students are encouraged to become active rather than passive learners by developing collaborative and cooperative 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, and assessment.

- Students are involved in their own learning.

- It enhances social skills and interactions.

- 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 may provide a new perspective.

- It can save time and requires a shared workload.

- Alternative ideas and points of view can be generated.

- It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures, approaches and from different places.

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

- It makes the Unit of Study challenging, interesting, motivating, engaging, and fun for everyone!

Importance to form groups

Small groups or learning teams can be formed in four ways: randomly, teacher selected, by seat proximity, or student-selected. Random and teacher selected group assignments avoid cliques and ensure that students interact with different classmates throughout the semester.

Once you know your students fairly well, teacher selection can be useful for grouping students. Consider selecting groups or pairs with varying strengths and skill levels, since research has shown that groups of problem solvers with diverse skills consistently out-perform groups of problem solvers who are highly skilled in the same way (BER, 2016).

Facilitating group interactions. Some 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 activity, establish time limits, maintain group order, ensure that everyone is heard, encourage creativity, answer questions, and collect reports as needed.

Three techniques that can help facilitate group interaction and active involvement include: brainstorming, round robin, small group discussion, and nominal group technique (Terry, 2013).

Group Size and Duration. Group size can vary, as can the length of time that students work together. Pairing is great for thirty-second or one-minute problem solving. Groups that work together for ten to 45 minutes might be four or five people. If there are more than four or five, some members will stop participating. Groups can be formal or informal. Informal groups may be ad-hoc dyads where each student turns to a neighbor or ten minute "buzz groups" in which three to four students discuss their reactions to a reading assignment. Formal group assignments can serve semester-long group projects.

In large groups it is useful to assign roles within each group, examples: recorder, reporter to the class, timekeeper, monitor, or facilitator. If students are not used to

working in groups, establishing some discussion guidelines with the class about respectful interaction before the first activity can foster positive and constructive communication.

It is useful to arrange the students in groups before giving them instructions for the group activity, since the physical movement in group formation tends to be distracting.

The structure of group work. Successful group work activities require a highly structured task. Make this task clear to students by writing specific instructions on the board or on a worksheet. In this structure the teacher can include your instructions:

- 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." "Discuss" is too vague.

- 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. Err on the side of too little rather than too much. You can decide to give more time if it is necessary.

- The method of reporting out; that is, of sharing group results with the class. Reporting out is useful for accomplishing closure

- Closure, which is critical to the learning process. Students need to feel that the group-work activity added to their knowledge, skills, abilities, etc. Summary remarks from you can weave in the comments, products, and ideas of the students in their small groups are also an effective way to close a group-work activity.

Designing the Small Group Activity

Identify the instructional objectives. Determine what you want to achieve through the small group activities, both academically for example, knowledge of a topic and socially listening skills. The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. When deciding whether or not to use group work for a specific task, consider these questions: What is the objective of the activity? How will that objective be furthered by asking students to work in groups? Is the activity challenging or complex enough that it requires group work? Will the project require true collaboration? Is there any reason why the assignment should not be collaborative?

Make the task challenging. Consider giving a relatively easy task early in the term to arouse students' interest in group work and encourage their progress. In most cases, however, collaborative exercises should be stimulating and challenging. By pooling their resources and dealing with differences of opinion that arise, groups of

students usually develop a more sophisticated product than they could as individuals.

Assign group tasks that encourage involvement, interdependence, and a fair division of labour. All group members should feel a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group's success. Allocate essential resources across the group, so that group members are required to share information for example "Jigsaw" method or to come up with a consensus; randomly select one person to speak for the group; or assign different roles to the group members so that they are all involved in the process. Knowing that peers are relying on you is a powerful motivator for group work. Another strategy for promoting interdependence is specifying common rewards for the group, such as a group mark.

Decide on group size. The size you choose will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of 4-5 tend to balance well the needs for diversity, productivity, active participation, and cohesion. The less skillful the group members, the smaller the groups should be (Gross Davis, 1993).

Decide how you will divide students into groups. Division based on proximity or students' choice is quickest, especially for large and cramped classes; however, it means that students end up working together with friends or always with the same people. To vary group composition and increase diversity within groups, randomly assign students to groups by counting off and grouping them according to number;

or have them line up according to birthday, height, hair colour, etc., before dividing them; another idea is to distribute candy and group students according to the flavour they choose.

For some group tasks, the diversity within a group of gender, ethnicity, and level of preparation is especially important, and you might want to assign students to groups yourself before class. Collect a data card from each student on the first day of class to glean important information about their backgrounds, knowledge, and interests.

Alternately, ask students to express a preference for example, list three students with whom they would most like to work or two topics they would most like to study, and keep their preferences in mind as you assign groups.

Allow sufficient time for group work. Recognize that you will not be able to cover as much material as you could if you lectured for the whole class period. Cut back on the content you wish to present in order to give groups time to work. Estimate the amount of time that subgroups need to complete the activity. Also plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed.

Try to predict students' answers. You won't be able to do this perfectly expect the unexpected but by having some idea about what students will come up with, you will be better prepared to answer their questions and tie together the group work during the plenary session.

Design collaborative work in multiple constellations. Design collaborative work in multiple constellation and forms pairs, small groups, large groups, online synchronously, online asynchronously, etc. Some students might be better at contributing after they have had time to digest material, while others might be better at thinking on the spot; other students will defer to others in large groups but actively contribute in pairs; all roles should be valued and included (CTE, 2016).

Group Work Based on Teaching Strategies

Teaching Strategies

Teaching with research based methods increases student commitment and understanding of material.

The following methods take different approaches to assisting teachers in conducting science with students. In some methods, students collect data and analyze it following a series of guided questions. On the other hand, students are made conscious of how they can conduct science outside the classroom. Each method is used, students learn how scientific knowledge is increased and learn to interpret data (NSF, 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.

Field labs. 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.

Process of science. Teaching the 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.

Guided discovery problems. 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. A second related resource, Using Data in the Classroom, has information regarding research supporting the use of data in the classroom and nearly 200 lesson examples.

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 used some speech acts, working in groups to improve their writing.

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

Jigsaws. In a jigsaw, teams of students prepare separate but related assignments. Teams regroup and peer then teach each other about their prepared portion of the learning.

Gallery walks. In a Gallery Walk, 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.

f. METHODOLOGY

Design of the research

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

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

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

Methods, techniques and instruments

Methods

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

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

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

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

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

Techniques and instruments

Data collection

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

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

Pretest - Posttest: Will be given at the beginning and at the end of the intervention plan. At the beginning it will be given to measure the performance of speech acts that students have; and at the end to measure the performance of speech acts achieved by the students after the intervention plan designed in this research project with the activities applied with the group work interaction in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants (ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session) being treated.

Questionnaires: Will be given to the participants to answer questions related to their attitudes and feelings toward group work interaction. A pre and posttest and

questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation: will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during their English classes. There will be two types of observation as detailed below.

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

Observation sheet: During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of the speech acts. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation: In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of group work

interaction in order to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 develop speech acts (the issue), that is the group work interaction.

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

Population

The target population of this research work is constituted by the ninth year students of Basic Education at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2107 school year, who are a total of 23 students; it is a small population, it was no necessary to take a sample of it.

Intervention plan description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during) and Affirmation (after)

(Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instructions in 8 consecutive weeks of treatment.

Activation

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

Connection

In the connection phase, teacher will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students will connect from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole-group instruction, pairs and small groups. Learners will have experiences for

interpreting the curriculum and applying learning to real world issues (Kavimandan, Herrera, & Holmes, 2011).

Affirmation

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

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

Period

This intervention plan will be carried out into effect throughout the months of November to January during the 2016 – 2017 school year.

INTERVENTION AND OBSERVATION PLAN

Week 1

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Diverse Customs
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To identify customs around the world by using the appropriate names of countries. - To use greetings to talk about customs around the world. - To use frequency adverbs to indicate the frequency use of greetings in different countries through conversations.
KEY VOCABULARY	In a temple, a kiss, a hat, chocolates, St Valentine's Day, a bow, new year, greet, pray, wear, use, celebrate, give, Christmas, presents, skirts, church.
INSTRUCTIONAL FOCUS	**Activation** - **Broken Telephone:** Two groups, for each group chose a leader, the leader think of a sentence or phrase related to the topic, after that, the leader passes it to the person beside her/him. That person will then whisper what she heard to the next person. When the message reaches the end of the chain that person write it on the board. - **Find the lie:** Ss write three sentences with information about the customs and greetings, two of these bits of information must be true, and one is a lie. After that, they should walk around the classroom, read the sentences and see if they can guess which statement is a lie. **Connection** - Students take turns talking about greetings and customs around the world. - Students role play the formal conversation that the teacher provides those using greetings and customs. - Students write sentences using the customs in different countries.

	- In groups of three, students have to think an example of a conversation using greetings and customs, also, if students want, they can use some idioms, after that, the conversations of each group are exchange to other group. Finally each group checks if the conversation has the correct greetings with the customs. - Students work individually using greetings and word related to the topic to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct greeting with the custom on the board. **Affirming** - Teacher gives students some cards where the customs and greetings phrase are messy. Students order correctly each custom and greeting and, at the end, each student sticks it on the board and say the correct custom or greeting in front of the class. Finally, the teacher checks it in a whole class. - Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest – Pre questionnaire. Data source 2: students´ speaking samples.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	November 7th – 11th, 2016

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

Daytona Beach: Project CENTRAL.

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

Week 2

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Celebrating Diversity
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To express ideas and opinions about customs and celebrations around the word.
KEY VOCABULARY	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.
INSTRUCTIONAL FOCUS	**Activation** - What is in the picture: Teacher explains and describes the picture before showing it, and ask to the students to guess the country. The student who correctly guesses can get to keep the card. Then, the activity starts again until all of the pictures have been used. The student with the most cards at the end of the game is the winner. **Connection** - Students listen 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. **Affirming** - Teacher divides the class in two groups, then the teacher chooses one country and ask to the students to describe the culture and customs of this country, each group chooses a member who represent the group and if he or she win the group has one point. Finally, the group that has more points will be the winner.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook

DATA COLLECTION SOURCES	Data source 1: Students 'written reports. Data source 2: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	November 14th – 18th, 2016

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.
Daytona Beach: Project CENTRAL.
Herrera, S,. Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge.
New York: Teacher college press.

Week 3

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Enjoying a New Culture
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To predict the content of a text by using pictures. - To identify the parts of a letter by using the expressions use in the introduction, body and ending of a letter.
KEY VOCABULARY	Introduction, body, ending, take place, hope you're doing well, please say hello to, and talk you soon.
INSTRUCTIONAL FOCUS	**Activation** - Think-pair share: Teacher provides some pictures related to different cultures and asks students to get in pairs, there they have to speculate and say what they are going to learn. - Dear, _____: Students write a 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. **Connection** - 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, body and paragraph. - 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. **Affirming** - 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	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	November 21st – 25th, 2016

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.
Daytona Beach: Project CENTRAL.
Herrera, S,. Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 4

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Out of this World
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To identify and use idioms in formal conversations.
KEY VOCABULARY	The place is packed, I'm feasting my eyes on, It is out of this world, celebrate, give, pray, wear, watch, bow, chopsticks, envelope, parade, Ramadan, veil.
INSTRUCTIONAL FOCUS	**Activation** - **Hangman:** Teacher thinks of a word or phrase and writes 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 words, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and being drawing the image of a hanging man. - **Spin the bottle:** Sit the students in a circle with a bottle in the middle. Teacher spins the bottle, when it stops spinning the student it is pointing to has to say an idiom. If the answer is correct then that student can spin the bottle. **Connection** - Students take turns talking about idioms. - Students role play the formal conversation that the teacher provides them using idioms. - Students write sentences using idiomatic expressions. - In groups of three, students have to think an example of a conversation using some idioms, after that the conversations of each group are exchange to other group. Finally each group checks if the conversation has the correct idioms. - Students work individually using idioms to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct idioms on the board.

	Affirming - Teacher gives students some cards where the idioms phrases are messy. Students order correctly each idiom and at the end each student sticks it on the board and says the correct idiom in front of the class. Teacher checks it in a whole class. - Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	Guess the Idioms, Spin the bottle, Hangman. Visual aids: Flash cards, charts and cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: sub-test on speech acts
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	November 28th – December 2nd, 2016

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.
Daytona Beach: Project CENTRAL.
Herrera, S,. Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge.
New York: Teacher college press.

Week 5

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Multiple Intelligences
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To identify multiple intelligences through flash cards related to the topic. - To use some expressions to talk about multiple intelligences - To use request in the correct way to give permission.
KEY VOCABULARY	Solve, move, paint, speak, learn, sing, play, write, quickly, easily, very well, count, dance.
INSTRUCTIONAL FOCUS	**Activation** - **Find the lie:** Ss write three sentences with information about the customs and greetings, two of these bits of information must be true, and one is a lie. After that, they should walk around the classroom, read the sentences and see if they can guess which statement is a lie. - Teacher introduces the learning outcomes for the lesson on the board. - To start the class, teacher activates students' prior knowledge by using idioms students use a game called "time to speak" in which students will make a circle. Then teacher gives them a small ball. After, any student start by throwing the ball to whomever student and her/him immediately says an idiom. They repeat this process three or six times. It will take 4 to 7 minutes. **Connection** - Students take turns talking about multiple intelligences using some expressions and words related with the topic. - Students role play the formal conversation that the teacher provides them using requests and some expressions.

	- Students write sentences using requests to give permission.
	- In groups of three, students have to think an example of a conversation using regrets. Also, if students want, they can use some idioms, after that, the conversations of each group are exchange to other group. Finally each group checks if the conversation has the correct regrets.
	- Students work individually using regrets and words related to the topic to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct words and regrets in the book.
	Affirming
	- Teacher gives students some cards where multiple intelligences are messy. Students order correctly each multiple intelligence and regrets too and, at the end, each student sticks it on the board and says the correct form of it in front of the class. Finally, the teacher checks it in a whole class.
	- Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	Audio aids Cards Student´s book Worksheets
DATA COLLECTION SOURCES	Data source 1: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 5th – 9th, 2016

Adapted from D' Ann Rawlinson & Mary Little (2004). Improving Student Learning through Classroom Action Research.
Daytona Beach: Project CENTRAL.
Herrera, S,. Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge.
New York: Teacher college press.

Week 6

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Unique People
GOALS	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.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To express ideas and opinions about people. - To identify the different profiles of people using requests.
KEY VOCABULARY	Thin, young, short, fast, tall, slow, old, fat, beautiful, good, bad, talented, attractive, interesting, generous, and popular, weight, height.
INSTRUCTIONAL FOCUS	**Activation** - What is in the picture: Teacher explains and describes the picture before showing it, and asks to the students to guess the profiles of people in the picture. 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. - **The broken phone:** two groups, for each group chose a leader, the leader think of a sentence or phrase related with the topic, after that, the leader passes it to the person beside her/him. That person will then whisper what she heard to the next person. When the message reaches the end of the chain that person run on the board and write what he/she listen. **Connection** - Students listen and complete with the number they hear related to the people profiles. After that, students match the antonyms with the correct adjective. - Listen and complete Jack's and Mark's conversation with the correct adjective.

	- Complete the sentences on page 40 ex.4 using the superlatives and comparatives. Finally, interview a partner using some requests. - Students listen to a new conversation and they complete it using the word bank in the book and they can use some useful expressions to express opinions. - Students make a short conversation related to the topic following the example that the teacher gives them and they use requests. **Affirming** - Teacher divides the class in six groups, after that the teacher gives students some cards where the multiple intelligences are missed. Then, students stick on the board and say the word in front on the class. - The teacher provides students worksheets to work in groups at the end of the class using conversations to identify the requests.
CLASSROOM RESOURCES	Visual aids: Flash cards. Worksheets Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: field notes Data source 2: quiz about requests
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 12th – 16th, 2016

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

Daytona Beach: Project CENTRAL.

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

Week 7

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	Outstanding People
GOALS	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.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To use formal and informal greetings making a conversation related to the topic.
KEY VOCABULARY	Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb mountains.
INSTRUCTIONAL FOCUS	**Activation** - **Hangman:** Teacher thinks of a word or phrase and writes 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. Students use words related to the topic. - **Teacher says:** two groups, each group listen to the teacher says and they do the things that the teacher says. The group that have less mistakes win. - The teacher makes a short presentation of the topic and gives the instructions that the student need to follow to start classes. **Connection** - Students classify the expressions of the work bank and complete the chart on page 42 Ex. 1. - Students read and identify the tittle for the texts in the book using the expressions that the book gives them. - Students read the sentences and check T (true) or F (false) or NI (no information). Base on the reading in the book on the page 43 Ex. 3.

	- In groups of three, students complete the next task in the book answering the questions in their own words. Finally they match the letter with the correct sentence and at the end of the class students share their answers and check it with the teacher. **Affirming** - Teacher gives students some pieces of paper where the letters are disorderly, students have to order correctly the expressions that they have learned, then, they go and stick it on the board, teacher check it in a whole class. - Teacher provides students a worksheet related to the topic to work in groups at the end of the class.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: field notes Data source 2: quiz about greetings Data source 3: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	December 19th – 23th, 2016

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

Daytona Beach: Project CENTRAL.

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

Week 8

RESEARCH PROBLEM	*How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?*
TOPIC	It's a Piece of Cake
GOALS	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.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To identify and use idioms, requests and apologies in formal and informal conversations.
KEY VOCABULARY	It's a piece of cake, get out of here, it's mind-blowing, impressive paintings, hold the breath for a long time, make origami figures, relax, practice, enjoy it, assign roles, plan the event, host, performer, judges, project, values.
INSTRUCTIONAL FOCUS	**Activation** - **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. - **Find the lie:** Ss write three sentences with information about the topic or the last topic; they use idioms, requests and apologies to make a short conversation among them at the moment to stand up to ask their classmates. Students have to write two true sentences and one false sentence. Finally, the student who guesses more sentences is the winner. **Connection** - Students take turns talking about idioms. - Students role play the formal conversation that the teacher provides them using idioms, some requests and apologies. - Students write sentences using the idioms and after that they repeat it with their classmates. - In groups of three, students think an example of a conversation using some idioms, requests and apologies, after that the conversations of each

	group are exchange to other group. Finally each group checks if the conversation is correct or not.
	- 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.
	- Students complete the exercises on page 45, using the new words, idioms, requests and apologies. Finally, in pairs they give a short presentation from the lesson.
	Affirming
	- Teacher provides students worksheets to work in groups and individually at the end of the class.
	- Teacher send a homework to reinforce the class.
CLASSROOM RESOURCES	Guess the Idioms, Spin the bottle, Hangman. Visual aids: Flash cards, charts and cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Posttest/Post-Questionnaire Data source 2: Students reading samples (Idioms) weekly
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	January 2nd – 6th, 2017

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 9th year of Basic Education students at Pío Jaramillo Alvarado, afternoon session.
- The teacher candidate
- The thesis advisor

Material

- Lesson plans
- Book
- Sheets of paper
- Mp3 player
- Flash cards
- Charts
- Notebook

Technical

- Computer
- Projector
- Printer
- Internet

g. TIMELINE

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

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h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	$180
Print of reports	$100
Print of the project	$120
Print of the final report and thesis	$350
Unexpected expenses	$150
Total	$900

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

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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Nidia Mariana Espinosa Ordóñez
Year: Ninth year of Basic Education (Thirteen – fifteen years old)
Date:
Code:

<table>
<tr><th colspan="6">OBSERVATION SHEET</th></tr>
<tr>
<td>

Observation #:

Topic:

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

Date/Time:

Participants: Ninth year students & The researcher
</td>
<td>

Role of the researcher: Nonparticipant observer

Duration of the observation:
</td>
</tr>
<tr>
<td rowspan="2">

Things to be observed
</td>
<td colspan="4">**Levels of Acceptability**</td>
<td>**Remarks**</td>
</tr>
<tr>
<td>**Perfectly Acceptable**</td>
<td>**Acceptable**</td>
<td>**Unacceptable**</td>
<td>**Totally Unacceptable**</td>
<td></td>
</tr>
<tr><td>Apology</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Request</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Commands</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Idioms</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Greetings</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Annex 2: Field notes

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

DATA COLLECTION SOURCE: FIELD NOTES

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

UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT

Data Collection Source: Pre/Posttest
Student's code:
Date:

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

1. Fill in the blanks using the idioms from the box. (2points)

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

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

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

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

e) I am on the street. We are celebrating the Rio of Janeiro Carnival. _____, there are about 600 people around.
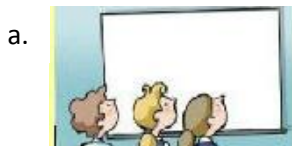
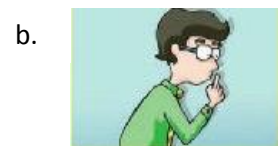| IDIOMS |
| :---: |
| feasting our eyes on |
| out of this world |
| couch potato |
| night owl |
| The place is packed |

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

a.

b.

Sit down

Look at the board

c.

Raise your hand

Be quiet

d.

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

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

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

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

CONVERSATION 1:
- **Peter: ……………………………………… (a)** Grandma! This is Peter. I am calling you from Orlando.
- **Grandma: ……………………………………… (b)** Peter. How was your trip?
- **Peter:** Great! We arrived at the hotel this morning; I was swimming most of the time.
- **Grandma:** It is not surprising to me; you decided to swim all the time.
- **Peter:** Well, I will call you tomorrow. **……………………………………(c)** Grandma.
- **Grandma: ……………………………………… (d)** Grandson!.

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 COLLABORATION

Test 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. (2points)**

Conversation 1
   a) Hello **(0. 50)**
   b) Hello **(0. 50)**
   c) Bye **(0. 50)**
   d) Bye **(0. 50)**

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

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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

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

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

   Always   (   )
   Often   (   )
   Sometimes   (   )
   Never   (   )

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

   Always   (   )
   Often   (   )
   Sometimes   (   )
   Never   (   )

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

   A lot   (   )
   Little   (   )
   Very little   (   )
   Nothing   (   )

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

   A lot   (   )
   Little   (   )
   Very little   (   )
   Nothing   (   )

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

A lot   (   )
Little   (   )
Very little   (   )
Nothing   (   )

_____

Student Signature

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: The development of Speech Acts through Group Work Interaction among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the City of Loja during the 2016 - 2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does group work interaction develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 - 2017 school year? **Specific** - What theoretical and methodological references about group work interaction are adequate for developing speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session	**General** - To develop speech acts through group work interaction among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year. **Specific** - To research the theoretical and methodological references about group work interaction and its application on speech acts. - To diagnose the issues that limit the development of speech acts among ninth year students at Colegio de	**Dependent variable** Communicative language teaching. Communicative competence Sociolinguistic competence Speech acts: Apology, requests, commands, idioms, greetings. **Independent variable** Group work interaction Cooperative learning Key elements of Cooperative Learning Group work Strategies of cooperative learning - Motivation	**Preliminary investigation** - Observing the English classes - Stating the background of the problem - Describing current situation - Locating and reviewing the literature - Creating a methodological framework for the research - Designing an intervention plan	- Observation sheet - Pre and Post test - Pre and Post Questionnaires - Field Notes

during the 2016 - 2017 school year? - What are the issues that limit the development of speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year? - What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year? - Which group work interaction strategies are implemented to develop speech acts among ninth year	Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year. - To design an intervention plan based on group work interaction in order to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year. - To apply the most suitable strategies of group work interaction in order to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.		**Intervention and observation** Administering test and questionnaires Observing and monitoring students´ performance according to the intervention plan Presentation of research findings Reflecting, analyzing and answering the proposed inquires Organizing the final report.	

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students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year? - How effective was the application of group work interaction to develop speech acts among ninth year students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 students at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.			

Annex 6. Grading Scales

Speech Acts

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

Group Work Interaction

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

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